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:

PICTIONARY GAME AND VOCABULARY ACQUISITION

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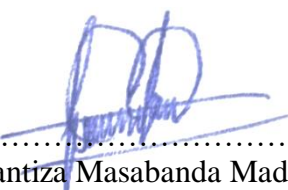
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TO:

God for giving me the strength and ability to continue day by day and guide me on the path of goodness, to my parents for being the fundamental pillar, since without their support and advice I would never have been able to achieve it. To my brothers and sisters for always being aware of my needs and supporting me, to my nephews who light up our lives with their occurrences and smiles, to my dear Edison for always being by my side, motivating me and supporting me when I need it. Last but not least important, to my friend Geraldine who accompanied me throughout this process and always gave me her unconditional support.

Madelyn

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TOPIC: Pictionary game and vocabulary acquisition

AUTHOR: Chipantiza Masabanda Madelyn Yadira

 TUTOR: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

ABSTRACT

The use of games for the acquisition of vocabulary in English in current education has been avoided due to different aspects such as time, methodologies, strategies and personnel preferences that some teachers have. However, some educators agree with the idea of having playful activities to help students improve their language skills and that is why the objective of this research is to identify how the use of pictionary game helps in the acquisition of vocabulary in sixth-grade students of BGE in the Unidad Educativa Básica Patate. The participants of this research were 44 students, 24 women and 20 men. The age of the students was between 9 and 10 years. In addition, 2 English teachers were taken into account for the development of this research, that is why the total population was 46. This research had a qualitative approach and a descriptive level. For that reason, to collect the data a survey of 23 questions created by the researcher and validated by experts was used. The result of the survey showed that the null hypothesis was rejected and the alternative hypothesis was accepted, which mentions that the use of pictionary game helps to improve vocabulary acquisition. Finally, it is recommended to increase the use of the pictionary game to improve vocabulary knowledge and acquisition because the Pictionary game allows students to be exposed to the language while playing and unconsciously acquiring vocabulary.

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ABSTRACT

El uso de juegos para la adquisición de vocabulario en inglés en la educación actual ha sido evitado debido a diferentes aspectos como tiempo, metodologías, estrategias y preferencias personales que tienen algunos maestros. Sin embargo, algunos educadores están de acuerdo con la idea de usar actividades lúdicas para ayudar a los estudiantes a mejorar sus habilidades de la lengua y es por eso que este la presente investigación tiene como objetivo identificar como el uso de pictionary game ayuda en la adquisión de vocabulario en los estudiantes de sexto grado de educación básica en la Unidad Educativa Básica Patate. Los participantes de esta investigación fueron 44 alumnos 24 mujeres y 20 hombres. La edad de los estudiantes fue entre 9 y 10 años. Además, se tomó en cuenta a 2 docentes de inglés para el desarrollo de la presente investigación es por ello que la población total fue de 46. Esta es una investigación con enfoque cualitativo y de nivel descriptivo. Por esa razón, para recolección de datos se usó una encuesta de 23 preguntas creadas por el investigador y verifica por expertos. El resultado de la encuesta mostro que se rechaza la hipótesis nula y se acepta la hipótesis alternativa la misma que menciona que el uso pictionary game ayuda a mejorar la adquisión de vocabulario. Finalmente, se recomienda aumentar el uso del juego Pictionary para mejorar la adquisición y el conocimiento del vocabulario porque el juego Pictionary permite que los estudiantes se expongan al idioma mientras juegan e inconscientemente adquieren vocabulario.

B. CONTENT

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research background

In order to develop this research about pictionary game and vocabulary acquisition, some academic papers were considered as an example of how pictionary game helps to improve vocabulary acquisition. In fact, there are some papers that describe the process of the implementation of the pictionary game in vocabulary acquisition to show the effectiveness of the use of this game. Finally, the following previous investigations have been supporting the development of the present work.

First, Kartini and Kareviati, (2022) developed a study with the aim to investigate what students think about the implementation of the pictionary game in teaching English vocabulary. The researcher applied a descriptive qualitative method in which 38 students were selected as the participants; observation and an interview were used to collect the data. From the data observation, the authors said that the pictionary game made students participate actively in learning process, while from the interview students stated that the pictionary game is fun and challenging and it motivates them. Finally, the authors mentioned that pictionary game is a creative and fun strategy to acquire vocabulary.

On the other hand, Pranata and Sada (2022) developed an investigation aimed to find out if pictionary game has a positive effect on student's vocabulary through pre-experimental research in which a pre-test and post-test were used to collect the data. The authors found that by using pictionary game students participate actively in the learning process. Furthermore, researchers applied the pre-test and post-test to compare students' knowledge. Pre-test results showed that students had little knowledge of vocabulary so the authors implemented the experiment using pictionary game to teach vocabulary, after using pictionary game the post-test had an improvement. To conclude, the results showed that pictionary game helps students to acquire and retain vocabulary words. Finally, it also helps to develop communicative skills.

Similarly, a study developed by Purba et al. (2022) in seventh-grade students aimed to determine if the use of pictionary game can increase students' vocabulary. This study used a quantitative method by applying classroom action research in which the researchers used two cycles in two meetings. The authors took the pre-test in the first cycle and the results were 62.18, while in the post-test cycle I, the score was 72.84 and the post-test cycle II was 77.09. Based on the data, the study concluded that the use of pictionary game significantly improved students' vocabulary and it is suggested that teachers use the pictionary game as a technique to teach vocabulary.

In the same way, in the study developed by Harahap and Hidayani (2021), the aim was to help the students feel comfortable, fun and more motivated when their vocabulary was improved. Additionally, in this study, the data was collected through testing and classroom observation. This study was developed in a few sessions that as a result showed how the pictionary game allowed students to improve the knowledge, memorization and pronunciation of the vocabulary word.

Along the same lines, Ferdinandus and Rahayaan (2020), implemented an investigation aimed to help students acquire new vocabulary through the pictionary game. This had a qualitative and quantitative method and it was done through a test to answer some questions and classroom observation. The result of the study exposed that students' attitudes change and they successfully acquire new vocabulary.

Furthermore, a study produced by Boutabouna and Grida (2019) aimed to evaluate middle school pupils' vocabulary achievement after being taught by using pictionary game. The author, used qualitative and quantitative methods to achieve the objectives. Additionally, the application was developed with an experimental group and a control group, first, both groups had a pre-test and a post-test. Then, the experimental group was subjected to treatment for five sessions using the Pictionary game to acquire vocabulary. The conclusion of this research was a positive and significant improvement in vocabulary achievement. Thus, the pictionary game proves to be effective in acquiring vocabulary and also sustaining the learners' motivation and interest.

Moreover, a research conducted by Hamer and Lely (2019) aimed to share information on how pictionary game is used to increase the learner's vocabulary with a qualitative approach, that described a pictionary game as a classic game of drawing and guessing pictures, that increases the imagination of learners and helps learners to get involved in classroom activities. To conclude, this paper mentioned that the Pictionary game provides fun language practice for various language skills.

Akrimah et al. (2017) conducted research in which the objective was to find out if there was an improvement in vocabulary after the implementation of the pictionary game. This research had a quantitative method and the authors use a vocabulary test as the instrument. Finally, as a result of this research students' vocabulary improve after the implementation of the pictionary game technique. To sum up, the pictionary game facilitates the students to acquire vocabulary more easily.

Additionally, according to a research study carried out by Wahidin (2017) in which the goal was to motivate students to acquire vocabulary, especially for young learners. The approach of this work was quantitative and it was designed as a pre-experimental group, a pre-test and post-test were used. Additionally, for the development of this research interventions were carried out using the pictionary game; as result, the average score before using the pictionary game strategy was 48.91. While after using pictionary game strategy, the student's score was 65.09. Regarding the average of pre-test and post-test, authors concluded that pictionary game have a positive and significant influence to improve student achievement acquiring English vocabulary.

