UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: WORD GAMES AND VOCABULARY LEARNING

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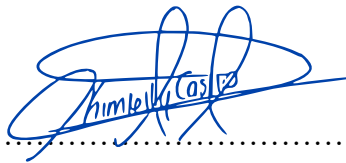**SUPERVISOR APPROVAL**

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I declare this undergraduate dissertation entitled " Word games and vocabulary learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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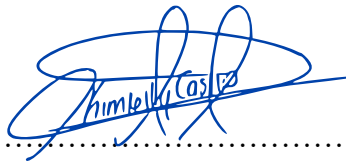
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DEDICATION

TO:

God for being my guiding force and unconditional support during the toughest times, never letting me down.

To my beloved parents, Wilian and Nelly, who always believed in me and in all of my projects and dreams, and never abandoned me even during my challenging times, and to my siblings Kerly and Francis and grandfather Leopoldo who always were there motivating me.

Also, to my late grandmother Lucinda, who even though she is no longer with me, was the biggest motivation that pushed me to keep going.

Finally, to my cousin Jessica and best friends Anahi and Melissa for being my emotional support.

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TOPIC: "Word games and vocabulary learning"

AUTHOR: Kimberly Yadira Castro Lozada

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ABSTRACT

The integration of vocabulary learning games in English language teaching is often neglected in contemporary teaching, influenced by factors such as time and material constraints, methodologies, strategies, and individual teacher preferences. Nevertheless, there is consensus among some educators on the effectiveness of incorporating playing activities to improve learners' language skills. Therefore, the purpose of this study is to analyze how the use of word games contributes to vocabulary learning in second and third year BGU students at the Unidad Educativa Rumiñahui. A total of 73 high school students (29 males and 44 females) participated in a descriptive and non-experimental research. The data was collected through a survey with 27 items on a Likert scale and, 3 open-ended questions. The survey was created and applied to 10 students to check the validity (piloting survey) using the coefficient Cronbach's Alpha (0,898). Furthermore, the research was based on three research questions based on the objectives. The results revealed that the categories students prefer to use to learn vocabulary are word games, and the types of word games are word searches, and crossword puzzles, these games are frequently used in students' English classes. Additionally, the investigation uncovered that students continue to employ conventional vocabulary learning strategies, including memorization. Finally, it is recommended to increase the use of word games to improve knowledge and vocabulary learning, as word games allow learners to be exposed to the language while playing.

Key words: Word games, categories, types of word games, strategies, vocabulary learning.

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TÍTULO: "Word games and vocabulary learning"

AUTOR: Kimberly Yadira Castro Lozada

TUTOR: Mg. Alba Paulina Hernández Freire

RESUMEN

La integración de juegos para aprender vocabulario en la enseñanza del inglés suele descuidarse en la enseñanza contemporánea, influida por factores como las limitaciones de tiempo y material, las metodologías, las estrategias y las preferencias individuales de los profesores. Sin embargo, existe consenso entre algunos educadores sobre la eficacia de incorporar actividades lúdicas para mejorar las destrezas lingüísticas de los alumnos. Por lo tanto, el propósito de este estudio es analizar cómo el uso de juegos de palabras contribuye al aprendizaje de vocabulario en estudiantes de segundo y tercer año de BGU de la Unidad Educativa Rumiñahui. Un total de 73 estudiantes de bachillerato (29 varones y 44 mujeres) participaron en una investigación descriptiva y no experimental. Los datos fueron recolectados a través de una encuesta con 27 ítems en escala Likert y, 3 preguntas abiertas. La encuesta fue creada y aplicada a 10 estudiantes para comprobar la validez (encuesta piloto) mediante el uso del coeficiente Alfa de Cronbach (0,898). Además, la investigación se basó en tres preguntas de investigación basadas en los objetivos. Los resultados revelaron que las categorías que los alumnos prefieren utilizar para aprender vocabulario son los juegos de palabras, y los tipos de juegos de palabras son las sopas de letras y los crucigramas; estos juegos se utilizan con frecuencia en las clases de inglés. Además, la investigación descubrió que los estudiantes siguen empleando estrategias convencionales de aprendizaje de vocabulario, incluida la memorización. Finalmente, se recomienda aumentar el uso de juegos de palabras para mejorar el conocimiento y el aprendizaje de vocabulario, ya que los juegos de palabras permiten a los alumnos exponerse al idioma mientras juegan.

Palabras clave: Juegos de palabras, categorías, tipos de juegos de palabras, estrategias, aprendizaje de vocabulario.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

To develop this study about the effects of the use of word games such as crossword puzzles and pictionary in acquiring new vocabulary. Different databases were used to collect the information necessary to support the main topic, such as Google Scholar, Scielo, and ResearchGate. Finally, the following previous studies have been supporting the development of this research.

Fadya and Winter (2021) demonstrated the effects that the application of word games has on the process of learning vocabulary. This study was conducted in a Sebha institution "Al-Kholod" to twenty elementary students. To gather the data the researcher used a questionnaire of eight questions and an interview to the students to discuss the influence that games have on vocabulary learning. The study found that using word games in classes make students feel excited, relaxed, and interested and that students also could learn new unknown words from the games. Using word games permit students to learn new vocabulary in a non-stressful environment. Finally, it was concluded that the use of games are effective strategies for teaching vocabulary due to the fact that they promote active learning, competition and attract attention, and increase students' motivation.

A study conducted by Hidayat (2016) remarked on the different difficulties that high school students faced in learning English due to the lack of vocabulary. The main aim of this research was to show how word games can affect positively the learning of new vocabulary. The participants of this research were thirty-eight students, these students were enrolled in the seventh grade of one of the junior high schools in Gresik. The researcher used Classroom Action Research (CAR) as a research design, which consisted of dividing the study into four steps that were planning, acting, observing, and reflecting. To develop the research the word game strategy was used which

combined the use of Hot potatoes and Picture dictionary/pictionary word games. The data collection was done using different instruments such as: Interviews, Observation, questionnaires, Pre-test, and Post-test. Finally, it was concluded that the use of word games in teaching clearly shows their significant positive effects on learners' motivation and enjoyment in class and also proves to be an effective tool for improving students' comprehension of new vocabulary.

The study elaborated by Jassim and Dzakiria (2019) aimed to state the differences between high and low English learners in terms of the use of vocabulary learning strategies. This study was applied to two hundred and eight Iranian university students. Two instruments were used to conduct the research: a vocabulary level test (Oxford placement test) and a survey about vocabulary learning strategies. The results indicated notable variances in the use of determination, memory, cognitive, and metacognitive strategies between learners with high and low English vocabulary skills. Nevertheless, there was no discernible distinction in their application of social strategies. Finally, it was concluded that in the process of learning a foreign or second language, learners benefit from actively improving their skills through deliberate efforts, including developing language learning strategies.

Nurteteng and Nopitasari (2019) developed a study whose objective was to establish the effects that the use of crossword puzzles has on the process of vocabulary learning. This study used a pre-experimental design which involved only one class sampling. The population of the research were students of first grade that consisted of twenty students. To collect the data, the instrument of the research is a crossword puzzle which consists of thirty items, this was applied in different six classes. A pre-test and a post-test were applied to compare the results that were obtained before and after the application of the treatment. The results of the pre-test showed a low average, meanwhile in the post-test the average increased, which means that the use of crossword puzzles can help students to learn easier and faster new vocabulary. Additionally, in this study was concluded that the use of crossword puzzles is a good strategy that can motivate students to learn a master vocabulary knowledge.

The research conducted by Orawiwatnakul (2013) focused on how the use of crossword puzzle strategies can improve and broaden the learning of vocabulary among undergraduate-level students. This study was developed to determine the effects of crossword puzzles on vocabulary learning of sixty-eight students enrolled in the fundamental English course. The instruments used in this study were a pre and post-vocabulary test to measure students' vocabulary knowledge and a survey about students' attitudes toward learning. Findings indicated that all students significantly improved their vocabulary knowledge after the application of the crossword puzzles strategy, and results from the questionnaire showed that students have good attitudes toward learning new vocabulary with crossword puzzles. The study's conclusions stated that the use of crossword puzzles help students to acquire new vocabulary knowledge and increase learning motivation.

Kruawong and Soontornwipast (2021) conducted research whose main objective was to enhance Thai EFL secondary school students' science vocabulary knowledge through science vocabulary crossword puzzle practices. The population consisted of thirty-three students from a school in Bangkok, selected using purposive sampling. The researchers adopted the model of action research planner, which consisted of the plan, act, observe, and reflect. The innovation being introduced was the Science Vocabulary Crossword Puzzle (SVCP), which was developed following four development steps. The instruments used were a Science Vocabulary Knowledge Test and a questionnaire to assess students' opinions towards the use of SVCP practice in the classroom. The results showed that the Science Vocabulary Crossword Puzzle practice significantly improved students' science vocabulary knowledge, and the students had positive opinions towards the use of Science Vocabulary Crossword Puzzle in the classroom. The researchers concluded that the Science Vocabulary Crossword Puzzle practice could be an effective tool for enhancing students' science vocabulary knowledge and recommended its use in similar contexts.

Kartini and Kareviati (2021) managed a study to analyze the response that the implementation of pictionary games has in teaching English vocabulary. To conduct this research the authors selected thirty-eight students in seventh grade. The study used the descriptive qualitative method because all the data would be presented in a descriptive form. Some instruments such as: interview and observation. The observation was used to gather insights into how students engaged and reacted to the implementation of the pictionary game method in the classroom. All results obtained from the observation and the interview showed that pictionary games are useful to attract students' motivation and that is a way that helps students to learn new vocabulary but with fun. Finally, in this research was concluded that this strategy is good for learning vocabulary because it permits students to memorize English vocabulary easily.

The research developed by Fatmawati et al. (2023) aimed to determine whether playing pictionary games with students helps them learn more vocabulary. The population of this study was 10th-grade students in a senior high school in Banten Province, Indonesia. The researchers used a quasi-experimental research design and a quantitative approach as the research method. The study involved two variables, "pictionary games" as the independent variable and "Vocabulary Mastery" as the dependent variable. The researchers divided the students into two groups, an experimental group, and a control group. Both groups took a pre-test and a post-test, and the experimental group played pictionary games before the post-test. The researchers used a validity test and a reliability test to ensure the accuracy of the data. The results showed that playing pictionary games significantly improved students' vocabulary learning. It was concluded that pictionary games can be an effective tool for teaching vocabulary to high school students.

