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Use of Board Games to Enhance English Vocabulary Learning in Ninth-Grade Students.

Trabajo de Integración Curricular previo a la obtención de título de Licenciado/a en Pedagogía del Idioma Inglés

Autora:

Geovanna Mariuxi Garzón Córdova

CI: 0105822159

Tutora:

Mgs. Sara Karina Cherres Fajardo

CI: 0105730337

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Dedication

This thesis is dedicated to God for giving me the strength that I needed to not give up and overcome my adversities. To my parents, Ramiro Garzón and Rocio Córdova, who have always supported me and are my greatest inspiration and motivation to pursue excellence in my goals. Likewise, to my siblings: Bayron, Joselyne and Nicole who encourage me not to give up and continue achieving each of my goals and projects.

With heartfelt gratitude,

Geovanna Mariuxi Garzón Córdova

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Resumen

El aprendizaje de vocabulario es la clave para la comunicación; sin embargo, aplicar metodologías tradicionalistas puede hacer que este enriquecimiento de léxico en inglés sea más desafiante para los educandos. Por ello, para abordar esta problemática, el investigador realizó una investigación de acción exploratoria que busca analizar la influencia de los juegos de mesa en el aprendizaje de vocabulario. La muestra de investigación fue conformada por 42 estudiantes de una escuela pública de noveno de básica. En esta investigación, el autor realizó una amplia revisión de literatura y recopiló datos cualitativos mediante una prueba de diagnóstico y una evaluación final para establecer una referencia del nivel de vocabulario general de los alumnos antes y después de las implementaciones, observaciones por medio de diarios de campo durante las intervenciones, y discusiones focales a profundidad para capturar percepciones de los educandos con respecto al uso de juegos de mesa. Luego de interpretar y analizar la información recopilada, se concluyó que las actividades de juegos de mesa influyeron positivamente en la experiencia del aprendizaje de vocabulario de los participantes, ya que estas actividades ayudaron en la retención de vocabulario en cuanto a forma y significado. Además de que este permitió mejorar notablemente la participación, motivación y disminuyó niveles de aburrimiento en las aulas de clases de inglés.

Palabras Clave: Aprendizaje de vocabulario, juegos de mesa, estudiantes de inglés.

Abstract

Vocabulary learning is the key to communication; however, applying traditionalist methodologies can make English language enrichment more challenging for students. Therefore, to address this problem, the researcher carried out exploratory action research that seeks to analyze the influence of board games on vocabulary learning. Forty-two ninth-grade learners in a public school made up the sample research. In this research, the author conducted an extensive literature review and collected qualitative data using a diagnostic test and a final test to establish a reference of the general learners' vocabulary level before and after the implementations, observations through field journals during the interventions, and in-depth focus group discussion to capture learners' perceptions regarding the use of board games. After interpreting and analyzing the information gathered, it was concluded that the board game activities positively influenced the vocabulary learning experience of the participants since these activities helped them retain vocabulary in terms of form and meaning. In addition, it allowed for a notable improvement in participation, motivation and reduced boredom levels in English classrooms.

Keywords: Vocabulary Learning, Board games, English learners.

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I.   Introduction

Context

In the past years, English language education in Ecuador was not compulsory at all educational levels. Thus, teaching English as a foreign language generally began in secondary education and was often considered optional. After the Educational Reform established in 2008 by the Ecuadorian Ministry of Education, it was proposed to incorporate an English curriculum for primary and secondary education (Cajas et al., 2023). Nevertheless, it was not until 2016 that English education was further emphasized as part of Ecuador's broader efforts to enhance international communication and prepare students for the globalized world. For this reason, the Ecuadorian government implemented a new English as a foreign language curriculum (EFL) as part of the educational system focused on student needs and based on a communicative approach (Curriculum, 2016). Consequently, English was considered more relevant in all educational institutions since it went from elective to core subjects.

The new curriculum establishes that pupils ought to reach an English level of proficiency aligned with the Common European Framework of References for Languages (CEFR) according to their educational grades from A1 to B2 levels. It is to say that, it is expected that graduate students have an exit profile of a B2 level. To achieve this, the core principles of the Ecuadorian EFL Curriculum (2016) demand the development of communication skills, conceiving the student as the center of education. This student-centered approach implies the implementation of groundbreaking methodologies that lessen gaps in education and are beneficial in the English language learning pathway. In addition, the curriculum aims to instill a passion for language learning in students through engaging and rewarding learning experiences (p. 3). Therefore, the strategies and tools to instruct

English should be innovative, enjoyable, and above all, student-centered to promote quality education.

Diagnosis of the situation

In some Ecuadorian schools, despite the radical modifications that occurred in 2016 in education programs concerning EFL education, it has been possible to observe that English educators have been instructing through traditional lessons, which implies the memorization of the different components of the language without strengthening the meaningful use and the language communicative practices. Notably, these conventional classes are not focused on the needs and potentials that current education requires, prevailing only on conventional tasks and the insufficient implementation of active learning (Dávila, 2017, p. 114). Traditional education practices may not be sufficient to enhance the skills and competencies required in language development, where communication, creativity, and critical thinking are essential. As a result, learners have low proficiency in communicative skills and struggle with learning further critical components such as vocabulary recognition and retention.

Based on the aforementioned, during the teaching practicum, which took place in a school in the city of Cuenca-Ecuador, a pattern was identified through observations in ninth graders' English classes. Learners have low proficiency in communicative skills because of their limited vocabulary. Poor vocabulary knowledge means that students cannot express their ideas, communicate thoughts, write texts, or understand basic phrases (Moreno, 2019). A shortage of vocabulary can be a significant impediment to communication and can limit learners' ability to express themselves effectively.

A factor for vocabulary learning failure is that English teachers have considered that

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teaching vocabulary is equivalent to learning it in isolation through traditional techniques. By means of conventional methods such as memorizing phrases, translating lexical items, or teaching words in isolation, vocabulary is stored in students' short-term memory (Gupta & MacWhinney, 2018). Consequently, it goes against the possibility that learners use the knowledge acquired assertively, but on the contrary, students tend to forget what they have learned.

Moreover, the conventional strategies demotivate pupils, considering the English subject difficult, boring, and tedious. To provide quality education, instructors must figure out a way to create meaningful activities that ensure undergraduates explore and partake in using diverse resources that allow enjoyment and boost vocabulary knowledge. Therefore, this research proposes to explore board game activities rich in learning opportunities to enhance vocabulary learning.

Importance of the Study

Attaining linguistic competence in a new language is a challenging process that requires effort and practice since the four skills (Reading, Listening, Speaking, and Writing) must be developed. Thus, strategies and tools to generate communication ought to be innovative and enjoyable, such as employing educational games. Bavi (2018) remarked that games allow educators to build social settings where the L2 is meaningful (p. 629). In addition, as claimed by Khodijah & Saputri (2021), "Games are gainful and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create a cooperative learning atmosphere so students can collaborate" (p. 15). For those compelling reasons, instructors must propel scholars to enjoy the English language process by employing board games for educational purposes.

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The reason why the research study is relevant is that it addresses supplementary activities that can enable students to promote the understanding of new vocabulary and comprehend its correct form and meaning. Board games, in particular, have gained popularity as a language-learning tool due to their adaptability and versatility for various learning purposes. It can provide chances to be active participants in learning. Additionally, this document focuses on vocabulary knowledge, one of the language components pupils struggle to learn.

The purpose of this study is to implement board game activities to boost vocabulary learning. As a result, the research project expects to provide teachers with assertive activities that might be implemented in EFL classrooms. As well as to help learners strengthen their vocabulary learning and break up the monotony of English lessons. Moreover, English pupils could be exposed to enriching experiences using different activities that allow them to practice and learn English in a playful setting. Finally, the present study will give researchers a broader scope and overview of vocabulary learning through board games.

Main Research Question

How can using board games influence English vocabulary learning in ninth-grade students?