Finally, a study developed by Benoit (2017) in which the objective was to analyze if the vocabulary acquired through the use of ELL is better than the one acquired implicitly through reading. This research had a quantitative approach that was developed in several sections using pictionary game to acquire vocabulary. Furthermore, it has been shown that acquiring implicit vocabulary is not as effective as ELLs. As a result of the research, it has been shown that learning implicit vocabulary is not as effective as game-based curriculum, that is why the use of pictionary game teaches vocabulary better, because games are popular among teenagers. To conclude, the study recommended that teachers use games in class to increase academic learning.

To sum up, these previous investigations support this research as well as demonstrate the effective use of pictionary game in vocabulary acquisition. These studies were carried out using different methodologies and with different populations. The experimental studies demonstrated that students improve their vocabulary acquisition by using pictionary game and the descriptive research show that students and teacher used pictionary to acquire vocabulary and describe how to use it.

1.2 Theoretical framework

Independent variable

English language teaching

Wardhaugh (2006) affirms that language is what is spoken in a society, it means, the communication system is known as "code". Learning several languages provides a great opportunity in the world, that is why more than 6,500 languages are spoken around the world. English is the most spoken language in the world since it has different purposes such as business, commercial and academic and cultural. Similarly, Chomsky (2002) defines language as a natural object of the human mind. Following that, language can be defined as the purpose to communicate with each other's using a system of arbitrary vocal symbols. In other words, language is a system that allows communication between a society that understands and produces the same linguistic symbols. Therefore, language includes the ability of human beings to create various forms of communication.

Patel and Jain (2008) establish that English language teaching can be simply defined as the process of using an activity to teach English to second or foreign language learners. In the same way, English language teaching is considered a practice by teachers in the educational field that consists of the use of methodologies, approaches, strategies, and techniques that help students develop their skills when learning a new language (Shin, 2007). However, Cameron (2001) analyzed that English language teaching is the ability to share information with another person, in this case, the teacher with the students through essential activities during the learning journey. Finally, teaching English language is a complex process that takes time as language skills are developed.

Methods for teaching vocabulary

Vocabulary is an important factor in language teaching since it refers to the set of words that make up the language and allow it to be understood. According to Hago (2020), there are several methods to teach vocabulary, for example:

✓ **Using illustrations and pictures**

Using illustrations and pictures is a good method to teach vocabulary because it provides visual representation and it creates a connection between students' prior knowledge and a new story to acquire and retain the word. Teachers have the possibility to create their own material, which means that they can use flashcards, journal images, magazine images, posters, etc. Additionally, the use of illustrations and pictures helps to know the meaning of the words (Hago, 2020).

✓ **Realia**

Realia is a useful method especially for beginners since they can acquire through the visualization of the object, that's why puppets can be used as real objects, according to Spratt et al (2011) puppets or marionettes are figures of human beings, animals, or fantastic beings made of all kinds of materials and dimensions, which are handled by a person to make theatrical performances. The authors concluded that realia is the method to teach vocabulary based on real objects. These objects can be used to introduce a new word and to explain a concrete meaning.

✓ **Mime, expressions and gestures**

Teaching vocabulary using gestures can be done in different ways: body movements or facial expressions (Susanto, 2017). According to Alqahtani (2015), mime, expression and gesture is a method that helps to introduce new words and emphasize the meaning to produce communication. Moreover, gestures allow the expression of words, feelings, or emotions, for example, the adjectives: sad, happy, etc.

Following that, Hago, (2020) classifies three roles used for teaching vocabulary using gestures:

✓ Management of the class: it is how the teacher starts the class, establish some rules, asks for silence and ends the class.

- ✓ Evaluation: it is how the teacher corrects mistakes or congratulates good activities.
- ✓ Explanation: It is how the teacher gives directions or explains what students need.

In addition, in each of these three categories, the educators generate different gestures, which is how the students can generate a relationship between what the teachers say and the gestures that they express, facilitating their understanding. Finally, this method captures the attention of students allowing them to learn in a fun and dynamic way.

✓ Drawing objects

Drawing objects is a method in which students can draw on a blackboard or cardboard allowing them to understand the word, illustrate it and memorize it (Kumar, 2020). This method helps students to develop their creativity and when they draw think about the components and elements it has. However, drawing objects have a disadvantage because some children do not have the ability to draw and they feel stressed.

✓ Guessing from context

Guessing from context refers to inferring the vocabulary word based on morphology, prior knowledge, or visualization of an image. In the context of morphology, students must pay attention to semantics and syntax. While in the context of visualization or prior knowledge it doesn't require much focus as they have a prior idea of the word (Richards & Renandya, 2002).

Pictionary game

Games have an important role in education. According to Razak and Connolly (2013), games are designed to teach subjects, expand concepts, reinforce knowledge, catch students' attention or learn a skill. In that way, games increase students' attention and motivation especially when learners acquire vocabulary because games have some factors that help students to be motivated and one of these is the pictionary game.

The pictionary game was created in 1986 by Robert Angel. Hamidah et al. (2021) concludes that the game has a very easy dynamic and is designed to be played in a group. In addition, the rules can be adapted based on the needs and interests of the players. It is a popular game because it can be used by teachers to teach vocabulary and by students to acquire it. Meanwhile, Dwi (2017) described pictionary as a game of guessing and drawing pictures that involves critical thinking and communication. In the same way, Hinebaugh (2009) mentioned that to use this game, players must create designs to

communicate ideas correctly. The author, also considers that pictionary is an appropriate teaching tool for teachers and students of a second language, allowing them to develop communication skills and creative abilities of students. Finally, this game motivates students to learn because this technique provides fun and imagination. Based on this explanation, the pictionary game is a useful game to acquire vocabulary because it implemented students' interest when they acquire vocabulary and allows students to remember vocabulary through their own drawings.

Following this, the Pictionary game has some advantages and disadvantages. It is effective for vocabulary acquisition by using a visual learning style, it provides vocabulary practice and motivates students to learn. On the other hand, it can be difficult for students who do not draw well.

Steps of pictionary game

Pictionary game is a popular game that consists of guessing a word through a drawing and clues. Also, to play pictionary game players have to follow three steps:

Figure 1

Steps of pictionary game
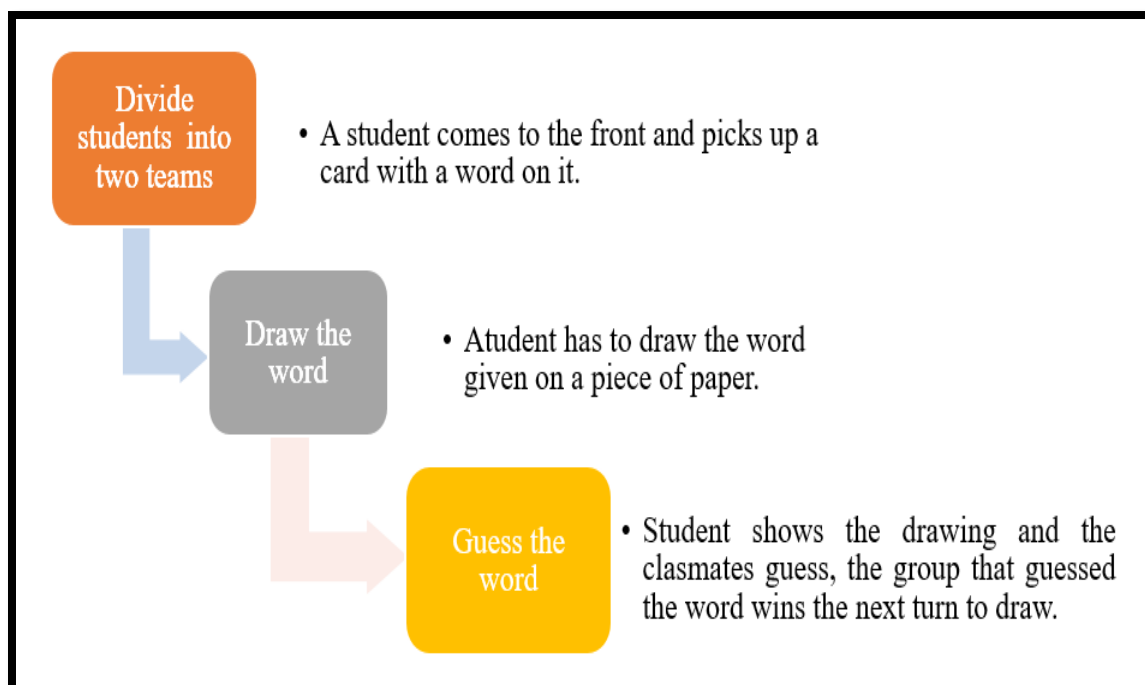
Note. The graph represents the steps of the pictionary game. Taken from *ELTL Journal of English Language Teaching and Linguistics*, by (Daulay et al., 2021).

Advantages and disadvantages

The definitions before explained that pictionary game help to acquire vocabulary. However, according to Turuta (2021), pictionary game have advantages and disadvantages; the advantages are:

- ✓ Enables the teacher to create contexts in which language is useful and significant.
- ✓ Reduce stress and motivate the students to learn, the motivation and interaction allow acquiring knowledge faster and more effectively, since by stimulating and encouraging students they increase their participation in the learning process.
- ✓ Provides the opportunity for real interaction, it increases the capacity for communication, vocabulary knowledge, or other language skills.
- ✓ It is a technique that facilitates pedagogical activities, it increases the performance of the students since there is the intervention of different factors such as language skills and abilities.
- ✓ Improved language acquisition as students begin to use the language unconsciously in accordance with the game.

Whereas, the disadvantages are:

- ✓ The ability to draw in all students is not the same and on some occasions, students may feel demotivated or stressed.
- ✓ Some students feel very distracted by the game and have fun without focusing on language acquisition, sometimes they moved too much and talked. That condition made it difficult for the teacher to control them.
- ✓ Pictionary game requires a lot of time to apply and sometimes the teacher does not meet all his objectives for that class.

The use of pictionary game has more advantages than disadvantages, that's why, the use of this game is effective for acquiring vocabulary, allowing fun and acquisition at the same time.

Approaches for pictionary game

According to Hoque (2016) aproces can be defined as a set of principles through which learning occurs in the classroom. That's why, it understands the principles used for the instruction given by teachers to achieve the desired learning by students. Following

this pictionary game can be applied with a communicative language teaching approach or CLT.

Communicative language teaching

According to Muhabbat (2022), communicative language teaching is focused on promoting language teaching and learning by doing activities that involve real communication. In the same way, communicative language teaching refers to an approach based on fluency and with an emphasis on the comprehension and production of messages, not on grammar correction (Spada, 2007). On the other hand, Richards (2006) mentioned that communicative language teaching, or CLT is the combination of formal and functional aspects of the idiom. It also refers to the teaching of conversation, without emphasizing grammar or in open discussion activities. Following that, communicative language teaching is an approach to language teaching in which interaction is an important activity to develop.

Nunan (2022) mentioned the basic characteristics of CLT that were accepted by most linguists in his explanation. These features are:

- ✓ Learning to communicate through interaction.
- ✓ Use authentic texts in learning.
- ✓ Allows students to focus on the learning process itself and not just on the language.
- ✓ Draw on one's own experiences to contribute to learning.
- ✓ Activate the use of the language inside and outside the classroom.

CLT is considered an approach and not a theory, furthermore, it is different from traditional theories (grammar translation, audiolingual) since CLT has greater flexibility allowing students to generate their knowledge based on experience, and also allows interpersonal and intercultural communication. However, according to Hymes (1996), communicative language teaching is defined in four categories:

- ✓ Linguistic ability: knowledge of the symbols of language and syntax.
- ✓ Social language skills: manage the environment of daily life.
- ✓ Textual competence: good management of grammatical forms and context.
- ✓ Strategic competence: improve communication, avoiding errors.

Dependent variable

English language skills

English language skills are the ability and the experience of the ways in which the use of language is activated, language skills contribute to communicative competence. On the other hand, vocabulary is also an English language skill because it helps to create sentences and it is an important aspect of languages. Vocabulary is considered a receptive and productive skill (Hago, 2020). According to Spratt et al. (2011), defines English language skills as relevant aspects to acquiring and mastering a language. Therefore, English language skills are categorized into two groups; receptive skills and productive skills, which means, understanding and producing the language. To produce language, it must first be understood and in the production, language can be spoken or written in adequate and effective interpersonal communication. The authors mention that English language is divided into four skills: listening, speaking, reading and writing. To develop each of these skills teachers provide different activities.

Receptive skill

Hago (2020) consider that vocabulary is a receptive skill because there are words that learners recognize when they see or listen. Additionally, a receptive skill is passive, which means that the learner just receives the knowledge and does some completion activities to analyze the language acquired. According to Al-Jawi (2010), receptive skills refer to extracting meaning from what is seen or heard. In these skills the learners do not produce the language, they just received it and understand it. Moreover, learners received the language and decode the meaning to understand the message and it allows the productive capacity of students to emerge naturally from receptive knowledge. However, Spratt et al. (2011) mentioned that there are 2 receptive skills that are listening and reading. Finally, extensive exposure to receptive skills leads to a productive one. In fact, achieving mastery and competence in natural production requires complete exposure to receptive skills through a slow process of language acquisition. Also, practice is important in receptive skills for the transfer of linguistic knowledge from receptive to productive.

Productive skill

Hago (2020) considers that vocabulary is a productive skill since students use words to write or speak, and the pronunciation of the word is an oral production. However, Golkova and Hubackovab (2014), productive skills refer to active language skills, which means, the transmission of information produced by the person in spoken or written form. Moreover, Spratt et al. (2011) mentioned that speaking and writing are productive skills since in these the students are not passive but rather try to produce the language. Finally, to develop productive skills a long practice is necessary since is important to analyze the receptive skills and be passive learners until to get a great knowledge of the language.

Importance of receptive and productive skill

The fact that we refer to the four skills separately does not mean say that they should always be treated in isolation, since the use of language tends to involve the interaction with the environment and therefore it is normal to practice several skills at the same time. In a conversation, for example, the skills of listening and speaking; whoever listens to a lecturer can take written notes at the same time; the listeners of a radio station listen to the news that the announcer, etc. There are five situations

- ✓ Require the combined use of some or all of these skills:
- ✓ When a foreign language is used as a means of instruction to teach different subjects.
- ✓ When it is taught with a very specific purpose, for example when students have to become familiar with a certain type of texts
- ✓ In teaching based on "projects" that students must carry out in groups;
- ✓ When the l2 samples are presented in such a way as to create a sense of suspense in the student, who is thus more motivated.
- ✓ In the so-called task-based approach.