1.2 Theoretical foundation of the variables

Independent variable

Game-based learning

Inside the educational field, there are different kinds of methods, approaches, and strategies that help students to learn and understand easily. Fenstermacher and Soltis (2004) explained that all methods and techniques that teachers use help students acquire knowledge, understanding, and skills necessary to domain the language. "Teaching methods, strategies, and techniques are necessary to ensure that a student has mastered the subject content of the study, learned to perform subject action, and actively operated ways of learning and working creatively" (Lytvynova & Pinchuk, 2018. p. 2).

Tang et al. (2009) described game-based learning as an approach or method in which educators use different kinds of games to create fun, interactive learning and motivate students to be engaged in the class. This approach can make today's learners, who like entertainment, more interested in learning. They do this by doing important activities in a game, which is different from the usual way of teaching. Adipat et al. (2021), a crucial aspect that benefits both learners and educators is the prompt feedback they obtain during the gaming process.

This approach involves incorporating games into certain learning activities that students create during their classes. Thus, it is important to recognize that some types of games may not be suitable for every learning scenario. Kristavridou et al. (2020), to choose a game that's right for a particular group of children, it is necessary to follow specific rules, and the teacher should carefully decide on the game's type and purpose and test it to make sure it helps the students achieve their learning objectives. Measles and Abu-dawood (2015) claimed that by crafting gamified content thoughtfully, it becomes feasible to enhance the cognitive, emotional, and social skills of the learners.

Active Learning

Students can have different ways of learning, and those ways can be divided into two: passively and actively. Learning passively is always related to traditional teaching, just with lectures and nothing else. On the other hand, active learning is more related to new strategies, activities, or methods that can make students feel motivated to learn. Active learning comprises a wide range of activities that are defined as any teaching technique that involves students in the learning process, active learning mandates that students participate in meaningful learning activities and reflect on their actions (Prince, 2004). Students need to do activities that enhance their motivation, activities that make learning a language significant and simultaneously to permit students to get interested in learning. According to Hartikainen et al. (2019) ¨active learning is not an easy target. Its theoretical roots are in constructivist learning theories¨ (p. 2).\]

Active learning has its roots in the belief that learning is an active endeavor and that individuals have diverse learning styles. Cherney (2011), it is important to note that active learning alone is insufficient without content, reflection, and clear objectives. Felder and Brent (2009), active learning is developing different activities, questions, problems, situations, or other types of challenges for students. Teachers are doing active learning when they promote work in groups, and permit students to share different ideas. Therefore, active learning is not just conducting a lecture, and asking questions as traditional classes are. Bonwell and Eison (1991) pointed out that active learning involves students in developing activities and thinking about what, and how they are doing the activity.

Active learning emphasizes the active role of students in their learning process, and involves the discovery, processing, and application of information, as well as higher-order thinking tasks like analysis and synthesis. Therefore, students need to recognize the relevance and importance of the information while ensuring its clarity and understandability. Finally, active learning is significant because it leads to improved students' motivation, and better knowledge retention (Chermey, 2011).

Games

Gibbs (1978) described games as activities undertaken by players collaborating or competing to achieve their goals within a prescribed set of rules. Games are primarily focused on fun and, when incorporated into an educational setting, they simultaneously delight and engage learners in improving specific skills, when they are used to teach spelling, games can effectively address children's apparent dislike to tasks related to studying, reviewing, or memorizing words (Swartz, 2019). Games have the potential to turn unfavorable attitudes into a passion for lifelong learning.

Lorenzutti (2016), games provide benefits beyond more enjoyment and play, and the examinations indicate that diversifying vocabulary exercises is crucial for learners to engage with all facets of word comprehension. Bylieva and Sastre (2018) defined games as a useful tool for memorizing concepts, images, and symbols, and involve tasks such as arranging elements, constructing, and organizing things, and comparison. A good advantage of games is that they can be used in any topic or subject area. Games can be found in different forms, with different instructions and aims. Teachers need to choose the game or create an adaptation of those games according to the needs and interests of their students, the goal, and the topic of the lesson. All games have the aim of entertaining, but they can be differentiated according to the activities they involve.

Educational Games

Currently, there is significant interest in using educational games for formal education, professional development, and advancing social causes. Peña and Sedano (2014), games are activities, whether physical or mental, conducted following regulations, aiming to entertain or offer rewards to those involved. Educational games have transformed into interactive tools that promote cooperation and learning. These kinds of games that support collaborative learning stimulate the creation of fresh ideas and the exchange of information (Peña & Sedano, 2014).

Many researchers have proven that learners can improve their English vocabulary through funny, relaxing, and motivating activities. Mohamed (2021) stated that educational games can enhance motivation and permit students to get involved and participate actively in learning activities. Vocabulary games can bring real-world context into the classroom, and develop students' use of English in a flexible, communicative way. Educational games can help students learn new words without even realizing it while having fun playing the games.

Bylieva and Sastre (2018) considered that in fundamental educational tasks, the principal objective is to reinforce existing knowledge, essential skills, and the retention of concepts. This includes tasks such as solving problems and enhancing reading, listening, and writing proficiency. The educational activities may seem repetitive to the learner and are adjusted in difficulty to align with their readiness level.

Educational games are good tools for language teachers, they can be employed during foreign language instruction, commonly as warm-up exercises or also as the closing of the lesson. As this a strategy teachers must dominate the correct use and application of games, instructions are crucial to lead students the autonomy to develop the activities as they are motivated to participate in classes (Saleh & Althaqafi, 2022).

Categories of games

Inside of Game-based approach, there are different types of games that can be implemented in an educational context. Therefore, some of those types are flashcard-type games, simulation games, interactives, quiz games, puzzles, strategy games, and reality-testing games (Kristavridou et al., 2020). All these games facilitate learning for all students and make the learning process easy and faster.

Games, employed for teaching purposes, can be categorized in various ways, and one method for classifying them is by grouping them based on their model it is possible to find different classifications and points of view of different authors, but most of them are some of the following types. Sigurdardottir and Sigridur Dogg (2010) categorized games into the subsequent groups: games designed for splitting larger groups into smaller ones, group games, physical games, theoretical expression games, drawing and coloring games, educational card games, word games, story games, and question games.

A similar classification is provided by Wright et al. (1997). In their classification, some of the games can be included under a broader term, such as picture games, psychology games, caring and sharing games, card and board games, sound games, story games, word games, true/false games, memory games, question/answer games, guessing games, and miscellaneous games. Lewis and Bedson (1999) remarked on categories of games that facilitate language learning and permit to improve language skills. Inside of those categories are movement games, and task-based games.

Group games

Language learning must be a funny and entertaining process, then teachers have to find several ways to make students engaged in the lesson. Cabiles (2023), defined collaboration as the effort that individuals put in group work to develop a task. Communicative, safe, enjoyable, challenging, and group-based activities sustain students' interests and promote self-confidence, learning satisfaction, and good relations between student-teachers (Cabiles, 2023). On the other hand, Frydrychova (2014), group games are activities in which learners work together and help each other to achieve the same goal. This category of games involves aligning individual actions and efforts with collective goals, acknowledging, and accepting the leadership, shouldering responsibilities, and maintaining a constructive attitude towards criticism and self-reflection.

Picture games

Shabiralyani et al. (2015), visual aids are instruments designed to enhance comprehension and clarity of a subject or lesson, encompassing items like images, models, diagrams, maps, videos, slides, tangible objects, and more. Rukmini and Sutopo (2013) claimed that various visual aids, such as picture games, can be employed to facilitate the process of teaching and learning vocabulary and make the environment enjoyable. Picture games are more significant than other media, by using games that involve pictures students feel happy, and this permits them to master vocabulary (Kreidler, 1965).

According to Regina (2017), picture games are a valuable tool for increasing students' motivation and combating boredom in vocabulary learning. They are particularly effective for slow learners who may struggle without visual aids, as the visual aspect helps them grasp concepts. Additionally, these games bring an element of fun to the classroom, keeping slow learners engaged and reducing monotony. Furthermore, picture games help to better memorize words and their meanings. Therefore, the author suggests using picture games to teach English vocabulary to slow learners.

Memory games

Memory plays a vital role in the process of acquiring new vocabulary, and research on vocabulary acquisition has convincingly illustrated the advantages of reviewing and repeating the material (O'Dell, 1997). Wright et al. (1979), memory games as activities that test the learners' memory skills, and it is remarkable how this fundamental challenge can give rise to a wide array of game variations. Wynne (2019), memory games enable children to foster their creativity and cultivate essential cognitive abilities like attention, concentration, and focus, which will benefit their future growth and progress. Additionally, memory games can enhance visual recognition, particularly those involving spotting differences or connecting related images, which, in turn, accelerates their ability to distinguish between images.

Physical or movement games

Bratož (2015) stated that incorporation of movement games and kinesthetic activities in the pedagogy of foreign language instruction is frequently correlated with the objective of infusing lessons with enjoyment and amusement, serving as an interlude from rigorous academic study. Although this undeniably constitutes a favorable facet of employing such games in language education, it is equally crucial to recognize the inherent potential that physical activities hold for language proficiency enhancement and authentic communicative applications of the target language.

Traci and Kuczala (2010) argued that movement games as an educational tool is a valuable aid for educators in a variety of subjects and grades. It offers activities that foster students' cognitive, social, mental, emotional, and physical development. Other authors as Balan and Shaao (2013) highlighted that the movement game's playful essence enhances the educational process and contributes to improvements in teaching and learning. In the field of movement games, the academic literature suggests that these games constitute an intricate aspect of motor skills applicable at all academic levels, throughout any academic term, in a variety of material circumstances, and within any part of a lesson (Matveev & Novikov, 1980).

Drawing and coloring games

Rhattigan (2016) noted that coloring and drawing activities enhance fine motor skills, promote concentration, and foster creative expression. For educators seeking engaging and clever methods to integrate instructional elements, both coloring and drawing prove to be suitable options. When working with younger students, coloring activities can be diversified through the use of various materials, aligning with their individual interests, and capabilities, as well as age and developmental level. The utilization of drawing and coloring activities in the classroom enhances children's expressiveness in the learning process, these activities serve as essential forms of expression, fostering the development of cognitive, social, emotional, and multisensory skills as children advance through experiential learning (Nurmala, 2016).