Sub-Questions

1. How is the students' English vocabulary learning process while using board games?

2. What are ninth-grade students' perspectives regarding board games' use in EFL classes?

General Objective

To explore board games' influence on English vocabulary learning in ninth-grade students.

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Specific Objectives

1. To analyze the students' English vocabulary learning process while using board games through journals.

2. To reflect on the students' perspectives about using board games in EFL classes by conducting a focus group discussion to gather students' viewpoints.

II.   Literature Review

Previous Research

To begin with, vocabulary learning is vital to cultivating English language abilities, being it the route to articulate thoughts and have exchanges in effective communication. As the well-known linguist Wilkins (1972) mentioned, "Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed". Besides, Lewis (1993) went further by arguing that "Lexis is the core or heart of language" (p. 89). Thus, there is a broad impact of vocabulary learning on L2 communication. As a result, vocabulary knowledge and the strategies to enrich vocabulary have been examined extensively in education.

Fitriana (2018) explored the use of the Snakes and Ladders board games as an educational tool to enhance vocabulary skills. This study's overall objective was to prove its effectiveness on vocabulary knowledge by conducting experimental research. The participants were 40 scholars separated into experimental and control groups. The statistical analysis showed that experimental learners boosted their vocabulary level by applying educational board games; at the same time, there was an improvement in the teacher's and student's performance. Nevertheless, the author recommends further research to explore the long-term effects of incorporating board games into English vocabulary learning.

This previous research has evidence of the efficacy of Snakes and Ladders board games in increasing lexicon. The author conceptualizes the board game approaches in vocabulary instruction. The findings provide a strong foundation for the game Snakes and Ladders as a valuable tool in English vocabulary learning. Moreover, it contributes to current research with beneficial information about its application inside the educational context.

Likewise, another study conducted by Moreno (2019) in an Ecuadorian setting explored the impact of crossword puzzles on vocabulary acquisition. The study was done under a quantitative design, and the subject research was 60 learners with an A1 English level. Standardized pre- and post-tests were administered to collect and analyze information. After analyzing the data, the findings revealed that using crossword puzzles in an educational setting, separated from the fact that it enhances pupils' vocabulary knowledge, also boosts their engagement and motivation in learning. Derived from the results, the researcher considers it essential to use current trends in vocabulary learning instead of memorizing words in traditional methods and tools.

This study, conducted in Ecuadorian educational contexts, emphasizes employing new tools to enhance motivation and vocabulary learning in EFL lessons. Besides, it demonstrates a broader scope and overview of vocabulary learning. This study provides current research with valuable supporting insights into vocabulary learning in a context similar to that carried out in the present investigation.

Along the same line, Khodijah & Saputri (2021), in their quantitative research, executed a systematic review to examine the efficacy of board games in increasing vocabulary proficiency. The researchers applied a baseline assessment and a post-evaluation to measure the learners' vocabulary levels before and after the implementation of board

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games. The study found that using board games aids significantly in enhancing vocabulary retention and understanding. Moreover, the review highlighted the benefits of Board games in increasing vocabulary, one of them being the flexibility to adjust them with diverse contents and levels. Also, the researcher concluded that applying a board game in the lessons could be an engaging and enjoyable approach to language learning.

The previous research focuses mainly on identifying the effectiveness of board games in vocabulary retention, resulting in positive aspects concerning vocabulary retention and learning. This research offers compelling evidence of the multiple benefits that can be obtained through games in English learning. This study provides information on board games' benefits and positive aspects in boosting the lexicon.

English Vocabulary Learning

Learning a language is a long process since it embraces the development of linguistic skills and the desire to communicate with the surroundings. The path to effective communication is to delve into further components of learning a language, such as lexis, grammatical structures, pronunciation patterns, and others. Ardoiz (2017) indicates that learning English as a Foreign language "is a complex process in which the person must be involved physically, intellectually, and emotionally to adapt to a new language, a culture, a new way of thinking, and acting" (p. 19). This sophisticated process is an ongoing endeavor by educators and students in which emotional, cognitive, and even biological aspects are consolidated to be able to shape the mind toward a foreign culture and language.

Successful communication and acquisition of linguistic abilities imply recognizing and employing a wide range of vocabulary words in specific situations and events. Hiebert & Kamil (2005) described vocabulary as knowing the meaning of a stock of words. Likewise,

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Alqahtani (2015) defined the concept of vocabulary as words that individuals know to produce intercommunication in social environments (p. 24). In general terms, vocabulary definition involves language's lexical items, utterances, and speech elements to form expressions, phrases, sentences, etc.

Albeit the concepts indicate that vocabulary is the knowledge of terms and lexicon, vocabulary learning is more complex since words are the means for the sake of satisfactory communication. The vocabulary in the language domain is a core component given that to master communication ability, individuals must have an adequate grasp of vocabulary to express the intended meaning of a word. This not only aids in effective communication but also enables individuals to partake in meaningful conversations (Saville-Troike & Barto, 2017). By using the appropriate vocabulary, people can ensure that their messages are understood accurately and avoid misunderstanding or confusion. In other words, a broader range of words allows learners to articulate and clearly convey their views, beliefs, and emotions, either written or spoken. It aids in improving the ability to transmit nuanced meanings and build an engaged communication experience.

For learning a foreign language, it is of utmost requirement to comprehend several vocabulary words. Rubin & Thompson (1994) argued that learning a large number of terms in the target language aids the learners to comprehend both what scholars read and what they hear. Moreno (2019) in her article remarks that the number of terms an English student needs to understand depends on their proficiency level (p. 3). Richards (2017) mentions that the typical range of vocabulary from an English course is: Elementary 1000 words, Intermediate and upper levels an additional 2000 words, and advanced levels an additional 2000 plus words (p. 208).

In Ecuador, there is no specific test that shows the number of words a pupil comprehends and utilizes (Moreno, 2019, p. 4). Nonetheless, having an extensive vocabulary makes the student more confident when communicating in a foreign language and conveying clearer beliefs since words are tools for reflection and reasoning (Bromley, 2007). In other words, the more words the learners know, the more successfully they can communicate and interact.

Most distinguished linguists have classified vocabulary learning within the scope of its use into receptive and productive vocabulary (Mohamad & Baharudin, 2016). Conversely, some researchers have recognized the vocabulary as passive and active. The two types of vocabulary go hand in hand and complement each other to carry out a favorable exchange of ideas, messages, and thoughts. Generally, language learners develop both receptive to understanding messages; and productive to give an answer to the messages and become effective communicators. Hence, the present study focuses on both:

- *Receptive Vocabulary:* Receptive vocabulary encompasses the words that are identified and understood incidentally in their context, either in reading or listening. It embraces a lexicon understood in reading texts, pamphlets, billboards, and books. Moreover, it involves listening comprehension of conversations, podcasts, speech, audio, etc. Receptive vocabulary is crucial to understanding discussions and following direct instructions.

- *Productive Vocabulary:* It is focused on the meaning of words that individuals can use constructively in spoken and written communication. It embraces an active function since the learners convey a message and express ideas (Mohamad &

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Baharudin, 2016). Building a productive vocabulary includes knowing the meaning of words and using them appropriately in different situations and contexts.

There is no unique method to boost vocabulary learning and close gaps regarding the knowledge of words. Learning vocabulary is beneficial to use various vocabulary instructions: indirect instruction, also known as incidental, and direct instruction, which is intentional vocabulary learning. Both methods are helpful and have merits, so they may be linked to optimizing vocabulary learning. In schools, teachers use intentional vocabulary learning. However, some of them also include incidental vocabulary through contextualized activities.

- *Incidental Vocabulary Learning:*

Ahmad (2012), in his study, describes the concept of incidental learning, which refers to the vocabulary acquisition process carried out without intending to learn terms. It occurs indirectly when learners are exposed to vocabulary knowledge and contextual language. Generally, incidental vocabulary learning is set up in specific settings, where vocabulary expansion is produced naturally through listening, reading, or engaging in conversations. Incidental vocabulary is derived from the idea that knowledge emerges through authentic language instruction.