Language acquisition

Foreign languages are acquired by focusing on form or by exposure, the first one refers to learning the language by focusing on structures or in the form of language, noticing how it is written, pronounces, or how the words are formed. Whereas exposure means picking up the language without realizing it just by hearing or reading the language

(Spratt et al., 2011). However, Harmer (2007) stated that language acquisition begins at age six. In other words, children acquire the language unconsciously and they do this more easily. In the same way, Chomsky (1957) mentions that the acquisition is unconscious. It means that the acquisition process is automatic and uncontrollable. Considering these definitions, language learning should be practiced spontaneously in a good classroom environment to be able to activate knowledge of the language.

To acquire a language some conditions are needed.

- ✓ Learners need to be exposed to the language to pick up it.
- ✓ The students consciously and unconsciously simplify what is said, that is, they use basic vocabulary and no complex sentences, just simple vocabulary to adapt to the situation.

Vocabulary acquisition

Gass (2008), the acquisition of vocabulary is an unconscious process, that's why, the knowledge or discovery of new words that can occur through the use of activities that capture the attention of the students. In addition, students must master the vocabulary for the management of a second foreign language in order to be able to understand language skills. One of the most effective methods to acquire vocabulary is the use of the pictionary game since students are motivated by the activity and acquire it unconsciously, lending their own interest, taking into account aspects such as meaning, form and use.

Nature of vocabulary

Vocabulary represents an important aspect of language. Lessard-Clouston (2013) defines vocabulary as the words of a language, including individual elements and phrases or fragments of several words that convey a particular meaning, it means, the vocabulary is not limited only to single words, but also sentences that contain multiple words. Vocabulary plays an important role in the language since it allows for the development and understanding of the four skills of English, such as listening, reading, speaking and writing. Furthermore, vocabulary is the body of the language and it makes up it. It means if the students do not know the words and their meanings language can be muddied or poorly understood.

Kinds of vocabulary

Hago (2020) mentions that vocabulary is divided into two groups: receptive and productive vocabulary.

✓ **Receptive vocabulary**

It is the passive vocabulary in which students recognize and understand the words that are used in a context. These vocabulary words are recognized in listening and reading skills.

✓ **Productive vocabulary**

It is the active vocabulary in which students pronounce the words and uses them to construct oral or written communication. these vocabulary words can be produced to express thoughts and is used in speaking and writing skills.

Aspects to evaluate vocabulary

According to (Infante, 2009) the aspects to evaluate vocabulary are:

✓ **Fluency**

The vocabulary is fluid like that of a native speaker, without hesitation and without being forced to the literary transition of the mother language

✓ **Comprehension**

It refers to whether the vocabulary is understood without difficulty, and it can be analyzed, such as seeing a synonym.

✓ **Variety of vocabulary**

The variety of vocabulary is practically the use of a variety of words, that is, not repeating the same one always, using an extensive vocabulary.

✓ **Vocabulary selection**

It refers to selecting the correct word without context. Understand what the word means to be able to associate it and select without making mistakes.

Mental lexicon

The field of psycholinguistics is concerned with the mental processes involved in the use of languages, such as acquisition, perception, comprehension and production. That is why to acquire vocabulary the mental lexicon is important. He and Deng, (2015) define the mental lexicon or the internal lexicon as the organization of knowledge of the words acquired in permanent memory. In addition, the mental lexicon stores the words in the memory, it allows the recovery of the words at the moment of speaking or writing.

According to Bonin (2003), the mental lexicon is divided into two factors: The first refers to representations based on forms that reflect the phonological character of a word. On the other hand, the second factor refers to semantics, that is, it reflects their meaning relationships with other words.

Comprehensible input

Krashen (1982) mentioned that people acquire language through understandable information. That is why the author defined comprehensible input as exposure to the language specifically to reading texts, images and listening that have a level above the student's current ability, that is when students begin to acquire a new language since they understand most but not all and makes an effort to understand. Comprehensible input theory is based on a formula that describes how second language education can meet the needs of students. The formula is $i + 1$, where i means "input" and $+1$ "didactic material". In this formula, the input refers to the student's current level of understanding and the $+1$ refers to the courseware that should be one step above the student's current understanding. Therefore, the entry is understandable, but also challenging enough.

1.3 Objetives

General objective

- ✓ To identify the use of the pictionary game in vocabulary acquisition in students from 6th grade of E.G.B at Unidad Educativa "Básica Patate

Specific objectives

- ✓ To explain the importance of the pictionary game in vocabulary acquisition.
- ✓ To describe the process of the implementation of the pictionary Game in vocabulary acquisition.
- ✓ To analyze the usefulness of the pictionary game for vocabulary acquisition.

Description of the fulfillment of the objectives

This research project has one general objective and three specific objectives and in this section, the fulfillment of the objectives will be described.

The fulfillment of the general objective was achieved by applying a survey of 23 questions that focused on whether the use of pictionary game helps to improve vocabulary, the survey was carried out at Unidad Educativa Básica Patate in which it was possible to notice that the students consider that the use of pictionary game has positive effects for the acquisition of vocabulary.

The fulfillment of the specific objectives was achieved by reading and researching different books and academic articles, which contain the necessary information to describe what a pictionary game is, why it is important, how to play it, and how it helps to acquire vocabulary. In addition, various articles on vocabulary acquisition were taken into accounts, such as ways of teaching vocabulary, types of vocabulary, and comprehensible input. Finally, to meet the last specific objective, the analysis of the results of the survey was carried out using a Friedman Chi-square test that showed the acceptance of the alternative hypothesis that says the pictionary game helps to improve the acquisition of vocabulary.

CHAPTER II. METHODOLOGY

2.1 Materials

In order to develop this research, some resources were necessary. The human resource was the sixth-year students of E.G.B at Unidad Educativa Básica Patate. While the physical resources were necessary for the development of the treatment.

Types of resources

In order to develop this research, the following resources were implemented:

Table 1

Resources

Human	Researcher
	Teacher
	Students
Physical	School supplies such as: (Board, markets, computer, sheets of paper)
Technological	Laptop
	Internet

Note. This table shows the resources used in the project elaborated by Chipantiza, M. (2022)

2.2 Methods

Research approach

This research study had a quantitative method because it uses statistical data. Quantitative research is based on a deductive and logical scheme that seeks to formulate research questions and hypotheses to later test them (Sampieri et al., 2014). Additionally, it is a research strategy that focuses on quantifying data collection and analysis. That's why this research had a quantitative approach since it is based on the collection of data in numerical form, statistical analysis to establish behavior patterns and test theories (Gerring, 2017).

Research modality

Field-based

The following investigation was considered field research since data was collected directly from the reality where the events occur without manipulating or controlling the variables. In this way, the research was carried out face-to-face at Unidad Educativa Básica Patate. In addition, the field research was carried out in a natural setting, where the purpose of this was to analyze and describe the details of the population in the research process (Ven & Poole, 2017). Finally, the data was collected directly from the source, through the survey.

Bibliographic and documentary

Bibliographic- Documentary refers to using documents, analyzing texts from the past and present, considering sources ranging from personal files to online documents, including books, reports, official documents, works of fiction and print media (Mcculloch, 2004) . That's why this investigative work was based on the bibliographic-documentary modality since the information was taken from the web's own sources and physical documents such as books and scientific documents. For instance, papers, research projects and journal articles. All of them are from a variety of primary authors whose objective was to locate, develop and study several theories, concepts, and judgments about the Pictionary game in vocabulary acquisition.

Level or type of research

Descriptive research

According to Lans and Voordt (2002), descriptive research refers to describe the reality of the phenomenon studied. That is why it explains in detail what has happened or what is happening while the investigation is being carried out. Additionally, the research is descriptive because it aims to identify the use of the pictionary game in vocabulary acquisition by describing the variables and the survey results focusing on the reasons why a certain phenomenon occurs.