Question and answer games games

According to Agotnes et. al (2012), the application of question-based games entails the integration of interactive exercises focused on the formulation and answering of inquiries within educational or recreational settings. These games are specifically crafted to encourage critical thinking, foster active participation, and facilitate the interchange of information, thereby playing a role in advancing participants' cognitive capacities and knowledge acquisition.

Word games

Vocabulary learning is one of the most difficult aspects of the language process and can be interfered with many problems, problems that in most of the time are related to lack of motivation and confidence, little interaction, and use of traditional activities or methods (Rachman & Sarosa, 2015). The issues mentioned before can be solved by using a teaching approach that enhances students' motivation for learning English. Therefore, a suitable approach to reduce students' stress and improve motivation is using games (Kabiri & Ghafoori, 2015). Games provide students with a learning experience that covers all the skills and offers valuable, meaningful, and enjoyable learning situations.

Among the types of games that can be used for vocabulary learning, word games are a great option. ¨ A word game is a physical or mental contest played according to specific rules, with the goal of amusing or rewarding the Participant¨ (Peña & Sedano, 2017, p.1). Several games have been developed and used to promote language skills, including listening, reading, speaking, and writing, for both first and second language acquisition. Wright et al. (1997) argued that word games are a category of games where the primary focus is on individual words rather than whole sentences, and could involve things like spelling, understanding the meaning of words, creating sentences with specific words, figuring out word meanings from the context, or organizing words based on how they are used in grammar.

Vu et al. (2021) considered that word games, are effective in providing adult students with opportunities to learn and discover new vocabulary while also reinforcing previous skills without requiring too much direct teacher assistance. Alemi (2010) explained that a better technique might be the use of word games because it permits students to work easily over a longer period. The aim of teaching vocabulary should be to enhance the learner's ability to understand word meanings and how words are used and to accomplish this is better to incorporate activities, such as word games, with a subtle emphasis rather than relying solely on clearly structured lessons.

Teachers need to establish a positive classroom environment that promotes the growth of vocabulary. Allen (1983) mentioned that using word games as a method for teaching vocabulary does not imply or indicate enjoyable ways to fill the class time, which means that word games make teachers more responsible. By choosing the right game, students can learn words correctly and understand the importance of specific words, as they recognize that these words are crucial for succeeding in the game.

Word games have distinct qualities when incorporated into the language classroom. They actively involve students, motivating their active participation. Additionally, these games allow English teachers to assess their effectiveness in the learning process. By using word games, educators can effectively nurture vocabulary growth, which in turn leads to the refinement of vocabulary learning methods for students. Moreover, word games act as a valuable tool for improving memory, deducing word meanings, enhancing comprehension, and facilitating effective communication skills (Alemi, 2010). Pannese and Carlesi (2007) highlighted that word games have become an integral component of learners' cognitive development. Among these games, crossword puzzles hold particular significance due to their various advantages. Engaging in crossword puzzles aids learners in boosting their IQ, expanding their vocabulary, exercising their brains, enhancing critical thinking abilities, and improving their speed in responding to challenges.

Types of word games

Celce-Murcia & Macintosh (1979) expressed that there are various types of word games available, such as crossword puzzles, word searches, anagrams, pictionary, Scrabble, Password, Unscramble, hangman, map games, acrostics, definition games, word wheels, charades, and paper hunts. These word games can serve as valuable resources for English language teaching. Duldulova (2021) noted that word games offer a practical method to teach English vocabulary tailored to student's needs and the time they have available for learning.

Unscramble/ Scramble

Rosanti et al. (2022) described the unscramble as a type of word game designed to cultivate the development and enhancement of vocabulary and cognitive reasoning, this game can enhance students' creative thinking skills, encouraging them to conceptualize and construct novel structures or ideas. This active participation in play facilitates an increase in knowledge and understanding. Budiati and Wagino (2015), a scramble game allows students to practice arranging jumbled words, sentences, or discourse into a meaningful order. Umasugi et al. (2018) argued that implementing the word scramble game is a viable approach to enhance students' interest in learning. The use of this game can effectively capture students' attention, making the learning process enjoyable and motivating them to enhance their vocabulary. Scramble word game offers various advantages. Unscramble games are a highly effective technique applicable to students at any proficiency level in language learning (Perez, 2019).

Scrabble

Warner and Brown (2005) described scrabble as a board game where participants aim to form words by utilizing lettered tiles and connecting them to existing words on the game board. Rosidi and Falianti (2014), engaging in the Scrabble game has a positive impact on enhancing students' proficiency in vocabulary. Other authors as Lee (2012) argued that scrabble is a fun game for practicing spelling and improving students' vocabulary, reading, and general grammar skills.

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Word search

Simatupang and Derin (2020) explained that word searches as a game to assist students in word recognition. They involve a grid of letters that contains various hidden words written in any direction. This type of word game is suitable for enhancing the vocabulary development of students. Instructing vocabulary using word searches allows students to discover information. Students find joy and interest in the learning process, consistently seeking to acquire new words through word searches. Al-Furqon (2017), incorporating word search puzzles into vocabulary instruction empowers students to uncover information or deduce the meanings of unfamiliar words. Therefore, the utilization of word search puzzles proves beneficial in assisting students. Fitria (2023), argued that the word search puzzle game has a positive impact on vocabulary instruction, proving to be effective in enhancing students' mastery of vocabulary.

Anagram

Collins (2003) quoted that an anagram game involves rearranging the letters of a word or phrase to create another word or phrase. For instance, the word "orchestra" can be rearranged to form "carthorse"). Capper (1999), anagram is an enjoyable and educational word game that emphasizes word construction and the expansion of vocabulary by incorporating affixes and compounds. Despite not being initially designed for English as a Foreign Language (EFL) instruction, there has not been a more effective or enjoyable game in over ten years of teaching. Sutherland (2009) described the anagram as a suitable game, as it provides students with both enjoyment and challenges in language study, fostering a careful examination of words. It allows students to practice creating new words from given clues, matching words with their definitions, and honing their spelling skills.

Word Definition

Stenros (2026) stated that definition games are tasks or drills that engage participants in offering precise and succinct elucidations or interpretations for terms or

concepts within a specified context. In this game, students can deepen their understanding of relevant vocabulary words, particularly high-level options. You choose a word and direct students to write what they think the meaning is on a piece of paper. (Birt, 2023)

Hangman

Rauschenberg (2005) described the hangman game as a classic method for alphabet and vocabulary practice. Using the Hangman game motivates students to engage in English learning, fostering the perception that the process is enjoyable and uncomplicated (Manan, 2016). He also stated that the Hangman game allows students to perfect their knowledge of the alphabet and vocabulary, which are crucial to improving their English proficiency. It also helps to foster a pleasant atmosphere during teaching and learning activities.

Crossword puzzles

Crossword puzzles have long been recognized as a valuable tool for enhancing vocabulary and cognitive skills. Crossword puzzles are an effective means of expanding one's vocabulary while also providing an enjoyable mental exercise. Zamani (2021) pointed out that crossword puzzles are a form of word puzzle, typically created with grids of white and black squares arranged vertically and horizontally. The objective of these puzzles is to prompt individuals to construct words or phrases that correspond to the provided clues and result in the correct solutions (Nurteteng & Nopitasari, 2019).

The use of crossword puzzles has many benefits in the vocabulary development. According to Rostina and Rahayu (2022), crossword puzzles can serve to stimulate students' interest and engagement during the learning process. They have the potential to capture students' motivation by fostering a learning environment where they feel naturally drawn to the task at hand, rather than being compelled to learn. Therefore, crossword puzzles offer an alternative approach to learning vocabulary

because is a game in which students can use words (Karim & Hasbullah, 1986). These games offer active interaction with words leading to better retention and comprehension and contributing to an improved vocabulary knowledge. Thus, crossword puzzles serve as a practical and enjoyable means of vocabulary enhancement in educational settings (Saxena et al., 2009).

Furthermore, crossword puzzles offer a unique opportunity for individuals to learn new words in context. Orawiwatnakul (2013) quoted that crossword puzzles offer an enjoyable way to learn new words and expand one's lexical repertoire., crossword puzzles provide a context in which learners encounter unfamiliar words and are encouraged to explore their meanings. The satisfaction of completing a crossword puzzle can motivate individuals to seek out new words and incorporate them into their everyday language use, promoting ongoing vocabulary growth (Rahmat et al., 2021).

Pictionary

Nowadays many methods, techniques, and strategies influence the learning process in a good way. Games are one of those methods that take an important role inside of the educational process. Razak and Connolly (2013), games are created with the purpose of instructing various subjects, elaborating on concepts, solidifying understanding, captivating students' interest, or imparting skills. Consequently, games heighten students' focus and enthusiasm, particularly when they are acquiring new vocabulary. Games possess elements that contribute to student motivation, with pictionary being one of the games that plays a role in this regard.

Odang et al. (2023) considered that pictionary is a kind of word-guessing game that can be used with students of any age. Therefore, pictionary is a game that can engage students in the process of acquiring vocabulary and enhance students' creativity as they are tasked with illustrating images corresponding to the words provided by the instructor (Purba et al. 2022). This is an innovative tool that enhances vocabulary learning between language students. Pictionary can help students memorize the words

introduced by their teacher during vocabulary review. This practice is aimed at increasing the likelihood that these words will be retained in students' memory and applied correctly in relevant contexts (Odang et al., 2022).

Pranata et al. (2022), defined pictionary games as a fun way to teach language students about vocabulary, especially in reviewing the vocabulary that students have learned because the teacher allows students to be active participants in recalling English vocabulary by describing vocabulary through their drawings. A good advantage of using pictionary in classes is that permits students to work collaboratively with their classmates. Kartini and Kareviati (2021) stated that pictionary game is a game that requires students to work in teams and each member of the team takes a turn to be the artist.