- *Intentional Vocabulary Learning:*

On the other hand, direct instruction is the most common technique educators use in vocabulary lessons. In intentional vocabulary learning, pupils are explicitly taught through direct contact with the lexis explanations of clusters of words, affixes, synonyms, antonyms, and word formations (Ahmad, 2012). In intentional vocabulary learning, the instructors

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include strategies, games, and tools to facilitate vocabulary learning and retention. For students of foreign languages, it is paramount to have direct instructions from educators to learn meaningful vocabulary (Nation, 2001). For this reason, it is integrated into many study programs to enable targeted teaching and practice of vocabulary items.

Significant vocabulary teaching involves recognizing what the teacher should teach about a specific term. It varies from word to word depending on how the word relates to first-language proficiency and prior second-language knowledge (Nation, 2001). In his research on vocabulary acquisition, Paul Nation explained that three fundamental aspects are implicated in knowing a term: meaning, form, and use. Those three elements are crucial to understanding and being able to employ them accurately in determined situations and linguistic contexts.

Meaning refers to the significance and the semantic sense transmitted by linguistic items. It involves contents, synonyms, associations, and concepts. Whereas the form of a word implies "having a clear image, visual, auditory, or both of the form vocabulary items" (Khikmah, 2016, p. 15). It is to say it is focused on the physical properties of words and how they are structured. It deals with pronunciation, stress patterns, written and spoken forms, and among others. In the same line, the use of a word is based on employing the terms in context to convey a message pursuing a purpose. Inside of use are implied grammar, constraints on use, collocations, and parts of a speech (Nation, 2001). Based on the aforementioned, the implementations of board games took into account the meaning and form of the vocabulary words.

To teach vocabulary, several steps must be followed to help learners to build a rich language environment that fosters active learning of vocabulary meaning and form.

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According to Khikmah (2016, p. 15), the main steps that a pupil follows to increase their lexical level and learn vocabulary words in the target language are five, which are detailed as: "Encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory, using the words". Those steps can be followed in the planning lessons, using activities focused on students' aspects and adjusting instructions as needed based on the student's progress, level, or age. The steps are detailed below:

1. *Encountering new words:* Learners can discover new words in assorted resources, whether from written texts, such as books, newspapers, banners, pamphlets, etc. Spoken conversations via television, radio, or podcasts; and by having brief exchanges in encounters with other individuals, teachers, or classmates. Educators can select the words according to their levels, frequency of usage, or the potential for increasing scholars' language domain. Focusing on this study, the researcher selected words from the English book, attempting to teach the words based on the learners' level.

2. *Getting the word form:* After encountering new terms, students will be able to know the structure, either auditory (pronunciation) or visual (spelling) of the words. In addition, they will be able to recognize the different forms of words and differentiate the manner of writing and spelling. For example, the terms "knew and new" thus, they are aware that the structures of these words have identical forms but are not the same. During the implementation, students must be introduced to the corresponding terms, pronunciation, and correct spelling.

3. *Getting the word's meaning:* In this stage, the pupils are capable of understanding the accurate definitions of the terms. Besides, they could be able to discern some

meanings since the same word can comprise diverse concepts or different forms -a noun, a verb, an adjective, etc. Instructors may use age-appropriate language and contextualize the words by presenting examples, pictures, or real-life simulations.

4. ***Integrating word meaning and form:*** The student's brain will assimilate the information obtained and create connectors that link the form with the meaning, to make sense of the newly acquired vocabulary words (Khikmah, 2016, p. 15). Instructors can make use of several strategies and tools that integrate word definitions with form. These can be interactive games, flashcards, word search puzzles, board games, or other vocabulary activities. The intention is to create a link in which the meanings are joined with the form and pronunciation of the words learned through the games. So that students can recognize words by sound and at the same time can use them according to their proper meaning.

5. ***Using the words:*** In the final instance, students can make meaningful use of the new vocabulary, either during discussions, dialogues, or small exchanges of ideas in specific communicative contexts (Khikmah, 2016). The more the learned words are used, the easier it will be for the scholar to retain the learned vocabulary. Plentiful use of a variety of terminology enables the students to participate in conversations and builds confidence (Saville-Troike & Barto, 2017). Finally, it is crucial to highlight that English educators ought to incorporate rich opportunities for communication where students can use the words in writing or speaking instructions.

Active Methodology in English Learning

Particularly, the active methodology is an innovative educational approach based on a constructivist pedagogical model, which little by little has been normalized in the field of education. Ecuador is not the exception since the EFL Curriculum was established to use a

student-based approach, so educators from different areas must use methods and techniques that focus on active learning (EFL Curriculum, 2016). The active methodology, also known as active learning, is an approach that gives learners the opportunity to be involved in participatory activities in which students have the main role in their education to build their knowledge (Ginting, 2021, p. 222). Also, in active methodology, students change from passive learning to active participation (Mostowfi et al., 2016, p. 5). Applying an active methodology in the English lessons assures students to take an active role and build their knowledge with the tools provided by the English teacher.

Within this methodology, other methods and strategies are included that can be used efficiently to encourage students to be the main actors in education. Among the prominent methods are the gamification method and game-based learning, which are clearly based on learning through problem-solving activities and challenges. In addition, these activities encourage the student to foster analytical thinking and autonomy depending on the development of the games and the objective to be obtained.

Game-based Learning

Currently, the game landscape is varied and vast, and its use has increased in different fields such as business, marketing, education, and other areas to engage individuals. Throughout the years, the term 'game-based learning' has been described from various perspectives. Shaffer et al. (2005) defined this term as a game with learning purposes. Similarly, Krath et al. (2021) argue that this method means the process of gameplay that includes both covering learning content and an educational game (p. 2). To put it in another way, game-based learning is a game designed to achieve learning outcomes.

The principal goal of game-based learning is to combine learning aims with playful activities and student engagement by implementing game features. This helps learners to

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cooperate, interact, and communicate (Moreno, 2019, p. 46). Additionally, through using games for educational goals, multiple factors regarding the learning process are pursued as pupils are fostered to integrate their learning with other abilities, either critical thinking, decision-making skills, leadership, and others. Whose abilities are required to conclude the game by discovering the solutions, making decisions, and realizing how the game's outcome changes course based on the decisions made throughout the gaming sessions. Also, students can be encouraged to contact game members immediately to arrange actions, interact, and discuss, providing interaction (Pivec et al., 2003). Consequently, scholars improve not only cooperative work but also develop social skills and critical abilities.

Gamification vs. Game-based Learning

Gamification and game-based learning are two methods used in educational contexts to promote learning with amusement experiences. Generally, people tend to confuse the gamification method and the game-based learning method. Although those methods have numerous factors in common, these terms are not the same; each has its distinctions and its mode of application.

Gamification is defined as the use of components and principles of a game, which are used in a non-game setting to promote participation and commitment (Krath et al., 2021). Furthermore, it attempts to incorporate other teaching-learning standards to accomplish challenging tasks. In other words, gamification shifts a non-game-oriented environment into a game context by using game components and mechanisms such as points, badges, levels, and others. Gamification intends to improve engagement, motivation, and participation through amusement activities in educational settings. On the other light, according to Çeker & Özdamh (2017), Game-Based learning methodology "is intended to teach any subject as a

whole or as a module totally by using games." That refers to Game-Based Learnn aims to achieve defined goals in classes through using educational games.

Based on this, the concepts mentioned earlier have in common the usage of components that are featured in games and have the aim of bolstering English learning and enhancing players' engagement. In the context of board games in EFL lessons, game-based learning is produced when the game is created to pursue educational goals, and the board game itself serves as the main route of delivery of English content, such as enhancing vocabulary learning, developing speaking, learning grammatical structure, etc. Accordingly, this research encompasses game-based learning to incorporate content lessons and amusement experiences simultaneously.