Techniques

For the data collection of this project, a survey was used, the objective of this survey was to collect information on the use of the pictionary game and its influence on the acquisition of vocabulary in the sixth-grade students of the Unidad Educativa Básica Patate. This survey was developed by the researcher and was structured using the operationalization of variables where the questions were resolved, taking into account the process of conceptualization, categories, indicators and finally the questions. Additionally, this survey had a Likert scale with the frequency: 5 always, 4 almost always, 3 sometimes, 2 almost never and 1 never. Finally, the survey has 23 questions with questions for both teachers and students.

Data collection procedure

Prior to data collection, a discussion with the principle and the English teacher of the school was necessary to make them aware of the research process, objectives and survey. After having the data collection instrument approved, the collection process was in one day from 7:30 am to 11 am. The objective of the survey was announced, then, the data was collected together with all the students from questions one to twenty-two. On the other hand, in the data collection with the teachers, the objectives were explained to them and what the project is about, then the responses to the instrument were collected. Finally, they were thanked for their collaboration in the project.

Population and simple

The population of this research was sixth-year students of E.G.B in the Unidad Educativa Básica Patate. This was made up of 44 students, 24 females and 20 males. The age of the students was between 9 and 10 years old. In addition, 2 English teachers were taken into account for the development of the current research that's why the total population was 46.

Table 2

Population

Population	Sample	Percentage
Woman	26	56.53%
Men	20	43.47%
Total	46	100%

Note. This table shows the total population of 6th Year students and teachers at Unidad Educativa Básica Patate elaborated by Chipantiza, M. (2022)

Hypothesis

H1: Pictionary game helps to improve vocabulary acquisition.

H0: Pictionary game helps to improve vocabulary acquisition.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter deals with the analysis and interpretation of the data obtained in the research; the population for this study was sixth-year students of E.G.B in the Unidad Educativa Básica Patate. This was made up of 44 students, 24 females and 20 males. The age of the students was between 9 and 10 years old. In addition, 2 English teachers were taken into account for the development of the current research that's why the total population was 46. A survey with 23 items was applied, the same ones that were developed on a Likert-type scale of 5 measurement points, with 1 being the lowest level and 5 the highest; Being an investigation of a descriptive nature of information, the following descriptive values are shown.

The questions focus on the two study variables such as the pictionary game and vocabulary acquisition, therefore, the calculation of the statistic of the Friedman Chi square is performed, the same that allows to know the value of each of the questions and then be compared with the standard Pvalor.

Table 3

Descriptive Statistics

	N	Mean	Std.Deviation	Minimum	Maximum
1.How often does your teacher use didactics techniques in classes, for example, debate, dramatization, technology and cooperative learning?	44	3,11	1,166	1	5
2. How often does your teacher use a meaningful tool in class, for example, flashcards, draws, duolingo, etc.?	44	2,30	1,456	1	5
3. How often does your teacher use games in class, for example pictionary game?	44	2,95	1,380	1	5
4. How often does your teacher develop active activities, for example, work in groups?	44	3,86	1,091	1	5
5. How often does your teacher promote active participation among students?	44	3,98	1,229	1	5
6. How often does your teacher use different methods to teach vocabulary, for example using illustrations and pictures, realia, mime, expressions and gestures, drawing objects, guessing from context?	44	4,20	1,025	2	5
7. How often does your teacher explain the new vocabulary words in context?	44	4,43	,974	1	5
8. How often does your teacher apply vocabulary activities that make you feel interested?	44	4,23	,831	3	5

9. How often do you participate in class for some reward or to avoid punishment?	44	3,02	1,486	1	5
10. How often do you feel motivated to acquire something on your own?	44	4,18	1,040	1	5
11. How often does your teacher use the literal meanings of phrases and sentences, for example, It is cold outside?	44	4,68	,674	3	5
12. How often does your teacher teach the meaning of the words in the context of the discourse?	44	4,14	1,133	1	5
13. How often do you retrieve words from your vocabulary quickly and fluently, without conscious effort?	44	3,16	1,010	1	5
14. How often do you understand the vocabulary words when you read or listen?	44	3,36	1,102	1	5
15. How often do you understand the vocabulary words when your professor shows an image?	44	4,02	,976	1	5
16. How often do you put into practice the vocabulary that you have acquired?	44	4,07	1,129	1	5
17. How often do you draw the vocabulary word that you have acquired?	44	3,91	1,007	1	5
18. How often do you know the meaning when you see a new vocabulary word?	44	2,61	1,146	1	5

19. How often do you know the pronunciation when you see a new vocabulary word?	44	2,82	1,334	1	5
20. How often do you recognize the syntactic category when you see a vocabulary word?	44	2,73	1,128	1	5
21. How often do you remember vocabulary words that you have acquired?	44	3,41	1,148	1	5
22. How often does your teacher use pictionary game as a natural process for acquiring vocabulary?	44	4,00	1,012	2	5
23. How often do you feel engaged in acquiring vocabulary using pictionary game?	44	4,34	1,010	1	5

Note. This table shows descriptive statistics according to the data collected with 6th Year students at Unidad Educativa Básica Patate elaborated by Chipantiza, M. (2022)

Analysis and interpretation

Table 3 shows the descriptive statistical values of the research, which analyzes the 23 questions that are part of the survey of the study population, That's why is possible to identify that a question meets an average lower than the standard average (2.50), this question is number 2, where it can be evidenced that 47.73% of students claim that this type of tool is never used, 13.64% mention that sometimes the teacher resorts to the use of this type of tool.

It is also evident that there are 4 questions that are above the average standard, but at the same time do not exceed a level of an adequate mean for there to be an adequate improvement in vocabulary acquisition; question 3, the mean of these questions is 2.95 is considered for research a low value and it is based on the responses generated by the study population who claim that sometimes the teacher uses games in classes at 29.55%;

Similarly, other students mention that the teacher never uses such strategies within the classroom.

As far as question 18 is concerned, the mean of this question is 2.61, lower level of the four questions where students in 38.64% mention that sometimes they know the meaning of a word when they look at it and 27.27% they almost never know the meaning of this word. Question 19, It has an average of 2.82 with the most trending options at almost never with 31.82% where students claim they almost never know the pronunciation of a new vocabulary, and other students claim to know it on occasion; for which the use of strategies based on continuous and above all collaborative learning should be taken into account.

Finally, the question 20, with a calculated mean of 2.73 where students mention that sometimes they recognize the syntactic category of words in a percentage of 43.18%; also a group of students mentions that almost never and never recognize it in a 18.18% for each of the options.