Charade

Several games are available for instructing English vocabulary, and among them is the charades game (Bafadal & Humaira, 2019). Halimah and Basri (2017) defined charades as a game that involves acting, where students express vocabulary through body language without verbalizing, and their peers attempt to guess the given word. The utilization of Charades proves to be an engaging method for enhancing students' vocabulary, offering an interesting and stimulating approach that facilitates vocabulary expansion. Goodwin (2018), charades follow a structure similar to pictionary, but rather than drawing, students physically represent the vocabulary words. Bafadal and Humaira (2019) also indicated that the incorporation of charade games positively contributes to the enhancement of students' proficiency in vocabulary.

Dependent variable

Language learning

Language learning can be defined as the process encompassing the acquisition, development, and mastery of a particular language. Learning a language encompasses also learning the different rules that it contains (Fopoli, 2018). When it comes to language learning, most students already possess some degree of familiarity or understanding of the new language. This prior knowledge enables them to put it to practical use within the classroom, fostering communication among themselves. Consequently, students can acquire an understanding of the grammar rules associated with the language, subsequently committing them to memory and applying them in practice.

Language learning is a multifaceted and intricate process that has been the subject of extensive study and research. Krashen (1982) pointed out language acquisition involves two primary processes: "learning" and "acquisition." Learning refers to the conscious understanding of language rules and structures, while acquisition occurs when learners unconsciously internalize these rules through exposure and practice. This duality highlights the complexity of language learning, which encompasses both explicit knowledge and implicit, intuitive usage. Additionally, language learning is strongly influenced by the socio-cultural context in which it takes place. According to Vygotsky (1978), language is not just a tool for communication but a vehicle for thought and cognitive development. In this context, language learning becomes a collaborative and contextual process, shaped by cultural norms and the social environment.

Linguistics

Linguistics can be understood as the study of the elements of the language, which permits the understanding of how languages behave in speech. ¨Linguistics is defined as the scientific study of language. It is the systematic study of the elements of language and the principles governing their combination and organization.

Linguistics allows for rigorous experimentation with the elements or aspects of language that are in use by the speech community¨ (Alshami, 2019, p. 11). Daulay (2021) also claimed that linguistics is the search for knowledge that humans unconsciously have about language, an understanding of the structure of language, and knowledge of how various languages differ from one another.

Any human language has a complexity and a structure to follow, and linguistics is the study of how languages work. Ababa (2016), linguistics, the scientific study of language, linguistics studies sound, words, phrases, and meanings. It has the following subfields: phonetics, phonology, morphology, syntax, and semantics. D'Arcy and Bender (2023), linguistics also encompasses practical, empirical, and descriptive aspects, and participates in various fields, engages with diverse disciplines, and interacts with communities, the public, and areas like law, education, technology, and society to apply their expertise.

Linguistics helps to understand how words are formed, how languages originate, and their relevance. One fundamental aspect of linguistics is the study of phonetics and phonology. Ladefoged (2010) emphasized the role of phonetics in examining the physical properties of speech sounds and the articulatory mechanisms behind them. Syntax, another central component of linguistics, focuses on the study of sentence structure and grammatical rules. It posits that there exists an innate universal grammar that underlies all human languages, providing a framework for generating grammatically correct sentences. This theory has had a profound impact on the exploration of syntax. Additionally, linguistics is not limited to the study of the structural aspects of language; it also goes into semantics, which is the study of meaning in language. Cruse (1986) highlighted the intricacies of semantics, which involves analyzing how words, phrases, and sentences convey meaning and how meaning can vary based on context. Semantics is essential in deciphering the subtle nuances and connotations of language, enriching students' understanding of communication.

Lexis

Lexis is an essential component of the language and language process. This term must deal with linguistics and is used for the vocabulary or set of words of a language. Lexical units encompass individual words, expressions, phrases, and the entire lexicon that enables people to communicate. The study of lexis is essential for a holistic understanding of language, as it is related to both the meaning and usage of words in context. To achieve an advanced level of proficiency in fundamental communication skills, learners must possess a foundational vocabulary that enables their progress. Neglecting the structured instruction of vocabulary is one of the factors that can hinder the continuous enhancement of communicative abilities (Caro & Rosado, 2017).

Lexis is not an isolated linguistic entity but is intertwined with culture and society. As argued by Geeraerts (2009), lexis reflects and shapes cultural norms, values, and social dynamics. The sociolinguistic dimension of lexis is particularly relevant in understanding how vocabulary choices mirror societal changes and how language adapts to cultural shifts. Lexis is a multifaceted and dynamic aspect of language that encompasses vocabulary, semantics, and cultural dimensions.

Vocabulary learning

Rasinski and Rupley (2019) described vocabulary as a connection to prior knowledge, concepts related to the world, comprehension of disciplinary content, integration of new learning with existing knowledge, and representation of abstract concepts. In simpler terms, the richness and extent of our vocabulary enable individuals to engage in interaction, communication, and comprehension of texts. Vocabulary learning is a dynamic and essential component of language acquisition (Ramezanali & Faez, 2019). In learning a language, vocabulary has an important role that links the four basic skills: speaking, writing, listening, and reading. Therefore, to master a language first is necessary to master vocabulary. Learning Vocabulary plays an important role in mastering a language. Yokubjonova (2020) ¨Vocabulary is crucial for everyone who wants to learn a language in their life¨ (p. 67). A learner with

insufficient vocabulary size will not perform well in every aspect of the language itself. Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2017) explained that lexical knowledge is central to communicative competence and the acquisition of a second language.

Vocabulary is central to a language, without sufficient vocabulary people cannot understand what others want to communicate. According to Yokubjonova (2020), word knowledge is the foundation of the progress of language acquisition as well as literacy development. In the teaching process, most of the students claim that they cannot understand the meaning of a word and many of them fail in doing tasks because of lack of vocabulary knowledge. Therefore, vocabulary is important in English class, and teachers have many ways they can use it to teach (Tamimi & Rajabi, 2018). Nation (2011) stated that learning words is very important for using a second language well. It helps when you speak and write in that language. Learning words is a big part of learning any language. Students must keep learning new words as they learn how the language is put together and practice how to say the words. Learning English vocabulary involves acquiring a collection of words spoken or used by individuals or a community (Loraine, 2009).

Incidental and Intentional Vocabulary Learning

Incidental and intentional vocabulary acquisition are commonly known as implicit and explicit learning, respectively. In the field of language acquisition, incidental vocabulary learning is a unique approach in which the primary goal is not to accumulate a new lexicon through learning language features, but rather a by-product of activities such as reading and listening that help to acquire new words, often without conscious intention. The incidental form of learning is an indirect process involving the acquisition of vocabulary within a context and understanding the meaning of words in connection with surrounding words (Bilgin and Bingol, 2022). In this form of linguistic osmosis, the frequency of exposure to words in these contexts

is central. Learners must immerse themselves in substantial input, repeatedly encountering words to acquire them.

Graves and Watts-Taffe (2002), students learn new words naturally by listening to books read to them or by reading extensively on their own. Extensive reading offers learners the opportunity to encounter words repeatedly, which provides a rich and meaningful context for vocabulary learning. Therefore, intentional vocabulary learning is distinguished by emphasizing the learner's awareness of word acquisition. In this domain, learners focus meticulously on the meaning and significance of each word they encounter. On the other hand, intentional learning refers to a type of learning in which the learner is aware of what he or she has learned and actively participates in the learning process. In this scenario, learners engage in task-based learning by specifically selecting target words. This type of learning places a strong emphasis on vocabulary acquisition (Bilgin and Bingol, 2022).

Hung (2015) pointed out that intentional vocabulary learning as a deliberate approach to acquiring new words. This method involves purposeful strategies, including the use of word lists and flashcards, which are among the widely recommended techniques for achieving effective and efficient second language vocabulary acquisition. Intentional learning, then, is essential for acquiring various lexical features, especially in vocabulary acquisition. These lexical attributes require explicit attention for effective learning. It is important to note that mastering a word involves more than understanding its meaning; there are many interconnected lexical items associated with each word. These intricate facets are difficult to grasp through incidental learning.

Types of vocabulary

There are two types of vocabulary: Active also known as productive vocabulary and passive or receptive vocabulary. Active vocabulary includes the words learners are familiar with, comprehend, and use in a language. Kaufmann (2017),

active vocabulary refers to the words that learners comprehend and employ when they speak or write. Active vocabulary can be expanded and developed when there are ample opportunities to use it, which means that learners need to use the vocabulary in speech or writing to acquire it. Active vocabulary refers to the words that learners can comprehend and employ in language-related tasks (Schmitt, 2008).

Passive vocabulary consists of words that we can identify and comprehend when we read a text or hear them in speech. Kaufmann (2017) exposed that passive vocabulary denotes words that learners can grasp the meaning of but cannot yet employ in their language use. Passive vocabulary is usually developed to a level where learners can listen effortlessly and understand the main idea. The language's ability to be understood plays this role, focusing on making the input understandable.

Vocabulary strategies

Learning new words and their forms, meanings, and uses permit language learners to communicate, and for that knowing vocabulary is the basis of learning a language. Miyazaki (2019) considered that to build learners' vocabulary, they need to become effective independent learners who utilize learning techniques in both classroom and non-classroom settings. Learning strategies contribute to making the learning process easier, faster, effective, and enjoyable. Vocabulary learning strategies are divided into metacognitive, cognitive, memory, and activation strategies.

Metacognitive vocabulary strategies are cognitive processes and techniques that individuals use to plan, monitor, and evaluate their vocabulary learning. Ghazal (2007), metacognitive strategies consist of selective attention and self-initiation strategies. Another vocabulary strategy is cognitive, cognitive vocabulary strategies are the mental methods and approaches individuals employ to grasp, retain, and employ new words or phrases. These techniques involve various actions like connecting new vocabulary with familiar words, using memory aids, and rehearsing word recall. Essentially, cognitive vocabulary strategies aid learners in the more

efficient acquisition, retention, and recollection of new words in their memory. Some useful strategies are the use of dictionaries and note-taking strategies (Ghazal, 2007).