Board Games

Although board games have existed since ancient times, people still play them. Even nowadays, they have evolved, and digital games have been created, which are used in different areas and fields. In line with Suits & Costikyan (1990, as cited in Hunsucker, 2016), "a board game is a curated set of physical objects that are paired with a game system that governs what interactions participants, termed players, may have with them" (p.3). In other words, a board game brings together physical objects with a game that is carried out through players' interactions and a set of rules.

After defining a board game, it is necessary to conceptualize the activity of playing a board game to gain a more detailed picture of board games. According to Suits (1990, as cited in Hunsucker, 2016), playing a board game consists of participating in an activity controlled by a system attached to an established set of rules, whose rules prohibit more

effective means in favor of less efficient ones. These rules are accepted in view of the fact that they are achievable to carry out the activities and make it possible for the game to be concluded. Widespread board games are played indoors and have certain age specifications, several players, and rules depending on the game, content, and use. Moreover, they can employ more components inside these, such as dice, roulettes, cards, player tokens, boards, and others.

In addition, board games offer various types of gameplay, each one with its own rules, purposes, mechanisms, and themes. As indicated by Johnson & Tiwari (2021) in their study about the classification system of board games, the board game classification is divided into strategic, mysterious, luck-centered, creative, and educational games. Inside this classification, there is a wide range of sub-genres and experiences catering to different preferences and choices.

- Strategic games include challenges, planning, predictions, rules, and almost two or more determined participants who have to create plans to play strategically against opponents. The players need to create strategies to achieve victory.

- Mysterious games are based on a bunch of clues and riddles, in which the players must use their deductive and reasoning skills to guess enigmas or rule out suspects. They often require players to uncover hidden information.

- Luck-centered games do not need a strategy, clues, or deduction. As its name indicates, these sorts of games are purely based on chances and luck. The facility and simplicity of this category make it possible to access a broader age range.

- The creative game integrates memory matching and luck to remember, reveal, and seek treasures.

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- Educational games have specific goals and can be designed relying on the educational content with learning purposes. These can be carried out in consideration of the age, themes, levels, complexity, and the goal to be achieved Johnson & Tiwari, (2021). Educational board games are specifically created to include educational outcomes to improve abilities or language development. In addition, it could be used to learn language and strengthen skills. Thus, educational board games will be used during this research.

Educational Board Games in EFL

The flourishing of the learner-centered approach brought about a strong tendency to focus on discovering groundbreaking methodologies, tools, and teaching practices. Within this immeasurable search for innovation in English classrooms is the usage of board games for educational means. Currently, board games have begun to be applied in the educational field, being a helpful tool in developing abilities for all ages and academic content (Khodijah & Saputri, 2021, p. 22). Implementing educational board games in the English classroom encloses many advantages for teachers and learners.

Firstly, in line with Sigurðardóttir (2010), board games incorporate mental tasks consisting of visual games and physical elements in the learning process (p. 12). Those visual and physical elements are beneficial in catering to the unique learning styles of individuals, which is both noteworthy and valuable in the development of knowledge inside academic settings. In simpler terms, the integration of physical manipulation and visual aids such as cards, dice, tokens, or pictures from board games can significantly enhance the pupils' learning experience. Along the same line, Al-Rahmi et al. (2018) indicate that one effective way to enhance students' vocabulary retention and memorization is by incorporating visual

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aids into the learning process. Hence, by including images and other forms of visual support, students are better able to retain and recall new words and concepts. This also enables learners to reinforce verbal messages and creates a more engaging learning experience overall.

Secondly, involving board games in an English classroom creates a more comfortable environment for pupils, in which they have the opportunity to play and, at the same time, reinforce and retain class topics. As Treher (2011) states, "Games serve to organize information in a conceptual framework and make it concrete. They provide analogies and metaphors to link information" (p. 5). These games can provide students with opportunities to employ previously learned concepts and have major information retention. From an instructional standpoint, by employing educational games, professors establish specific settings and contexts that stimulate unaware meaningful learning, focusing students' concentration on the message and use instead of following grammar rules or contents (Yolageldili & Arikan, 2011). In other words, board games in EFL instruction offer experiences that enable English learners to connect, organize, and retain concepts to use them in intercommunication in the target language.

Another advantage that board games offer is to keep the student engaged. According to Mostowfi et al. (2016), students "need to be engaged more and to put at the center of the learning experience to change from 'passive vessel' to 'active participant." Active participation refers to the fact that the student must build their knowledge through the tools provided by the instructor. If the learners are active participants, they could have a major comprehension and develop critical thinking easily (Mostowfi et al., 2016, p. 5). Active participation permits the students to be the protagonists in their learning. Moreover,

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considering that "Games are student-focused activities requiring the active involvement of learners" (Yolageldili & Arikan, 2011, p. 220), using board games activities, pupils are exposed to become active participants and build their learning. Therefore, learners can partake in the English process and be more autonomous in their education.

Cooperative work and competition are correlated through board games. These board games are developed in purely cooperative contexts; otherwise, their execution would be impossible to plan and carry out in classes (Mostowfi et al., 2016). Generally, board games are played in teams, where there is reciprocal cooperation between all players. As argues Treher (2011), "When played in teams, members learn together; no one ever feels singled out for not knowing an answer" (p. 5). In these games, competition arises when there is cooperation on the part of the other players, either in agreeing and abiding by rules, making decisions, or sharing critical points of view during the game.

Motivation is relevant when learning the elements of a language focused on grammar, vocabulary, and communication. Also, in many circumstances, students' active participation in a particular assignment is determined by their level of motivation. As Figueroa (2015) expresses, "Learners need to be motivated, and the game use opens the door for L2 pupils to enhance their language learning experience and, at the same time, acquire the skill to solve challenges" (p. 43). Introducing board games in an English classroom can help to reduce boredom levels without sacrificing repetition and memorization (Lee, 2012). In other words, using board games enriches motivation as they offer potential language practice and can be built based on the language syllabus.

As aforementioned, employing board games is purely linked to motivation and engagement; simultaneously, it activates students' concentration (Kirikkaya et al., 2010).

Hence, this tool can lead students toward correct vocabulary expansion, skill development, and commitment increment in EFL study. Based on the explorations of Ardoiz (2017), there are two types of motivation: Intrinsic and extrinsic. Extrinsic motivation comes from outside the person, and it is produced when an individual accomplishes an action to obtain a prize or an incentive. In contrast, intrinsic motivation comes from inside the individual. It occurs when the reward is centered on the process instead of the outcome of the assignment; that is, to be intrinsically motivated is to perform an activity for fun, to achieve a goal, or to learn.

Based on the kinds of motivation, both are usually found during the application of board games. On the one hand, the external stimulus can be obtained through extra points, prizes, and rewards. It is widely acknowledged that external stimuli and rewards serve as motivators. When learners receive positive stimuli, learners will be encouraged to persist in making affirmative choices and reinforce their actions and participation. Therefore, by proffering rewards, instructors can assist individuals in achieving their learning objectives by producing motivation.

On the other hand, internal motivation can be encouraged by making the learners feel comfortable and powerful. Above all, involving the pupils in the process to have enjoyment in the English lessons. When learners are fully immersed in an activity, they typically find it intrinsically rewarding on its own merits rather than simply pursuing it for some end goal. This kind of engagement can be deeply fulfilling and satisfying and can lead to a greater sense of purpose and meaning in one's learning (Karth, 2021, p. 6). This means that, by producing internal stimuli using board games, learners are more likely to be engaged during the process with inherent satisfaction and interest. Thus, this enables the students to take ownership of their English learning.