Figure 2

Response option percentages of the 44 students
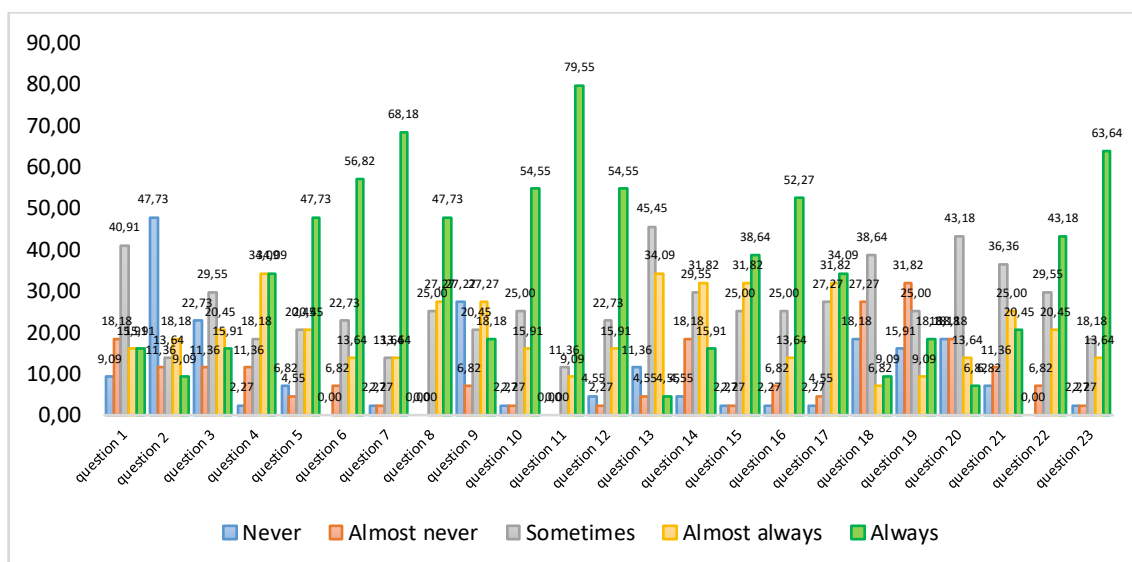
Note. This table shows the percentages of the response options of the 44 students elaborated by Chipantiza, M. (2022)

Analysis and interpretation

Figure 2 shows the percentages of the response options of the 44 students; where there is a trend in the responses always with a percentage of 35.18% of the surveyed population, in addition in sometimes option there is a response percentage of 26.38%; in the almost always option its trend is 20.16%; Finally, there are the options almost never and never with values of 9.19 and 9.09% respectively.

It should be mentioned that some questions are below the standard average and therefore pedagogical actions should be taken to improve these processes; likewise, the teacher should generate other strategies such as the use of Pictionary Games, to improve vocabulary in the students to whom the survey was applied.

Teacher Survey

For teachers the survey was applied with the same 23 questions in Likert scale, but this in turn was focused on the part of vocabulary teaching where the following data were collected.

Figure 3

Response option percentages of the 2 teachers
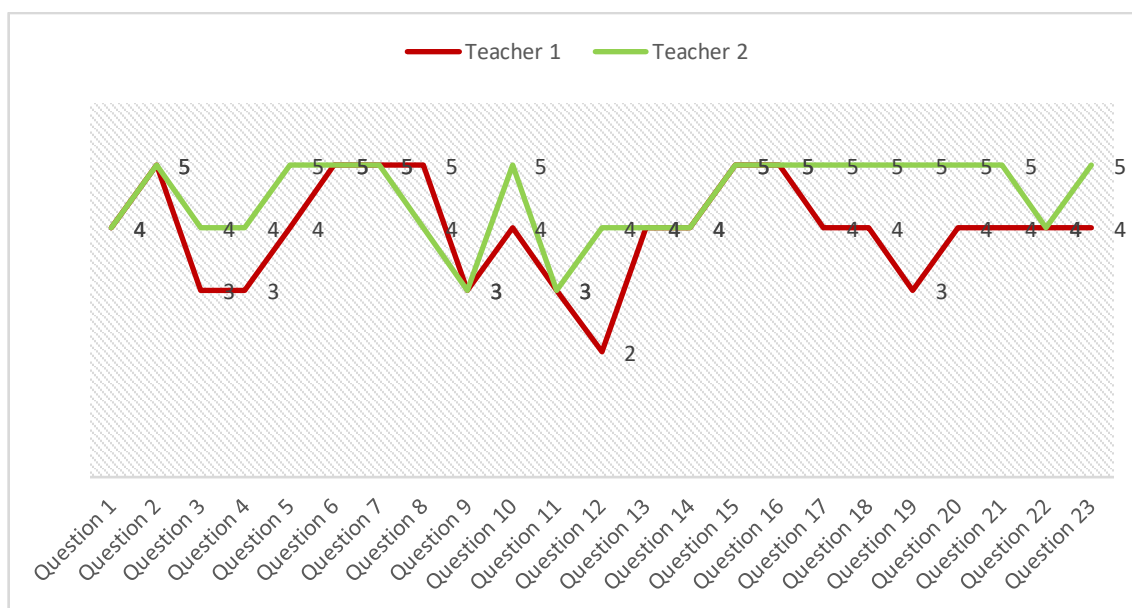
Note. This table shows teachers surveyed state levels of response elaborated by Chipantiza, M. (2022)

Analysis and interpretation

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The two teachers surveyed state levels of response in all rather high questions, within the category 4 Almost always and 5 Always; indicators that in a way do not coincide with those of the students; is the specific case of question 3 where the teachers mention that they always and almost always use games for the teaching of vocabulary; likewise it can be evidenced in questions 18 and 19; therefore it is clear that teachers should improve or in some cases seek strategies that allow the improvement of vocabulary development in students; Finally, teachers' mean calculations are made which exceed the standard mean of 2.50 by the number of options on the Likert scale; these values are for teacher 1 of 3.96 and teacher 2 of 4.48.

3.2 Verification of hypotheses

Table 4

Hypotheses test summary

	Null Hypotheses	Test	Sig.	Decision
1	The categories of Question 1 occur with equal probabilities.	One simple chi square test	.0011	Reject the null hypothesis
2	The categories of Question 2 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
3	The categories of Question 3 occur with equal probabilities.	One simple chi square test	.382	Retain the null hypothesis
4	The categories of Question 4 occur with equal probabilities.	One simple chi square test	.002	Reject the null hypothesis
5	The categories of Question 5 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
6	The categories of Question 6 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis

7	The categories of Question 7 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
8	The categories of Question 8 occur with equal probabilities.	One simple chi square test	.126	Retain the null hypothesis
9	The categories of Question 9 occur with equal probabilities.	One simple chi square test	.183	Retain the null hypothesis
10	The categories of Question 10 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
11	The categories of Question 11 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
12	The categories of Question 12 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
13	The categories of Question 13 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
14	The categories of Question 14 occur with equal probabilities.	One simple chi square test	.029	Reject the null hypothesis
15	The categories of Question 15 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
16	The categories of Question 16 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis
17	The categories of Question 17 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis

18	The categories of Question 18 occur with equal probabilities.	One simple chi square test	.004	Reject the null hypothesis
19	The categories of Question 19 occur with equal probabilities.	One simple chi square test	.154	Retain the null hypothesis
20	The categories of Question 20 occur with equal probabilities.	One simple chi square test	.002	Reject the null hypothesis
21	The categories of Question 21 occur with equal probabilities.	One simple chi square test	.018	Reject the null hypothesis
22	The categories of Question 22 occur with equal probabilities.	One simple chi square test	.006	Reject the null hypothesis
23	The categories of Question 23 occur with equal probabilities.	One simple chi square test	.000	Reject the null hypothesis

Note. This table shows the asymptote significances. The significance level is .05. elaborated by Chipantiza (2022)

Analisis and interpretation

According to the summary of the hypotheses for each of the analyzed items of the survey it can be identified that four questions as they are: 3, 8, 9 and 19 the null hypothesis is maintained, Pictionary game no helps to improve vocabulary acquisition; Therefore, other mechanisms or strategies should be established to improve vocabulary acquisition; in the indicator how often does your teacher use games in class, for example pictionary game?; 29.55% of students sometimes claim to use this type of resource; 22.73% mention that they never use pictionary game; thus it is concluded that it is important to use this resource to improve vocabulary acquisition.