Memory strategies can be divided into two main groups: rehearsal and encoding. Rehearsal strategies involve techniques like making lists and repeating information. On the other hand, encoding strategies include methods like making connections, creating mental images, thinking about how a word looks or sounds, understanding the meaning, and considering the word's structure, such as its parts like prefixes, stems, and suffixes. In academic language, memory strategies fall into rehearsal and encoding categories. Rehearsal strategies involve actions like repeating words and making lists. Encoding strategies encompass techniques like forming connections, creating mental images, considering the word's visual or auditory aspects, understanding its meaning, and analyzing its structure (Ghazal, 2007).

On the other hand, activation vocabulary strategies are cognitive processes and techniques that individuals use to actively apply and use newly acquired words in real-life contexts. These strategies involve putting learned vocabulary into practice, typically through activities like forming sentences, engaging in conversations, or writing texts using recently acquired words. Ghazal (2007), activation strategies refer to techniques that involve learners applying newly acquired words in various situations. For example, learners might construct sentences using recently learned words.

1.3 Objectives

General Objective

To analyze the impact of using word games on vocabulary learning.

Specific objectives

- To explore the different categories of games learners prefer to use for enhancing vocabulary learning.

- To analyze the types of word games that learners use the most in EFL classes.

- To identify the strategies that learners use to improve their vocabulary knowledge.

1.4 Fulfillment of objective

The main and specific objectives were successfully accomplished through data collection via a survey, effectively addressing the three research questions.

Introducing the students to the definition of word games was essential. This involved familiarizing them with the concept, the different categories of games, and their effectiveness. Utilizing the survey, the students successfully recognized the frequently employed game categories and their distinguishing characteristics.

It was necessary to explain the types of word games that learners use when learning vocabulary. Specifically, the use of word searches, to practice spelling, and word formation, emerged as one of the most used strategies.

Ultimately, the questionnaire enabled the examination of the vocabulary learning strategies employed by high school students. The main strategies they used were cognitive strategies such as memorization, word lists, and repetition, which are part of traditional teaching and learning methods. Therefore, the survey incorporated three open-ended questions, enabling students to articulate their preferences regarding game categories, the specific types of word games they utilized, and the strategies employed in their vocabulary learning process.

CHAPTER II. METHODOLOGY

2.1 Materials

For the development of this study, human, and technological resources were used. The students from the second grade of the "Rumiñahui" High School. Besides, the internet, and technological devices.

Instrument/tool
Survey

To develop the research a survey (Annex 3) was used to describe the impact that using word games have on vocabulary learning. This was applied to high school students. The survey was divided into three sections that correspond to the three research questions. For Glasow (2005), a survey is essentially a tool used to gather data in survey research from large samples of the population. In a survey, independent and dependent variables are employed to outline the study's focus and cannot be explicitly controlled by the researcher. Before conducting the survey, the researcher needs to create a model that predicts the anticipated connections between these variables. The survey was measured on a Likert scale with 5 options which were Always, Often, Sometimes, Rarely, and Never.

Population

Students from the second "A" and "B" and third "A" grades BGU of the "Rumiñahui" high school of Ambato participated in the research. The classes consisted of seventy-three, of which twenty-nine were males and forty-four were females, all of them considered mestizos and their native language is Spanish. The participants were about 15 to 18 years old. The whole students volunteered to participate in the survey.

Table 1

Population

Population	Participants	Percentage
Male	29	39,7%
Female	44	60,3%
Total	73	100%

Procedure

The research work was developed carefully and meticulously, following a complex procedure which started with the exploration, research, and analysis of information related to the categories and subcategories of the dependent and independent variables. In this phase, many sources, including books, journals, articles, academic papers, and academic databases were used to gather relevant information on the topic of word games and vocabulary learning. To complement the comprehension of the topic the literature review of different libraries and platforms such as Google Scholar, Research Gate, E-book, and Redalic were explored to find different perceptions on the use of word games to improve students' vocabulary.

Then the research process continued with the development of a survey encompassing 30 items rated on a Likert scale, it was designed with the aim of analyzing the relation between word games and vocabulary learning. To create the instrument three research questions were developed in accordance with the three specific objectives, each of these questions required an extensive analysis of the previous bibliography research and relevant information from the categories of the topic, this analysis of information then was used to develop the survey questions. To know the different perspectives of the participants three open-ended questions were created.

During the development of the process, multiple revisions were carried out to clarify the relevance of the questions. Next, the operationalization of the variables (Annex 1) was developed in which the two variables were defined and divided into categories that then were used to prove that all questions relate to the categories and the topic.

After constructing the survey, a validation procedure was initiated to evaluate its reliability and validity. A pilot test involved ten participants from the second and third who completed the survey, offering valuable feedback. The responses from the pilot test were thoroughly examined, leading to adjustments for improved clarity and effectiveness. Subsequently, the collected data from the pilot test underwent manual entry into the Statistical Package for the Social Sciences (SPSS) program for validation procedures, utilizing statistical measures such as Cronbach's alpha coefficient. The obtained high coefficient value of 0.987 affirmed the survey instrument's strong internal consistency and reliability.

After this process, the survey was applied to the participants for then proceeded to the data collection phase. To expedite the administration of the survey, the link to the survey was distributed to the various course presidents. After the survey data were collected, they were subjected to meticulous analysis using SPSS software (Annex 2). Quantitative data were scrutinized using appropriate statistical methods, including calculation of means and creation of data tables. At the same time, qualitative data from the open-ended questions were subjected to manual analysis, using thematic analysis techniques to discern significant patterns, themes, and emerging ideas. Finally, From the processed data, insightful conclusions were drawn, and meaningful recommendations were formulated.

2.2 Methods
Research approach
Mixed approach

To conduct the research, it was followed a mixed approach, qualitative and quantitative approach. This research was qualitative because it used different sources like scientific articles, books, magazines, and website articles to describe the two

variables. All these sources provided valuable information to understand the effects that the use of word games, crossword puzzles, and pictionary, have on vocabulary learning. Qualitative research relies on inductive reasoning instead of deductive reasoning. It means that the researcher starts with observations and uses them to formulate questions and explanations (Williams, 2007). Creswell and Creswell (2018), qualitative research is a comprehensive method focused on exploration. It is a process that takes place in a real-life environment, allowing the researcher to gather detailed information through deep engagement with the actual experiences.

It was quantitative because it helped to answer questions that require numerical data, and as a part of the process, a numerical analysis was developed to analyze the data collected. Williams (2007), quantitative research starts with identifying a problem and includes creating a hypothesis, reviewing existing literature, and analyzing quantitative data. In this research, a survey was taken to collect data and analyze it to identify how the use of word games can affect vocabulary learning.

2.3 Modality
Field-based research
The study was categorized as field research because it involved gathering data directly from real-life situations without altering or managing the variables and through the use of observational methods and a social survey (Burgess, 2006). The research was conducted at "Rumiñahui" High School. The field research took place in a real-life environment to examine and explain the characteristics of the study's population.

Bibliographic research
The current study was bibliographic because all the information presented was based on different previous studies or research works that present relevant information about the topic. Williams (2007) argued that when you want to gather relevant information and insights about a specific research topic, bibliographic research means examining and understanding materials that have been published before. This includes carefully looking through academic journals, books, reports, and other resources to locate studies, theories, and ideas related to your research subject. Bibliographic

research serves as a foundation for forming theories, spotting research areas that need more investigation, and shaping the structure of practical studies. For the research development, it was crucial to make use of the university library and online resources to access trustworthy information on the topic.

2.4 Type of research /Research design
Descriptive research

The research used a descriptive approach to analyze and describe the collected data and results to evaluate the student's perspective. Descriptive research aims to provide a detailed account of a phenomenon and its attributes. This type of research primarily focuses on the "what" rather than delving into the "how" or "why" of an occurrence. Consequently, data collection methods frequently involve observation and surveys (Gall et al, 2003). Moreover, the study is descriptive because it seeks to understand how the use of word games, contributes to learning vocabulary. It does this by examining the variables and survey findings, with a specific focus on explaining the reasons behind a particular occurrence. Therefore, Majunatha (2019), descriptive research primarily focuses on the "what" rather than delving into the "how" or "why" of an occurrence.

2.5 Research questions

- What categories of games do students prefer to use to facilitate vocabulary learning?

- What types of word games do learners use the most in EFL classes?

- What strategies do learners use to improve vocabulary knowledge?

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis of the results

This chapter deals with the analysis and interpretation of the results obtained from the survey, with the aim of answering the three questions based on the research study objectives:

1. What categories of games do students prefer to use to facilitate vocabulary learning?

2. What types of word games do learners use the most in EFL classes?

3. What strategies do learners use to improve vocabulary knowledge?

The data were processed through SPSS to obtain the mean and to be able to tabulate the results of the open-ended questions.

Table 2

Categories of games.

Item	Mean
I prefer to develop activities and games in groups or pairs rather than individually.	*3.40*
I can understand better a story when my teacher asks me different questions.	*3.52*
I learn better about a new topic when my teacher asks us to draw and color something about a specific topic	*3.63*
I learn easily when my teacher used combine games such as crossword puzzles, word searches, and hangman.	*4.07*
I learn easily when my teacher uses different activities that involve active movement.	*3.66*
I learn more when I try to remember order of words, phrases, or objects.	*3.82*

Note: The following scales were used to derive the measures: 5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, and 1. Never.

Analysis and Interpretation

Research question: What categories of games do students prefer to use to facilitate vocabulary learning?

The results of the first section showed that word games as a good tool for enhancing students' vocabulary, with a mean of 4.07. This category of games helps students learn new words in a fun and easy way and creates a different environment where students enjoy the learning process. Moreover, students think that the use of memory games is also useful for learning, these games consist mainly of remembering the correct order of different objects, words, phrases, etc., in this case demonstrating an average score of 3.82.

On the other hand, students also demonstrated that another category of game mostly used within their learning process is movement or physical games, with a mean of 3.66. Games involving physical movement serve as an effective pedagogical strategy, as they facilitate cognitive stimulation and enhance the rapid assimilation of diverse subject matter among students. Nevertheless, a small portion of the students prefer that the teacher use the category of question games in the classroom, with a mean of 3.52. Contrary to what is typically instructed, students express a perception that the incorporation of group games within the classroom is not particularly advantageous, deeming such activities as insufficiently contributory to their individual learning efforts, thus being the lowest mean score, which stands at 3.40.