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Board Games in English Vocabulary Learning

Several studies reveal that board games improve students' speaking ability and enrich vocabulary. Tiing & Yunus (2021) claimed in their research that board games help learners with low performance in oral proficiency to strengthen their communication skills (p. 4). These hardships can be generated by a shortage of vocabulary. Therefore, through the usage of board games, students are exposed to listening to the standpoint of their classmates, exchanging ideas, and being more involved in discussions and dialogues, which can permit learners to listen to new vocabulary words and have the possibility to use them.

Particularly, carrying out a social activity in which individuals can play in groups or pairs allows the learner to have communicative encounters where they can exchange assertions and acquire a broader knowledge of vocabulary words with other players. Besides, implementing games in vocabulary learning in foreign languages helps to develop a mastery of terms due to the practice carried out through board games (Graves et al., 2014). Board games enable the students to expand lexical by reinforcing the words meaning and pronunciation.

Types of board games

There is a wide range of games that can be applied for determined academic purposes and learning outcomes. Those board games are adapted for diverse student learning styles, subject matter, learner levels, and students' ages. The board games implemented in the current research are Snakes and Ladders board games and bingo games.

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a. *Snakes and Ladders board game*

Snakes and Ladders board game is viewed as a popular classic game in multiple foreign countries. Throughout history, this traditional game has been played and used for several pursuits, either for pleasure, competition, leisure activity, or learning purposes. It is easy to design with simple resources and can be adjusted to suit different learning situations, themes, levels, and the number of players (Nur Azizah, 2018, p. 215). Snakes and Ladders board game is described by Kartika (2014) as a game where players move around the board by getting a benefit when moving into boxes of ladders; or, on the contrary, having a disadvantage being in boxes of snakes (p. 32). In other words, the main aim of the snakes and ladders is to achieve the goal, where ladders help to go forward, whereas snakes force the participants to return to the boxes, thus interfering with proceeding to the end.

In education, the board game Snakes and Ladders facilitates the process by allowing students to interact, socialize, and communicate using the target language (Fitriana & Khadijah, 2018, p. 84). Snakes and ladders can also be applied as a via to increase pupils' vocabulary levels and create a comfortable environment where interaction is the basis for vocabulary learning.

A snakes and ladders board is designed with a certain number of rows and columns of boxes, which are numbered and contain the respective instructions. In addition, inside the boxes are included the vocabulary instructions. It can be through images, sentences, or questions with pictures of ladders or snakes, which will be the challenges that the players must face to reach the goal and win. Below is a board of this vocabulary game for further understanding:

Figure 1

Snakes and ladders board game
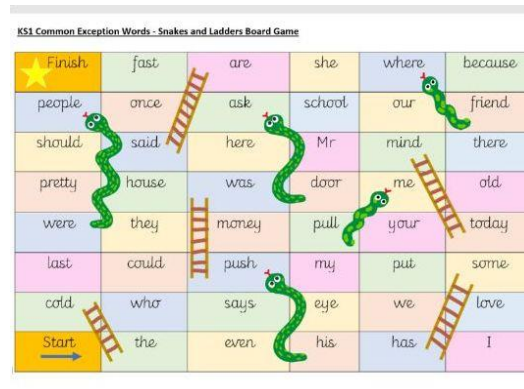
Note: The image illustrates a snake and ladder board game to learn vocabulary. Retrieved from: Amay, I. (2021)

The procedure to implement the 'snakes and ladders' game in the educational setting in accordance with Kusrini (2012, p.4) is the following: firstly, the instructor organizes and prepares the suitable material designed for the activity. It is to say, one or two dice, tokens, and the board game with the appropriate topic, number of boxes with sentences, pictures, phrases, or words. Secondly, the professor will proceed with the explanation of the instructions in English for a major exposition of the English language. In addition, if there is an opportunity, the teacher can provide students with a model by representing in the class front how to play the game using proper grammatical structure, vocabulary, or grammar tense. Third, learners will work in groups of a maximum of five students using identifier tokens. During the game, the pupils have to throw the dice and move on the board, counting the number indicated by the dice. After that, the player answers the question; if the answer is proper, the token will go forward on the table. On the contrary, whether the response is

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erroneous, it will go back to the box. Finally, the players who get the goal will win. To clarify, the sense of the game is to learn beyond having to compete.

b. *Bingo game*

The bingo game is a famous board game played in different places around the world. It is a competitive game that requires the players to find straightforward data and indicate it on the card without transformation of the information or use of cognition (Finch, n. d.). It is to say; people must look for the information and recognize it correctly. Normally, it comprises instruction cards, and it is designed to follow a set of rules to generate entertainment and get a winner (Kristiyana et al., 2013). To win the game, the players must follow game instructions.

Bingo Game is used in language learning contexts where the bingo cards are adapted for different educational goals and subject matter. Those cards can contain pictures, numbers, letters, or phrases from the vocabulary learned. In Bingo Games, learners are fostered to be main participants and build their knowledge autonomously and collaboratively by sharing ideas, asking questions, and correcting mistakes (Rahmasari, 2021, p. 32). Bingo allows students to talk to each other when there is a mistake and reflect on vocabulary word recognition and form. Also, it boosts learners' interaction.

Bingo game is a tool with an uncomplicated elaboration. In accordance with Rahmasari (2021), bingo game cards are done by learners with a sheet of paper divided into a grid of three columns and three rows, depending on the amount of information to learn. Meanwhile, the instructor makes sure to place the definitions, meanings, or sentences written on paper strips in an urn or a box, which must be taken out one by one as the game

progresses. The player chooses the correct word according to the meaning. When á column, line, or whole table is completed with valid answers, the learner will shout 'bingo' and be victorious in the game.

Figure 2

Bingo game table

Note: The picture represents an example of a table of vocabulary bingo games for learning purposes. Taken from: Pullman, (2023).

Vocabulary Lesson Stages

The paramount prerequisite for a successful lesson is a judicious blend of two factors: variety and coherence. On the one hand, coherence refers to the logical pattern created in the lessons' stages, that is, to the ordered sequence of activities that, when suitably combined, give sense to the class. On the other hand, variety is linked to the different activities and procedures planned at certain times to be carried out during the lessons (Harmer, 2007). It is strongly suggested that the teacher consider the balance between engagement, study,

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activation, and how to guide students through a variety of different sequences. Normally, the lessons have three stages: presentation, practice, and production.

Presentation

As Robertson & Acklam (2000, cited in Koppen, 2020) elegantly claimed "Every lesson has a beginning. And like the beginning of a book or a film, if it does not interest the reader, viewer or in our case, the student, then it may not be successful". During the English lessons, warm-up activities serve to prepare learners for the topics, linking the previous knowledge with the new items to be acquired. In vocabulary lessons, the warm-up stage is the vehicle to present the words, recall, give information related to the class topics, and keep students encouraged in the lessons (Nopiyadi et al., 2023). The first stage enables the educator to introduce the vocabulary terms and the content that would be addressed throughout the whole English lesson.

It is strongly recommended to carry out games or provide learners with tools to ensure a major understanding of vocabulary items and students motivated to learn (Scrivener, 2005). Board games applied in the warm-up stage can help students to boost vocabulary learning. As expressed by Koppen (2020) in his research, board games in warm-up create a fun environment, which allows students to have positive experiences in vocabulary learning, remembering previous knowledge, and enhancing other skills. Moreover, it is viable to combine the storing of vocabulary items with direct instructions through the employment of stimulating activities (Scrivener, 2005, p. 241). In this manner, pupils will record not only the vocabulary but also in which they were able to drill the items.

Practice

The practice stage can also be known as a repetition stage, where "new items are practiced, either individually or in groups. Practice activities usually move from controlled to less controlled practice" (Nopiyadi et al., 2023, p. 15004). During this stage, students focus on trying to dominate previously presented content and join with the previous knowledge. Likewise, the activities designed for this stage consolidate the theoretical knowledge with the practice process.