Once the hypothesis test summary is made, the appropriate statistic is selected for this research, which is the Friedman chi square statistic, from which the following results were obtained:

Table 5

Test Statistics

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23
Chi-Square	13,045[a]	22,136[a]	4,182[a]	17,364[a]	26,000[a]	26,000[b]	66,682[a]	4,136[c]	6,227[a]	41,000[a]	42,318[c]	38,955[a]	30,773[a]	10,773[a]	25,091[a]	35,091[a]	20,773[a]	15,318[a]	6,682[a]	16,682[a]	11,909[a]	12,364[b]	56,682[a]
df	4	4	4	4	4	3	4	2	4	4	2	4	4	4	4	4	4	4	4	4	4	3	4
Asymp. Sig.	,011	,000	,382	,002	,000	,000	,000	,126	,183	,000	,000	,000	,000	,029	,000	,000	,000	,004	,154	,002	,018	,006	,000

Note. This table shows the summary hypothesis elaborated by Chipantiza (2022)

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 8,8.

b. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 11,0.

c. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 14,7.

Analysis and interpretation

Table 5 corroborates the information presented in the summary hypothesis, where the items How often does your teacher use games in class, for example pictionary game?; How often does your teacher apply vocabulary activities that make you feel interested? ; How often do you participate in class for some reward or to avoid punishment? ; and How often do you know the pronunciation when you see a new vocabulary word? They are questions whose statistical value exceeds the standard Pvalor of comparison; the calculated Pvalor is greater than 0.05; therefore, the teacher must resort to the inclusion of pictionary game in question 3; in question 8 the teacher must apply activities that promote interest to apply the comprehension of vocabulary; with regard to question 9 where the frequency of class participation is measured by some kind of reward is low; since the teacher does not apply this type of activity so often; and finally in question 19 where the frequency of knowing the pronunciation of a new word is measured is an activity that in the same way is not frequently applied; therefore actions of application of the Pictionary game should be taken; where all these types of resources can be applied as a strategy to improve vocabulary acquisition.

Finally, having a calculated pvalor less than 0.05 in 19 questions of the 23 asked to students; consideration is given to the rejection of the null hypothesis (H0) and the acceptance of the alternating hypothesis (H1), which mentions that Pictionary game helps to improve vocabulary acquisition. Therefore, such resources should be applied in the teaching of vocabulary in students.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

✓ It is concluded that the pictionary game is important in the acquisition of vocabulary because this game allows students to be exposed to the language, that is, students acquire the language without realizing it just by listening or reading the language. That is why in the analyzed results of the survey it is shown that four questions such as: 3, 8, 9 and 19 maintain the null hypothesis, however in 19 questions of the 23 asked to the students; the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1) are considered, which mentions that Pictionary game helps to improve vocabulary acquisition.

✓ To sum up the implementation process of pictionary game was described in its entirety, in which it was mentioned that pictionary game is a popular game that consists of guessing a word through drawing and clues. Also, to play the Pictionary game, players need to follow three steps: work in groups, draw the word, and guess the word. Based on the results obtained from the survey, the procedure of pictionary game is always followed, since questions 3, 4 and 17 that refer to the procedure present an average of 2.95, 3.86 and 3.91, the same ones that are interpreted that the answers are between the maximum values almost always and always.

✓ From the results analyzed, it is shown that having a calculated p-value less than 0.05 in 19 questions out of the 23 asked to the students; the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1) are considered. that is why it can be said that the Pictionary game helps to improve vocabulary acquisition and knowledge as students are exposed to vocabulary words while playing and unconsciously acquire vocabulary. In addition, students work collaboratively, which allows them to develop their social skills, critical thinking skills, and become more confident when performing homework activities.

4.2 Recommendations

- ✓ It should be considered, the use of playful activities such as the use of the pictionary game for students to acquire vocabulary since this technique allows students to develop drawing skills and also allows to enrich vocabulary through the development of image recognition and word listening.
- ✓ It is advisable to adapt the pictionary game according to the needs, the age, the interests of the students and depending on the lesson that the teachers want to teach. Additionally, it is important to use pictionary game depending on the goals and objectives of the lesson. This will allow the activities to be appropriate for the class.
- ✓ To obtain positive results with the use of the pictionary game, it is recommended to follow the three steps properly and consecutively, it means, to give the instructions well, create the work groups, give words according to the level of the students and allow everyone to participate. In addition, it is necessary to create a context in which students can unconsciously discover words so that they can acquire it.

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Annexes

Urkund report

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Sources included in the report

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1.1 Research Background

In order to develop this research about pictionary game and vocabulary acquisition, some academic papers were considered as an example of how pictionary game helps to improve vocabulary acquisition. In fact, there are some papers that describe the process of the implementation of the pictionary game in vocabulary acquisition to show the effectiveness of the use of this game. Finally, the following previous investigations have been supporting the development of the present work.

First, Kartini and Kareviati, (2022) developed a study with the aim to investigate what students think about the implementation of the pictionary game in teaching English vocabulary. The researcher applied a descriptive qualitative method in which 38 students were selected as the participants; observation and an interview were used to collect the data. From the data observation, the authors said that the pictionary game made students participate actively in learning process, while from the interview students stated that the pictionary game is fun and challenging and it motivates them. Finally, the authors mentioned that pictionary game is a creative and fun strategy to acquire vocabulary.

On the other hand, Pranata and Sada (2022) developed an investigation aimed to find out if pictionary game has a positive effect on student's vocabulary through pre-experimental research in which a pre-test and post-test were used to collect the data. The authors found that by using pictionary game students participate actively in the learning process. Furthermore, researchers applied the pre-test and post-test to compare students' knowledge. Pre-test results showed that students had little knowledge of vocabulary so the authors implemented the experiment using pictionary game to teach vocabulary, after using pictionary game the post-test had an improvement. To conclude, the results showed that pictionary game helps students to acquire and retain vocabulary words. Finally, it also helps to develop communicative skills.

Checklist validation

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		
22	✓		✓			✓	✓		✓		
23	✓		✓			✓	✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE ☒   NOT APPLICABLE

Validated by: Mg. Edgar Encalada T.   ID: 050182417-1   Date: 25/11/2022

Signature: Email: eg.encalada@uta.edu.ec

52

| Place of work: | *VTA-PCHE* | Academic degree; | *Magister.* |

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		
22	✓		✓			✓	✓		✓		
23	✓		✓			✓	✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	X	NOT APPLICABLE	

Validated by: Marjorie Chumbo Cáceres   ID: 1802696458   Date: 25/11/2022

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Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

1. **operacionalization of variables**
   Independent variable operationalization

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUE INSTRUMENT
The pictionary game is an appropriate didactic technique for teachers and students of a foreign language. Additionally, this game works in groups and allows for teaching vocabulary and the development of the creative abilities of the students. Finally, it motivates students and is useful for acquiring vocabulary because it engages students' interests and allows them to practice vocabulary through their own drawings.	Didactic technique	• Effective technique for teaching. • Meaningful tool • Game	• How often does your teacher use didactics techniques for teaching, for example, debate, dramatization, technology and cooperative learning? • How often does your teacher use a meaningful tool for teaching, for example, flashcards, draws, duolingo, etc.? • How often does your teacher use games to teach vocabulary, for example pictionary game?	**Technique:** Survey **Instrument:** Questionnaire
	Group work	• Active learning • Interactions	• How often does your teacher develop active	

			learning activities, for example, work in groups? • How often does your teacher allow interactive activities between students?	
	Teaching vocabulary	• Vocabulary development • Vocabulary practice	• How often does your teacher explain the new vocabulary words in context? • How often do you use the vocabulary words in sentences?	
	Motivation	• Increase students' interest • Motivation	• How often does your teacher apply vocabulary activities does make you feel interested? • How often does your teacher motivate you to learn vocabulary?	