All in all, a substantial proportion of students exhibit a preference for acquiring knowledge using fdiverse word games, which not only facilitate the learning process but also captivate their attention through interactive engagements. Nevertheless, a prevailing inclination among students is to engage in solitary endeavors as opposed to group-based activities, primarily due to the perceived limited contribution of the latter to individualized learning outcomes. Consequently, students express a preference for instructional methodologies that involve interactive activities conducive to individual work.

Table 3

Types of word games.

Item	Mean
I use word games to learn new English words in class.	*3.58*
I prefer to rearrange jumble words to form new valid words.	*3.33*
I like to guess the name objects, places, or actions just by seeing drawings or pictures.	*3.66*
I like to use letter boards to practice spelling and word formation.	*3.32*
I like to use word searches to circle or underline hidden words related to a specific topic.	*4.27*
I prefer to play rearrange games to form new words or phrases using all the original letters exactly once. For example: From the word "listen" we can form the word "silent".	*3.38*
I like to guess the meaning of a word from a definition.	*3.45*
I like to play games where I need to guess letters to form words.	*3.97*
I like to act out a word or phrase, while classmates try to guess the word.	*3.25*
I like to complete grids to practice word definitions.	*3.58*

Note: The following scales were used to derive the measures: 5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, and 1. Never

Analysis and Interpretation

Research question: What types of word games do learners use the most in EFL classes?

The analysis showed that the students mainly used word searches, which help them to practice and learn new words easily. This genre of word game affords students opportunities for honing spelling skills and word construction, garnering the highest utility rating with a mean of 4.27. Consequently, another type of word game adopted by the students is the hangman game, with a mean of 3.97. This is a vocabulary game widely used by many teachers to introduce new vocabulary in their classes, as it allows students to practice words but in a fun and innovative way. Interestingly, two other

types of word games also obtained a medium-high mean, based on the results, students prefer to learn vocabulary through Pictionary, through the use of images, with a mean of 3.66. Pictionary is a beneficial activity that facilitates social engagement, cognitive advancement, collaboration, and cooperation. This fun and versatile game is suitable for people of different ages and abilities. Consequently, the other type that was rated with a medium-high mean was the crossword puzzle game, which received a mean of 3.58. Crossword puzzles expose students to a diverse range of words, promoting the acquisition of vocabulary. This activity provides an enjoyable and captivating avenue for the enhancement and reinforcement of language skills. All things considered; the use of the charade game got the low mean with 3.25.

In a nutshell, students prefer to use the word search and hangman game to practice and learn new vocabulary. Furthermore, learners exhibit a preference for employing visual strategies and engaging in activities that involve the observation of visual representations corresponding to the words to be acquired. Additionally, there is a predilection for using familiar or commonly recognized games, such as crossword puzzles. Ultimately, vocabulary learning through the charade game is unappealing, indicating a preference for conventional, established vocabulary-enhancing activities.

Table 4

Strategies to learn vocabulary.

Item	Mean
I improve my vocabulary knowledge by using flashcards.	4.01
I learn more vocabulary when I to listen music, podcasts or audios of native speakers and I repeat their pronunciation.	3.89
I learn new vocabulary by watching videos or movie shorts.	3.67
I learn new vocabulary through the use of vocabulary lists.	3.62
I learn new vocabulary when I search words definitions and translations on dictionaries.	3.71

I learn new vocabulary when I try to understand the global meaning of a word from a story rather than as an individual vocabulary.	*3.38*
I remember more words when I use them in my daily life. For example, remember the names of school materials.	*3.84*
I learn new vocabulary when I write short stories using the new words.	*3.23*
I remember new words when I use them to write about something that occurred to me or in my life.	*3.32*
I learn new words when I translate them directly from English to Spanish.	***3.67***
I learn new words by memorizing words through repetition.	***3.85***

Note: The following scales were used to derive the measures: 5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, and 1. Never.

Analysis and Interpretation

Research question: What strategies do learners use to improve vocabulary knowledge?

The findings indicate that students exhibit a notable preference for the use of visual aids like flashcards for practicing new words, with a mean of 4.01. In addition, some students predominantly resort to the use of auditory strategies, such as listening to music, podcasts, or native-speaker conversations, as reflected by a mean score of 3.89, highlighting their preference for linguistic immersion. Additionally, it is shown that students think that memorizing words through repetition is a good strategy for learning them, evidenced by a mean rating of 3.85, suggesting the persistence of this approach among high school students. Additionally, when encountering unfamiliar words, students commonly resort to dictionary consultation with a mean of 3.71 and they also employ word lists as aids for memorization, rated with a mean of 3.62. Some students also express that they use direct translation and the use of videos or movie shorts, with a mean of 3.67. Conversely, a comparatively lower mean rating of 3.23 suggests that a limited number of students favor practicing new vocabulary through writing.

In short, according to the results, it can be inferred that learners prefer to use visual aids, such as flashcards, and auditory aids, such as listening to music, and podcasts. The results also reveal that students approve of the effectiveness of memorizing words through repetition and the use of word lists, indicating the prevalence of traditional methods among high school students. On the other hand, a limited number of students show a preference for practicing new vocabulary through writing.

Table 5

Open-ended questions.

Question 1	Answer	Total
	Word games	37
What games do you use frequently in your English classes?	Memory games	9
	Movement games	9
	Group games	7
	Picture games	3
	Other answers	8
	Total	73
Question 2	**Answer**	**Total**
	Word search puzzle	36
What word games do you like the most to learn vocabulary?	Crossword puzzle	27
	Pictionary	2
	Definition game	2
	Hangman	1
	Scrabble game	1
	Other answers	4
	Total	73
Question 3	**Answer**	**Total**
	Memorizing	33
What strategy do you use the most to learn new vocabulary?	Word lists	18
	Platforms	12
	Videos	4

Other answers	6
Total	73

Note: Qualitative findings derived from the open-ended questions.

Analysis and Interpretation

Table 5 shows the results of the open-ended questions used to reinforce the research questions:

The first open-ended question is, *What games do you use frequently in your English classes?* The main category of games that students (37) use frequently when learning vocabulary are word games. For example, crossword puzzles, word searches or pictionary. These three word games are commonly used to practice different aspects of lexis, such as word formation and hyphenation. On the other hand, other important games used by students of 9 are memory games. This game focuses on learning through memory activities. Another game used by the same number of students (9) is movement games, which shows that they prefer learning through active lessons. In addition, group games are a way to create a collaborative environment, 7 students opt for this option. On the other hand, a small number of students (3) use games with images to learn vocabulary. In addition, 8 students chose another category of game to learn English. A major part of the students prefers to use word games to learn new vocabulary. However, they do not prefer too much to use memory or movement games. On the other, they see attractive the idea of developing group games. Finally, few students use images due to the reason that they are more visual learners.

Regarding the second open-ended question, *What word games do you like the most to learn vocabulary?* According to the results, 36 interviewees mentioned that for them the most popular word game for learning vocabulary is a word search game. Students prefer to use this game because it permits them to practice the spelling of words. Additionally, 27 students mentioned another important word game, which is the crossword puzzle game. Furthermore, 2 students indicated that they prefer to use the pictionary game as a tool to practice vocabulary. The same number of students prefer to use the definition games. Nonetheless, a minor part of students considered that for them it is better to use the hangman game (1) and scrabble game (1). Finally, 4 students established, that they prefer to use other different types of word games. All

in all, the use of word games has many benefits to learn in the current days due to the reason that is an interactive way of practicing words. In addition, using classic word games such as crossword puzzles and word searches is funnier, and the students enjoy using it. Finally, a minor part of the students established that it is not common for them to use hangman and scrabble games.

Lastly, the third open-ended question, What strategy do you use the most to learn new vocabulary? According to the results, 33 respondents mentioned that the main strategy they use is memorizing, since it is a classic way to learn new vocabulary. On the other hand, 18 students stated that using word lists is a good strategy to improve their vocabulary learning. Therefore, we can say that students are inclined to memorization strategies. In addition, another 12 students prefer to use platforms when it comes to improving their vocabulary. It is a more interactive way to learn new vocabulary. However, a small part of the students (4) prefers to use videos when they are learning vocabulary. Finally, 6 students prefer to use other types of strategies according to their preferences in terms of learning methods. This indicates that in general, high school students use traditional methods and strategies to learn new vocabulary, such as memorization and the use of word lists. On the one hand, a few students prefer to use platforms, and a few use videos, which are innovative and creative ways of learning. In conclusion, they do not use many metacognitive strategies, but only cognitive strategies that are traditional.

3.2 Discussion

To determine the importance of vocabulary learning using word games, it is possible to explain it with the following questions:

Question 1: *What categories of games do students prefer to use to facilitate vocabulary learning?* After the analysis, it can be said that in the present research, the categories of games used by the students to learn vocabulary were the following: word games, memory games, movement games, group games, and picture games. In this regard, Wright et al. (1997) state that games can be classified in different ways. The categories are picture games, psychology games, caring and sharing games, card and board games, sound games, story games, word games, true/false games, memory games, question/answer games, guessing games, and miscellaneous games.

Furthermore, Alemi (2010) that the use of word games is a good technique because it allows students to work with ease over a longer period and improve their ability to understand the meanings of words and how they are used. Teachers prefer to use word games for their interactive and entertaining nature, which have the potential to make language learning enjoyable. On the other hand, results showed that the other games that students use in classes are memory games, which is an expected response since memorization has always been the basis of language learning. Concerning this, Wynne (2019) suggests that engaging in memory games enables students to nurture their creativity and develop crucial cognitive abilities like attention, concentration, and focus. These skills are integral for the future advancement and development of students.

The categories that students use the most in their English classes within these categories are word games and memory games. The use of these games has several advantages in learning, but unfortunately, memorization is among the traditional learning methods, which means that since it is one of the most used categories, teachers continue to use unattractive methods. On the contrary, the category that is most used

is word games, a category that is recognized as part of interactive strategies and that shows good results in vocabulary learning.

Question 2: *What types of word games do learners use the most in EFL classes*? The study results indicated that the majority of learners use two main types of word games for vocabulary learning: the word search puzzle, the hangman, and the crossword puzzle game, in relation to that Simatupang and Derin (2020) clarified that word searches function as a game to aid students in recognizing words. This word game is apt for enhancing students' vocabulary development. Teaching vocabulary through word searches enables students to uncover information or deduce the meanings of unfamiliar words. Word search puzzle game has a positive impact on vocabulary instruction because permit students to find joy and interest in the learning process.