In the practice stage, the activities and strategies are designed to allow pupils to consolidate and produce the vocabulary under supervision (Nopiyadi et al., 2023). Board games in the practice stage can help learners to retain the vocabulary better and build a certain level of interaction among learners. This stage is necessary since it aids language learners to gain confidence and develop communicative competence.

Production

The last stage of production, according to Phạm et al. (2022), "involves applying language items that students have acquired into free-practice tasks to foster learner-speeded-up declarative or procedural language knowledge development" (p6). In other words, in this stage, students have the opportunity to demonstrate their knowledge in a creative and free manner. During this lesson stage, the aim is to give the students the prospect of putting learned information into practice and connecting it with new knowledge. The learner will have the capacity to utilize the target language, interact, and produce oral communication with previously learned vocabulary terms.

III. Methodology

Research Design

The current research was developed under a qualitative research approach. This inquiry is descriptive and allows the researcher to detail the study more profoundly. It focuses on collecting rich, descriptive data to gain insights into individual thoughts, feelings, behaviors, and the contexts in which an issue or phenomenon occurs.

The research design of this study is exploratory action research (EAR). As asserted by Efron & Ravid (2013), "Action research is defined as an inquiry conducted by practitioners in their educational settings to advance their practice and explore their students' learning" (p. 9). That refers to the fact that action research allows teachers to be involved in the process to have a critical reflection and generate an action to reflect on the educational system. Therefore, the present project aims to explore vocabulary learning by implementing board games.

Participants/ Setting

This action research took place in a face-to-face setting in a public school in Cuenca. In addition, the participants were forty-two learners in the ninth grade of middle school, whose ages ranged from 12 to 14 years old. The research subjects consisted of a homogeneous group of female and male learners with similar background information: ethnicity, socioeconomic level, exposure to English, native language, and educational background. Besides, the participants had English classes for three hours per week and received the same class instruction.

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Data Collection Techniques

In exploratory action research, the potential data sources are wide. As Padak & Padak (1994) mentioned, "Any information that helps you to answer your questions is data (p. 3)." To put it in another way, EAR allows the researcher to support information with quantitative and qualitative data collection tools to ensure the validity and efficacy of the results. However, this study focuses on qualitative data-gathering methods to address the issue. The information was collected through level tests, observations, and focus group discussions. The instruments to gather this information were questionnaires, journals, and a semi-structured document outlining the open-ended questions and topics. The data was documented during the 32 hours of intervention and observation in the English lessons. Besides, a diagnostic test and final evaluation test were conducted before and after the interventions to state the learners' vocabulary levels, just as a reference.

To address this issue, the instruments were used at different stages. To begin with, the vocabulary tests were applied to establish a clear understanding of the learners' vocabulary levels before and after the interventions to explore board games' influence on vocabulary learning. Second, to analyze the students' vocabulary learning process while using board games, an in-depth analysis was made of pupils during the implementation of semi-structured observations. Journals were used during the classes to notice how the activities were developed. Finally, a focus group discussion was conducted to capture students' viewpoints regarding the activities performed in the lessons. This action research had one cycle, with reflection on each implementation.

Figure 3

Procedure of data collection

Before Implementation	While Implementing	After Interventions	
Diagnostic test	Observation	Final Evaluation	Focus Group Discussion
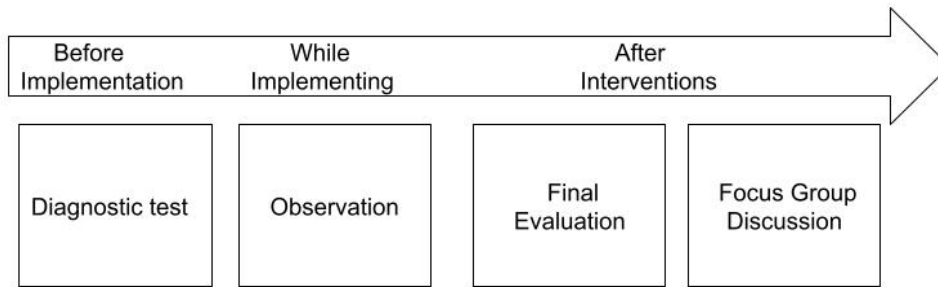
*Note***:** Data by the author

It should be emphasized that the research instruments were validated and verified by two subject matter experts from the research field of Education and carried out a piloting process with a group of pupils to establish the reliability of the tools applied throughout the study (See Appendix 1).

Diagnostic test and final evaluation

These tests were employed to establish the general vocabulary level of ninth-grade students before and after implementing the board games in vocabulary learning. Paul Nation created the original Vocabulary Level Test (VLT), and according to Webb et al. (2017), it is used "as a means to determine the extent to which test takers could recognize the form-meaning connections of words at four frequency levels." The present test was administered with only one level for beginners from an A1- A2 English level. The words are delivered in eight clusters with two distractor terms and three keywords, which contain some words taken from units 2 and 3 from the Ministry of Education of 9th Grade book. Finally, the second question covers recognizing word forms and correct spelling. The overall maximum score on this test is 30 (See Appendix 2).

Observations

Observation is a technique conducted to describe and examine in detail the behaviors of stakeholders from an open perspective (Heigham & Croker, 2009). That is, to discover

characteristics from a specific context or participants. Observations were conducted before interventions to identify students' behavior during vocabulary lessons and activities. Also, during implementations, learners were observed to see how students use the board games and how this tool works. A journal was used as a tool, which contains information about the resources applied for vocabulary learning, suggestions for the lessons, and strengths observed. As well as it has information about students' behavior, performance, and participation (see Appendix 3).

Focus Group Discussions:

After the intervention with board games, a focus group discussion was conducted. Focus Group Discussion (FGD) is a technique where the practitioner assembles a group of participants to discover their perceptions, viewpoints, beliefs, and other aspects concerning a specific issue (Nyumba et al., 2018). This method was used to gather data about students' perceptions of the usage of board games to learn English vocabulary. To gather valuable data, stakeholders were selected depending on their scores. Finally, the results obtained were transcribed and encoded to get categories and to be capable of analyzing and reflecting on the information provided by learners (See Appendix 4).

Table 1

Data Collection: Focus group discussion Questions

Objective	Themes	Categories	Questions
To know students' viewpoints	Use of board games	Students' experiences	1. What is your opinion regarding the use of board games in English classes?

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			2. How did you feel playing board games during English class?
regarding their feelings, preferences, and learning experiences using board games.			3. Which game did you find more interesting?
			4. Did you like learning English using this tool? Why?
		Students' participation	5. How was the socialization in the English classroom?
			6. What is your opinion about the competition with board games?
			7. What do you think about winning points by playing board games?
			8. What do you think about student participation?
To identify likes and dislikes about the use of board game activities.	Aspects of the board games	Advantages	9. What aspects do you like about the use of board games?
		Disadvantages	10. What aspects of the use of board games do you dislike?
			11. Did you find any limitations or drawbacks when using board games?

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| Recognizing the influence of board games in vocabulary acquisition. | Vocabulary learning | Vocabulary | 12. Did you find this tool useful for vocabulary learning? Explain. |
| | | | 13. Do you think you learned new vocabulary words through board games? Explain. |

Note: This table shows the objectives, questions, and respective categories taken into account to collect students' standpoints concerning vocabulary learning by employing board games in English lessons.

Action Research Stages

Exploratory Action research is a cyclical process. So, the stages follow a logical sequence. In the exploratory phase, the phases are planned to explore, analyze, and reflect. While in the action part, there are; planning (to change), acting, observing, and reflecting. The present study was done in one cycle with 32 hours of interventions during three months.