Dependent variable operacionalization

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUE INSTRUMENT
Vocabulary acquisition is an unconscious process of English language skills; it is the ability of the ways in which the use of language is activated. Vocabulary is considered a receptive and productive skill because when students read or listen acquire the language and when they speak or write they produce. Finally, the knowledge or discovery of new words can occur through the use of activities that engage students' attention.	English languages skill	• Contribution to the development of skills. • Ability to describe.	• How often does your teacher use vocabulary activities to improve English language skills? • How often do you use the vocabulary words to describe an object?	**Technique:** Survey **Instrument:** Questionnaire
	Unconscious process	Retrieve words	• How often do you retrieve words from your vocabulary quickly and fluently, without conscious effort?	
	Receptive skill	• Passive vocabulary • Understanding and processing words	• How often do you understand the vocabulary words when you read or listen? • How often do you understand the vocabulary words when your professor show an image?	

	Productive skill	• Active vocabulary • Producing the languge	• How often do you put into practice the vocabulary that you have learned? • How often do you draw the vocabulary word that you have acquired?	
	Mental lexicon	• meaning • pronunciation • syntactic	• How often do you know the meaning when you see a vocabulary word? • How often do you know the pronunciation when you see a vocabulary word? • How often do you recognize the syntactic category when you see a vocabulary word?	
	Vocabulary acquisition	• Know, discover and remember a new word.	• How often do you remember vocabulary words that you have learned? • How often does your teacher use pictionary game to teach vocabulary?	

			• How often do you feel engaged in acquiring vocabulary using pictionary game?	

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EXTRANJEROS
FICHA DE VALIDACIÓN DE LOS INSTRUMENTOS DE RECOLECCIÓN DE
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UNIDAD DE INTEGRACIÓN CURRICULAR

Pictionary game and vocabulary acquisition

Students survey

Objetive: This survey aims to gather information about the use of pictionary game and its influence on the vocabulary acquisition of the students of the sixth grade of Unidad Educativa "Basica Patate".

1. **How often does your teacher use didactics techniques for teaching, for example, debate, dramatization, technology and cooperative learning?**
   a) always
   b) almost always
   c) Sometimes
   d) almost never
   e) never

2. **How often does your teacher use a meaningful tool for teaching, for example, flashcards, draws, duolingo, etc.?**
   a) always
   b) almost always
   c) sometimes
   d) almost never
   e) never

3. **How often does your teacher use games to teach vocabulary, for example pictionary game?**
   a) always
   b) almost always
   c) sometimes

d) almost never

e) never

4. **How often does your teacher develop active learning activities, for example, work in groups?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

5. **How often does your teacher allow interactive activities between students?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

6. **How often does your teacher explain the new vocabulary words in context?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

7. **How often do you use the vocabulary words in sentences?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

8. **How often does your teacher apply vocabulary activities does make you feel interested?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

9. **How often does your teacher motivate you to learn vocabulary?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

10. **How often does your teacher use vocabulary activities to improve English language skills?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

11. **How often do you use the vocabulary words to describe an object?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

12. **How often do you retrieve words from your vocabulary quickly and fluently, without conscious effort?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

13. **How often do you understand the vocabulary words when you read or listen?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

14. How often do you understand the vocabulary words when your professor shows an image?

a) always

b) almost always

c) sometimes

d) almost never

e) never

15. How often do you put into practice the vocabulary that you have learned?

a) always

b) almost always

c) sometimes

d) almost never

e) never

16. How often do you draw the vocabulary word that you have acquired?

a) always

b) almost always

c) sometimes

d) almost never

e) never

17. How often do you know the meaning when you see a vocabulary word?

a) always

b) almost always

c) sometimes

d) almost never

e) never

18. How often do you know the pronunciation when you see a vocabulary word?

a) always

b) almost always

c) sometimes

d) almost never

e) never

19. How often do you recognize the syntactic category when you see a vocabulary word?

a) always

b) almost always

c) sometimes

d) almost never

e) never

20. How often do you remember vocabulary words that you have learned?

a) always

b) almost always

c) sometimes

d) almost never

e) never

21. How often does your teacher use pictionary game to teach vocabulary?

a) always

b) almost always

c) sometimes

d) almost never

e) never

22. How often do you feel engaged in acquiring vocabulary using pictionary game?

a) always

b) almost always

c) sometimes

d) almost never

e) never

Thank you for your collaboration in the development of this project.

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INFORMACIÓN
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Pictionary game and vocabulary acquisition

Teachers survey

Objetive: This survey aims to gather information about the use of pictionary game and its influence on the vocabulary acquisition of the students of the sixth grade of Unidad Educativa "Basica Patate".

1. **How often do you use didactics techniques for teaching, for example, debate, dramatization, technology and cooperative learning?**
   a) always
   b) almost always
   c) Sometimes
   d) almost never
   e) never

2. **How often do you use a meaningful tool for teaching, for example, flashcards, draws, duolingo, etc.?**
   a) always
   b) almost always
   c) sometimes
   d) almost never
   e) never

3. **How often do you use games to teach vocabulary, for example pictionary game?**
   a) always
   b) almost always
   c) sometimes
   d) almost never
   e) never

4. **How often do you develop active learning activities, for example, work in groups?**

a) always

b) almost always

c) sometimes

d) almost never

e) never

5. How often do you allow interactive activities between students?

a) always

b) almost always

c) sometimes

d) almost never

e) never

6. How often do you explain the new vocabulary words in context?

a) always

b) almost always

c) sometimes

d) almost never

e) never

7. How often do you use the vocabulary words in sentences?

a) always

b) almost always

c) sometimes

d) almost never

e) never

8. How often do you apply vocabulary activities does make you feel interested?

a) always

b) almost always

c) sometimes

d) almost never

e) never

9. How often do you motivate your students to learn vocabulary?

a) always

b) almost always

c) sometimes

d) almost never

e) never

10. How often do you use vocabulary activities to improve English language skills?

     a) always

     b) almost always

     c) sometimes

     d) almost never

     e) never

11. How often do you use the vocabulary words to describe an object?

     a) always

     b) almost always

     c) sometimes

     d) almost never

     e) never

12. How often do you retrieve words from your vocabulary quickly and fluently, without conscious effort?

     a) always

     b) almost always

     c) sometimes

     d) almost never

     e) never

13. How often do you understand the vocabulary words when you read or listen?

     a) always

     b) almost always

     c) sometimes

     d) almost never

     e) never

14. How often do you understand the vocabulary words when watch an image?

     a) always

     b) almost always

     c) sometimes

     d) almost never

e) never

15. How often do you put into practice the vocabulary that you have learned?

    a) always

    b) almost always

    c) sometimes

    d) almost never

    e) never

16. How often do you draw the vocabulary word that you have acquired?

    a) always

    b) almost always

    c) sometimes

    d) almost never

    e) never

17. How often do you know the meaning when you see a vocabulary word?

    a) always

    b) almost always

    c) sometimes

    d) almost never

    e) never

18. How often do you know the pronunciation when you see a vocabulary word?

    a) always

    b) almost always

    c) sometimes

    d) almost never

    e) never

19. How often do you recognize the syntactic category when you see a vocabulary word?

    a) always

    b) almost always

    c) sometimes

    d) almost never

    e) never

20. How often do you remember vocabulary words that you have learned?

a) always

b) almost always

c) sometimes

d) almost never

e) never

21. How often do you use pictionary game to teach vocabulary?

a) always

b) almost always

c) sometimes

d) almost never

f) never

22. How often do you feel engaged in acquiring vocabulary using pictionary game?

a) always

b) almost always

c) sometimes

d) almost never

e) never

Thank you for your collaboration in the development of this project.