Otherwise, Rauschenberg (2005) characterized the hangman game as a traditional approach for practicing alphabets and vocabulary. Employing the Hangman game encourages students to actively participate in learning English, promoting the idea that the learning process is both enjoyable and straightforward (Manan, 2016). On the other hand, Rostina and Rahayu (2022) argued that the utilization of crossword puzzles brings forth numerous advantages in vocabulary development. Crossword puzzles can effectively stimulate students' interest and engagement in the learning process. These puzzles possess the potential to ignite students' motivation by creating a learning environment where they are naturally attracted to the task, as opposed to feeling obligated to learn.

Language learning is a complex process that needs to be accompanied by different strategies for students to learn with ease, word searches, and crossword puzzles are some of the strategies that can help in learning a language, as these types of word games can motivate students, and create a fun environment for them and that's why Celce-Murcia & Macintosh (1979), explained that these word games can serve as valuable resources for English language teaching.

Question 3: *What strategies do learners use to improve vocabulary knowledge?*
According to the results, the strategies students used to learn vocabulary were the use of flashcards, memorizing, and the use of word lists in this regard Ghazal (2007) delineated that the strategies learners employ to acquire new vocabulary are categorized into memory strategies, including rehearsal, and encoding. Encoding strategies involve techniques like association, imagery, visual, auditory, semantic, and contextual encoding, along with word structure. Metacognitive strategies encompass selective attention and self-initiation strategies. Selective attention strategies involve recognizing the significance of words crucial for comprehension, while learners using self-initiation strategies employ diverse methods to clarify the meanings of vocabulary items.

Cognitive strategies encompass methods such as employing guessing strategies, skillfully utilizing dictionaries, and utilizing note-taking strategies. Learners utilizing guessing strategies rely on their existing knowledge and utilize linguistic cues, such as sentence grammatical structures, to deduce word meanings. Activation strategies, on the other hand, involve learners actively incorporating new words into various contexts. Concerning that, the results showed that the most used strategies are memorization and word lists which belong to the group of cognitive strategies because memorization involves the learning of words but through repetition.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on the findings, it can be concluded that students prefer to use word games to enhance their vocabulary learning. This is because word games make the learning process enjoyable and stimulate creativity, critical thinking, and memory retention. On the other hand, another large proportion of students prefer to use memory games, which is a very expected result, since the most common way of learning is through memory. It is noteworthy that other students also indicated that they prefer to learn using games that involve physical and active movement. Students find attractive the use of interactive activities that create a dynamic environment, encouraging active participation and a positive attitude toward language acquisition. Overall, understanding students' gaming preferences could provide valuable information to develop effective language teaching practices or to help the teacher implement a methodology suitable for the students.

The main types of word games that students use in their EFL classes are word search puzzles, crossword puzzles, hangman game, and pictionary, as those games are most used for practicing vocabulary. Furthermore, teachers mostly use those types of word games that allow students to practice spelling and word formation. Moreover, those games also challenge students to explore and expand their vocabulary engagingly. However, students are not accustomed to learning vocabulary through charades, perhaps because they are afraid to expose themselves to the language. In a nutshell, integrating word games into educational environments is most effective when a vibrant and engaging atmosphere is cultivated. Designed to be fun and interactive, these games not only serve as valuable tools for improving learners' language skills, but also contribute significantly to fostering a positive and enthusiastic approach to learning. By combining education and entertainment, these word games become powerful allies in shaping an environment conducive to academic growth and language development.

The predominant strategies employed by learners to acquire vocabulary focus on techniques such as memorization and the application of word lists. These methods have gained popularity due to their simplicity and accessibility, which has led to their widespread adoption in a variety of learning environments. This was an expected result since high school students typically use traditional teaching methods. Students also mention that it helps them to use platforms such as Duolingo to practice new words and achieve effective learning. The use of multimedia resources is another useful strategy that students find beneficial. However, it is important to note that only a few students indicated having applied strategies involving direct language use. As a result, students predominantly employ cognitive strategies, while the utilization of metacognitive strategies, which are equally valuable and significant, is comparatively limited.

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4.2 Recommendations

To enhance students' vocabulary, teachers should introduce diverse word games aligned with students' preferences. Word games within the classroom context serve as engaging aids for language learning and vocabulary enrichment. By replacing conventional approaches, these games contribute to more interactive lessons. Introducing word games not only brings enjoyment to learning but also provides a pragmatic solution to diversify teaching methods, particularly in resource-constrained classroom environments.

It is recommended to encourage the use of the word game Pictionary, as this technique not only facilitates the improvement of students' drawing skills but also offers the opportunity to increase vocabulary. This is achieved through the simultaneous development of picture recognition and word-listening skills during the game.

It is advisable to motivate teachers to employ a variety of vocabulary learning approaches. It is recommended that classes include diverse metacognitive strategies alongside cognitive ones, avoiding reliance solely on traditional methods. English language instruction should embrace a range of learning strategies, introducing novel

approaches for vocabulary acquisition to foster continuous improvement. This approach ensures that students have access to a multitude of strategies and activities, allowing them to select the ones that align with their learning styles.

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ANNEXES

Annex 1: Carta de compromiso

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 14 de Septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Paulina Alexandra Nieto Viteri, en mi calidad de Rectora de la Unidad Educativa"Rumiñahui", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "WORD GAMES AND VOCABULARY LEARNING" propuesto por la estudiante Castro Lozada Kimberly Yadira, portadora de la Cédula de Ciudadanía, 1850104686 estudiante de la Carrera de Pedagogia de los Idiomas Nacionales Y Extranjeros de la Facultad de Ciencias Humanas y de la Educacion de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Paulina Alexandra Nieto Viteri.
Rectora
CI. 1708750086
Telf. 0998782657
Emial. paulinanieto66@gmail.com

Annex 2: Operationalization of variables

OPERATIONALIZATION OF VARIABLES

Objective: To analyze the impact of using word games on vocabulary learning at "Unidad Educativa Rumiñahui".

Instructions: For the following statements, select one of the options:

1. Neve, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

2. Word games	Dimensions	Indicators	Questions
A game is a system where participants involve themselves in a simulated conflict, guided by predetermined rules, leading to a measurable result. Games can be divided in different categories. Word games are a category of games where the primary focus is on individual words rather than whole sentences, and could involve things like spelling, understanding the meaning of words, creating sentences with specific words, figuring out word meanings from the context, and organizing words based on how they are used in grammar.	Categories of Games	- Group games - Question games - Drawing and coloring games - Word games - Movement games - Memory games	1 2 3 4 5 6
There are various types of word games available that can serve as valuable resources for English language teaching and offer a practical method to teach English vocabulary tailored to students' needs and the time, they have available for learning.	Types of word games	-Unscramble game - Pictionary game -Scrabble game - Word search game - Anagram game - Definition game -Hang man game -Charade game -Crossword puzzle game	8 9 10 11 12 13 14 15 16

3. Vocabulary learning	Dimensions	Indicators	Questions
Vocabulary learning is a dynamic and essential component of language acquisition because links the basic skills: speaking, writing, listening, and reading. Vocabulary learning strategies derive from the theoretical framework of language learning strategies. These strategies encompass the methods and techniques employed by learners with the purpose of learning vocabulary well, and are divided in metacognitive, cognitive, memory, and activation strategies.	Vocabulary learning strategies	-Memory strategy	19-20-21-22-29
		-Cognitive strategy	23-28
		-Metacognitive strategy	24
		- Activation strategy	25-26-27

Annex 3: Cronbach's alpha variables

Reliability Statics	
Cronbach's Alpha	N of items
.987	27

Note: Reliability statics with Cronbach's Alpha of the 27 questions with Likert scale.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I prefer to develop activities and games in groups or pairs rather than individually.	78.000	1248.500	.931	.986
I can understand better a story when my teacher asks me different questions.	78.000	1298.500	.474	.988
I learn better about a new topic when my teacher asks us to draw and color something about a specific topic.	78.000	1259.500	.829	.986
I enjoy the class when my teacher used combine games such as crossword puzzles, word searches, and questions.	78.000	1247.000	.945	.986
I learn easily when my teacher uses different activities that involve active movement.	78.000	1247.000	.945	.986
I learn more vocabulary when I try to remember order of words, phrases, or objects. (Memory games)	78.000	1259.500	.829	.986
I use word games to learn new English words in class.	78.000	1259.500	.829	.986
I prefer to rearrange jumble words to form new valid words.	78.000	1249.000	.926	.986
I like to guess the name objects, places, or actions just by seeing drawings or pictures.	78.000	1248.500	.931	.986
I like to use letter boards to practice spelling, and word formation.	78.000	1271.000	.723	.987
I like to use word searches to circle or underline hidden words related to a specific topic.	78.000	1247.000	.945	.986

I like to use word searches to circle or underline hidden words related to a specific topic.	78.000	1247.000	.945	.986
I prefer to play rearrange games to form new words or phrases using all the original letters exactly once. For example: From the word "listen" we can form the word "silent".	78.000	1249.000	.926	.986
I like to guess the meaning of a word from a definition.	78.000	1271.000	.723	.987
I like to play games where I need to guess letters to form words.	78.000	1262.500	.801	.986
I like to act out a word or phrase, while classmates try to guess the word	78.000	1250.500	.912	.986
I like to complete grids to practice word definitions.	78.000	1247.000	.945	.986
I improve my vocabulary knowledge by using images or flashcards.	78.000	1250.500	.912	.986
I learn more vocabulary when I to listen music, podcasts or audios of native speakers and I repeat their pronunciation.	78.000	1247.000	.945	.986
I learn new vocabulary by watching videos or movie shorts.	78.000	1248.500	.931	.986
I learn new vocabulary when by memorizing new words through repetition and the use of vocabulary lists.	78.000	1271.000	.723	.987
I learn new vocabulary when I search words definitions and translations on dictionaries.	78.000	1250.500	.912	.986
I learn new vocabulary when I try to understand the global meaning of a word from a story rather than as an individual vocabulary.	78.000	1273.000	.705	.987
I remember more words when I use them in my daily life. For example, remember the names of school materials.	78.000	1247.000	.945	.986
I remember more words when I use them in my daily life. For example, remember the names of school materials.	78.000	1247.000	.945	.986
I learn new vocabulary when I write short stories using the new words.	78.000	1271.000	.723	.987
I remember new words when I use them to write about something that occurred to me or in my life.	78.000	1247.000	.945	.986
I learn new words when I translate them directly from English to Spanish.	78.000	1249.000	.926	.986
I learn new words by memorizing words through repetition.	78.000	1273.000	.705	.987

Annex 4: Survey

Survey

https://forms.gle/cLhhMtFD1NcZEwMQ9

Word games and vocabulary learning

Dear students:

The aim of the current survey is to gather information
about the use of word games in English classes and its influence on the
development of the vocabulary learning of the students of the first and second
grade BGU of Unidad Educativa "Rumiñahui".