Figure 4

The action Research spiral

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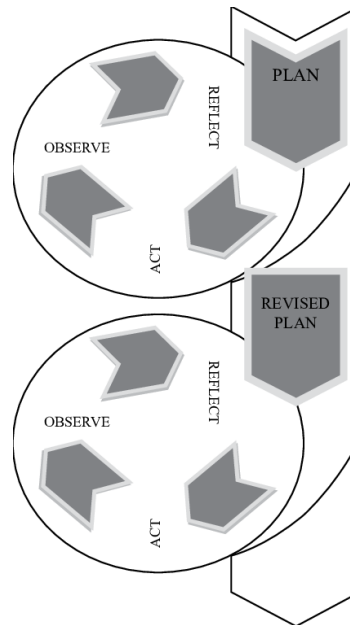
Note: The picture above portrays the stages of action research spiral-shaped. Retrieved from Nyanjom, J. (2009) Kemmis and McTaggart (1981).

1. *Plan to Explore*

In the first stage of the exploratory phase, the educational setting was examined. There were two stages: the observation in the English classes and development of learners in the activities. Besides, the researcher checked the literature to understand the problems better. Thus, planning a solution or improvement regarding the obstacles found.

2. *Explore*

After identifying a pattern of common problems in the classes, the practitioner observed using journals to determine some aspects necessary to examine the situations, such as student behavior in vocabulary activities, materials used, activities carried out, and others.

3. *Analyze and Reflect*

After collecting the necessary information, the researcher proceeded to analyze and reflect on the problem and the vocabulary learning process observed in this stage. The obtained information served as the basis for planning the forthcoming interventions. Finally,

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the practitioner planned the action by applying vocabulary activities using board games to solve the issue.

4. *Plan to Change*

During the planning stage, the researcher proposed and planned the actions that were developed in the next stage based on the previous observations to solve or improve the problems found. In addition, the board games were designed and created according to topics of units 2 and 3 of the school book of ninth grade from the Ministry of Education. Also, the corresponding lesson plan involved using board games in vocabulary activities.

5. *Action and Observation*

Learners took a diagnostic test to measure their vocabulary level. After that, the English classes were carried out by applying the previously designed plans. In this stage, communicative activities in which they use vocabulary were developed by applying board game strategies. Therefore, throughout the process, notes were taken of the observations made to know if the implemented activities were produced as expected. At the end of the implementation stage, a final evaluation was administered to be able to analyze the effectiveness of board games on English vocabulary learning. Finally, the focus group discussion was held with the different categories and respective questions to gather students' perspectives on the implementation of board games to enhance vocabulary learning.

6. *Reflect*

In the reflection stage, the researcher analyzed and reflected on the applied activities after completing the cycle. The whole cycle had an overall 32 hours of observation and implementation. In addition, reflection was done during each intervention to continue improving the implementation and fulfill the objectives in one cycle. The results of the

journal observation, focus group discussion, and tests helped to decide and plan the forthcoming interventions.

Figure 5

The detailed stages of Exploratory Action Research
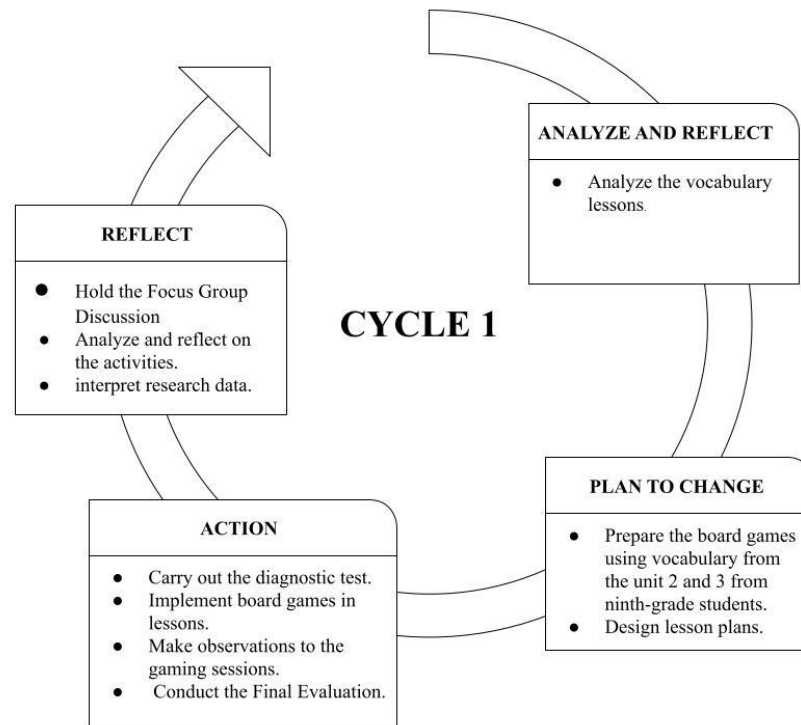
Note: Data by the author

Ethical Considerations

In order to conduct the research, it has been requested to follow some steps that guarantee the ethical treatment of the subjects' data. Firstly, the respective authorization was obtained from the educational institution by means of a consent form that was sent to the school principal to inform her about the research objectives, scope, and length. Secondly, as participants are young and cannot consent, the ninth-grade parents were made aware of the research questions, the aim, and how the data would be used. Therefore the research received approval from parents and school administrators to use the information gathered as evidence

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for the investigation. Additionally, it was emphasized that the data collected remained strictly anonymous and confidential, for which the subjects were instructed to employ codenames to protect anonymity (See Appendix 5).

IV.   Designing Teaching Proposals

Title: Learning Vocabulary by Playing Board Games

Author: Geovanna Garzón

Objective

The objective of the current implementation proposal is to apply board games to enhance English learning vocabulary. By introducing board games in educational contexts, English pupils could be exposed to enriching experiences by using a social activity that allows them to practice and learn vocabulary in a playful setting.

Introduction

Currently, board games have begun to be applied in the educational field, being a helpful tool in developing abilities of all ages and with diverse educational content. Employing board games, pupils are exposed to consolidate their knowledge through playful experiences that allow them to participate actively in a communicative and interactive environment (Treher, 2011, p. 3). In teaching English, specifically in Vocabulary lessons, the use of board games embraces many advantages since it allows to retain the meanings of the vocabulary, motivates students to increase their vocabulary knowledge, and encourages cooperative work to learn vocabulary from others. Therefore, it is proposed to implement the Snakes and Ladders board game and bingo game.

Snakes and Ladders board game is a classical game that, when used in English lessons, allows the student to interact and convey messages using L2. Hence, it facilitates the

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learning of a non-native language (Fitriana & Khadijah, 2018, p. 84). It is to say this game aids scholars in being involved in social activities and partaking in communicative experiences. Snakes and Ladders board game comprises a series of numbered boxes containing the vocabulary instruction: sentences, meanings, and pictures regarding specific terms.

In Bingo Games, students actively learn, work cooperatively, and follow a procedure (Rahmasari, 2021). This refers to the cooperative learning that takes place in this social activity, which allows for building a comfortable environment in which the students are active participants and contribute to the lesson.

The implementations were carried out over eleven weeks (See Appendix 6). The beneficiary subjects are 42 ninth-grade students with an A1- A2 English level. Those learners had the opportunity to practice vocabulary by working in groups of five students and individually through rewarding games. Finally, students learned ten new words in each lesson related to Unit 4 and Unit 5 from the English book level A1.2.

ACTIVITY 1: Snakes and Ladders board game

CLASS 1: Celebrations around the world

Objective

- To reinforce vocabulary understanding and meanings of the words related to celebrations worldwide through the Snakes and Ladders board game.

- By the end of the class, students will be able to recognize the diverse festivities.

Materials
- ❖ Board game
- ❖ dice
- ❖ tokens

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❖ whiteboard

Procedure

The teacher will start the lesson with a warm-up activity to allow the students to differentiate the words. Then, the teacher will divide students into small groups of four people, provide the material for each team, and explain the instructions.

Game rules:

- Learners must take a turn and roll the dice. The number of dice determines the spaces that the learner has to move around the game piece forward.

- The learner provides a solution to the question by using vocabulary learned: whether the answer is correct, the token will go forward on the table; if the response is incorrect, it will go back to the square.