(El objetivo de la
presente encuesta es recabar información sobre el uso de juegos de palabras en
las clases de inglés y su influencia en el desarrollo del aprendizaje de
vocabulario de los alumnos de primero y segundo grado BGU de la Unidad
Educativa "Rumiñahui".)

Thank you for your voluntary and open participation in this research. (Gracias por su
participación voluntaria y abierta en esta investigación)

castrokimberlyyadira@gmail.com Cambiar cuenta

No compartido

Name and last name (Nombre y apellido)

Tu respuesta

Section 1: Personal information
Sección 1: Información Personal

Gender (Genero)

○ Male (Masculino)

○ Female (Femenino)

Nationality (Nacionalidad)

○ Ecuadorian (Ecuatoriano)

○ Other (Otro)

Age (Edad)

○ 13 - 15

○ 16 - 18

Native language (Idioma nativo)

○ Spanish (Español)

○ English (Inglés)

○ Quichua (Quichua)

○ Other (Otro)

Ethnicity (Etnia)

○ Mestizo (Mestizo)

○ White (Blanco)

○ Afro-Ecuadorian (Afroecuatoriano)

○ Indigenous (Indígena)

○ Other (Otro)

Siguiente   Borrar formulario

For the following statements, select one of the options:

Para las siguientes afirmaciones, seleccione una de las opciones:

5. Always (Siempre), 4. Frequently (Frecuentemente), 3. Occasionally (Ocasionalmente), 2. Rarely (Rara vez),

1. Never (Nunca)

---

1. I prefer to develop activities and games in groups or pairs rather than individually. (Group games)

Prefiero desarrollar actividades y juegos en grupo o en pareja que individuales. (Juegos en grupo)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

2. I can understand better a story when my teacher asks me different questions. (Question games)

Comprendo mejor una historia cuando mi profesor me pregunta diferentes preguntas. (Juegos de preguntas)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

3. I learn better about a new topic when my teacher asks us to draw and color something about a specific topic. (Drawing and coloring games)

Aprendo mejor sobre un tema nuevo cuando mi profesor nos pide que dibujemos y coloreemos algo sobre un tema especifico. (Juegos de dibujo y pintura)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

4. I learn easily when my teacher used combine games such as crossword puzzles, word searches, and hangman.

Yo aprendo fácilmente cuando mi profesor utiliza juegos combinados como crucigramas, sopas de letras y el ahorcado. (Juegos de palabras)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

5. I learn easily when my teacher uses different activities that involve active movement. (Movement games)

Aprendo fácilmente cuando mi maestro utiliza diferentes actividades que involucran movimiento activo. (Juegos con movimiento)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

6. I learn more when I try to remember order of words, phrases, or objects. (Memory games)
Aprendo más cuando intento recordar el orden de las palabras, frases u objetos. (Juegos de memoria)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

7. What games do you use frequently in your English classes? (Movement games, Word games, Card and board games, Picture games, Group games, Memory games)

¿Qué juegos utilizan tus profesores con frecuencia en sus clases? (Juegos de movimiento, juegos de palabras, juegos de cartas y tablero, juegos de imágenes, juegos en grupo, juegos de memoria)

Tu respuesta

Atrás   Siguiente   Borrar formulario

For the following statements, select one of the options:

Para las siguientes afirmaciones, seleccione una de las opciones:

5. Always (Siempre), 4. Frequently (Frecuentemente), 3. Occasionally (Ocasionalmente), 2. Rarely (Rara vez), 1. Never (Nunca)

---

8. I use word games to learn new English words in class.

Utilizo juegos de vocabulario en clase para aprender nuevas palabras en inglés.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

9. I prefer to rearrange jumble words to form new valid words. (Unscramble game)

Prefiero reordenar las palabras revueltas para formar nuevas palabras válidas. (Juego de descifrar)

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

65

10. I like to guess the name objects, places, or actions just by seeing drawings or pictures. (Pictionary game)

Me gusta adivinar el nombre de objetos, lugares o acciones con sólo ver dibujos o fotos. (Juego Pictionary)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

11. I like to use letter boards to practice spelling, and word formation. (Scrabble game)

Me gusta utilizar tableros de letras para practicar ortografía, y formación de palabras. (Juego Scrabble)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

13. I prefer to play rearrange games to form new words or phrases using all the original letters exactly once. For example: From the word "listen" we can form the word "silent". (Anagram game)

Prefiero jugar a reordenar para formar nuevas palabras o frases utilizando todas las letras originales exactamente una vez. Por ejemplo: A partir de la palabra "escuchar" podemos formar la palabra "silencioso". (Juego del anagrama)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

14. I like to guess the meaning of a word from a definition. (Definition game)

Me gusta adivinar el significado de una palabra a partir de una definición. (Juego de definiciones)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

12. I like to use word searches to circle or underline hidden words related to a specific topic. (Word search game)

Me gusta utilizar las sopas de letras para rodear o subrayar palabras ocultas relacionadas con un tema concreto. (Juego de sopa de letras)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

13. I prefer to play rearrange games to form new words or phrases using all the original letters exactly once. For example: From the word "listen" we can form the word "silent". (Anagram game)

Prefiero jugar a reordenar para formar nuevas palabras o frases utilizando todas las letras originales exactamente una vez. Por ejemplo: A partir de la palabra "escuchar" podemos formar la palabra "silencioso". (Juego del anagrama)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

15. I like to play games where I need to guess letters to form words. (Hangman game)

Me gusta jugar a juegos en los que tengo que adivinar letras para formar palabras. (Juego del ahorcado)

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

16. I like to act out a word or phrase, while classmates try to guess the word (charade game).

Me gusta representar una palabra o frase mientras mis compañeros intentan adivinarla (juego de charada).

○ 5. Always (siempre)
○ 4. Frequently (frecuentemente)
○ 3. Occasionally (ocasionalmente)
○ 2. Rarely (Rara vez)
○ 1. Never (nunca)

For the following statements, select one of the options:

Para las siguientes afirmaciones, seleccione una de las opciones:

5. Always (Siempre), 4. Frequently (Frecuentemente), 3. Occasionally (Ocasionalmente), 2. Rarely (Rara vez), 1. Never (Nunca)

19.   I improve my vocabulary knowledge by using flashcards. (Cognitive strategy)

Mejoro mis conocimientos de vocabulario utilizando imágenes o tarjetas.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

20.   I learn more vocabulary when I listen to music, podcasts or audios of native speakers and I repeat their pronunciation.(Metacognitive strategy)

Aprendo más vocabulario cuando escucho música, podcasts o audios de hablantes nativos y repito su pronunciación.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

21.   I learn new vocabulary by watching videos or movie shorts. (Metacognitive strategy)

Aprendo vocabulario nuevo viendo vídeos o cortometrajes.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

22.   I learn new vocabulary through the use of vocabulary lists.   (Cognitive strategy)

Aprendo vocabulario nuevo cuando memorizo palabras nuevas mediante la repetición y el uso de listas de vocabulario.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

23.   I learn new vocabulary when I search words definitions and translations on dictionaries. (Cognitive strategy)

 Aprendo vocabulario nuevo cuando busco definiciones y traducciones de palabras en diccionarios.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

24.   I learn new vocabulary when I try to understand the global meaning of a word from a story rather than as an individual vocabulary. (Metacognitive strategy)

Aprendo nuevo vocabulario cuando trato de entender el significado global de una palabra en una historia en lugar de un vocabulario individual.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

17. I like to complete grids to practice word definitions. (Crossword puzzle).

Me gusta completar cuadrículas para practicar las definiciones de las palabras. (Crucigrama).

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

18.   What word games do you like the most to learn vocabulary? (Crossword puzzle, Word search puzzle, Pictionary, Scrabble game)

¿Qué juegos de palabras te gustan más para aprender vocabulario? (Crucigrama, sopa de letras, busqueda de palabras, pictionary, juego de Scrabble)

Tu respuesta

25.   I remember more words when I use them in my daily life . For example, remember the names of school materials. (Activation strategy)

Recuerdo más palabras cuando las utilizo en mi vida diaria o en acciones que hago con frecuencia. Por ejemplo, recordar los nombres del material escolar.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

26.   I learn new vocabulary when I write short stories using the new words. (activation strategy)

Aprendo vocabulario nuevo cuando escribo historias cortas utilizando las palabras nuevas.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

27.   I remember new words when I used them to write about something that occurred to me or in my life. (Activation strategy)

Recuerdo palabras nuevas cuando las utilizo para escribir sobre algo que me ha ocurrido o en mi vida.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

28. I learn new words when I translate them directly from English to Spanish. (Cognitive strategy)

Aprendo palabras nuevas cuando las traduzco directamente del inglés al español.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

29. I learn new words by memorizing words through repetition. (Cognitive strategy)
Aprendo palabras nuevas memorizándolas mediante la repetición.

○ 5. Always (siempre)

○ 4. Frequently (frecuentemente)

○ 3. Occasionally (ocasionalmente)

○ 2. Rarely (Rara vez)

○ 1. Never (nunca)

---

30. What strategy do you use the most to learn new vocabulary? (Word lists, memorizing, platforms, etc)

¿Qué estrategia usas más para aprender nuevo vocabulario? (Listas de palabras, memorizar, plataformas, etc)

Tu respuesta

Atrás   Enviar   Borrar formulario

Annex 5: Turnitin Report

Tesis Kimberly Yadira Castro Lozada