❖ The teacher should monitor the game and give feedback to reinforce understanding.

ACTIVITY 2: Bingo game

CLASS 2: Festivities

Objective

- To identify words used to talk about celebrations by using a bingo game.

- By the end of the lesson, students could recognize the word form of words related to festivities, either written or spoken.

Materials

- Paper strips with words

- Word list

- Bingo card

- A sheet of paper

Procedure

During the lesson, the teacher asked students to create a bingo card on their notebooks and write some words from a list of learned vocabulary.

Game rules:

- The teacher chooses randomly a paper and repeats twice the word selected.

- Learners must mark the words that were called.

- When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo'.

Important: The teacher ought to solve doubts regarding pronunciation or writing.

ACTIVITY 3: Bingo game

CLASS 3: Clothes in celebrations

Objective

- To identify words used to talk about clothes used by people in celebrations around the world.

- By the end of the lesson, students could recognize the word form of words related to festivities, either written or spoken.

Materials

- ❖ Paper strips with words

- ❖ Word list

- ❖ Bingo card

- ❖ A sheet of paper

Procedure:

Students must create a bingo card on their notebooks and choose relevant words from a list of vocabulary learned previously.

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Game rules:

- The teacher chooses randomly and repeats twice the word selected.

- When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo'.

Finally, The teacher must solve doubts regarding pronunciation or writing, and give feedback.

ACTIVITY 4: Snakes and Ladders board game

CLASS 4: Action verbs used in celebrations

Objective

- To understand vocabulary meanings of the words related to verbs used in celebrations through the Snakes and Ladders board game.

- By the end of the class, students will be able to recognize action verbs about celebrations.

Materials

- ❖ Board game

- ❖ dice

- ❖ tokens

- ❖ whiteboard

Game rules:

The teacher introduced the lesson by using a game called charades, then, she explained the words, meanings, and pronunciation.

In the next stage, the teacher provided the students the materials of the board games, and explained carefully the game rules:

- Learners must take a turn and roll the dice. The number of dice determines the spaces that the learner has to move around the game piece forward.

- The learner provides a solution to the question by using vocabulary learned: Whether the answer is correct, the token will go forward on the table; if the response is incorrect, it will go back to the square.

- Finally, the teacher gave the students feedback and continued to the next lesson stage.

ACTIVITY 5: Bingo game

CLASS 5: Multiple Intelligences Vocabulary

Objective

- To differentiate the abilities of multiple intelligences.

- By the end of the lesson, students could recognize the word form of words related to multiple intelligences, either written or spoken.

Materials

- Paper strips with words

- Word list

- Bingo card

- A sheet of paper

Game rules:

- The teacher randomly chooses a paper from the box and repeats twice the word selected. Then, learners must mark the words that were called. Finally, When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.

- The teacher must give feedback.

ACTIVITY 6: Snakes and Ladders board game

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CLASS 6: Amazing abilities

Objective

- To learn vocabulary about multiple intelligences and the meaning of verbs to talk about abilities through the Snakes and Ladders board game.

- By the end of the lesson, learners will be able to differentiate the kinds of multiple intelligences.

Materials

- ❖ Board game

- ❖ dice

- ❖ tokens

- ❖ whiteboard

Procedure

The game will be played in teams of five students. The teacher will provide the board game material.

Game instructions:

- ❖ Learners must take a turn and roll the dice. The number of dice determines the spaces that the learner has to move around the game piece forward.

- ❖ The learner provides a solution to the question by using vocabulary learned: Whether the answer is correct, the token will go forward on the table; if the response is incorrect, it will go back to the square.

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ACTIVITY 7: Bingo game

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CLASS 7: Adjectives

Objective

- Students will be able to recognize the word form of adjectives, either written or spoken.

Materials

- ❖ Paper strips with words

- ❖ Word list

- ❖ Bingo card

- ❖ A sheet of paper

Game Procedure:

In this activity, students have to draw and create their bingo cards and write words learned previously. Then, the teacher must choose the words and repeat them twice. The student will mark the words..

ACTIVITY 8: Snakes and Ladders board game

CLASS 8: Antonyms- Adjectives

Objective

- To reinforce vocabulary understanding and meanings of comparative adjectives through the Snakes and Ladders board game.

- By the end of the lesson, learners could use adjectives to compare people, animals, or things.

- Differentiate antonyms of adjectives.

Materials

- ❖ Board game

- ❖ dice

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❖ tokens

❖ Whiteboard

Game Procedure:

For this game, the educator must prepare the material: board game and dice. Then, the teacher must explain the game rules. Students must organize into teams of five students and play the game. In the end, the student who achieves the goal will win.

ACTIVITY 9: Bingo game

Class 9: Superlative adjectives

Objective

- Recognize the word form of superlative adjectives either written or spoken form.

Game procedure:

In this activity, students have to draw and create their bingo cards and write words learned previously. Then, the teacher must choose the words and repeat them twice. The student will mark the words.

ACTIVITY 10: Snakes and Ladders board game

CLASS 10: Superlative adjectives

Objective

- To reinforce vocabulary understanding and meanings of superlative adjectives through the Snakes and Ladders board game.

- At the end of the class, pupils will be able to compare people's abilities by using superlative adjectives.

Game procedure:

The teacher will provide the material to carry out the game. In teams of five students, learners must play the game following the rules and using the vocabulary learned. Will win the first person who reaches the goal.

ACTIVITY 11: Bingo game

Class 11: Superlative vs. comparative adjectives

Objective

- Recognize the word form of superlative and comparative adjectives, either written or spoken.

Materials

- ❖ Paper strips with words
- ❖ Word list
- ❖ Bingo card
- ❖ A sheet of paper

Game procedure:

In this last activity, students drew and created their bingo cards with the words learned previously about superlative and comparative adjectives. Next, the teacher chose the words and repeated them twice. The students marked the words until they completed the game and won.

V.   Findings and Results

The research conducted in the current paper was based on qualitative information focused on exploratory action research (EAR). This research, developed over several months, aimed to explore board games' influence on English vocabulary, as well as analyze the

process of increasing students' vocabulary while participating in board game activities, and reflect on scholars' standpoints towards the gaming experiences in EFL lessons. To be able to attain the proposed objectives, it has employed rigorous methods and techniques to gather valuable data and participant insights regarding the activities implemented. The methods utilized were a diagnostic test and a final evaluation to measure students' vocabulary level and have the results as reference, observations by using journals, and a focus group discussion to delve into the learners' perspectives. The data was gathered before, during, and after the implementations.

After collecting data, meticulous processes were carried out to decode the information depending on the nature of the data collection method. In the beginning, the diagnostic test and final evaluation results were examined through statistical analysis and graphics to establish the students' general vocabulary level. Afterward, the structured observations were encoded by identifying common patterns and applying the triangulation method which led to a more accurate understanding of the data. Lastly, the coding method was used to analyze the focus group discussion to unearth subjects' insights and perceptions.

Diagnostic Test and Final Evaluation

To begin with, the diagnostic test served as a baseline assessment to recognize participants' vocabulary levels as a starting point before incorporating gaming into the English lessons. On the flip side, the final test evaluated the stakeholders' progress to demonstrate board games' influence on vocabulary understanding. The administered evaluations consisted of two parts to measure students' vocabulary levels in meaning and form. The tests were given in a face-to-face setting and lasted approximately 30 minutes.

Upon gathering the data, the procedure of interpreting information was as follows: to process the tests' results, Google Spreadsheet was used. Here, the raw data was organized with a grade over 30. Then, the calculations were made to obtain a rating out of 10 (See Appendix 7). The grading system in Ecuador indicates that the grades are over 10 points, so getting a grade higher than seven means that the pupil masters the learning obtained. Subsequent to this, a proper statistical comparison was employed to interpret the data of the 42 research subjects. The findings are shown below:

Graphic 1

Diagnostic test and final test results
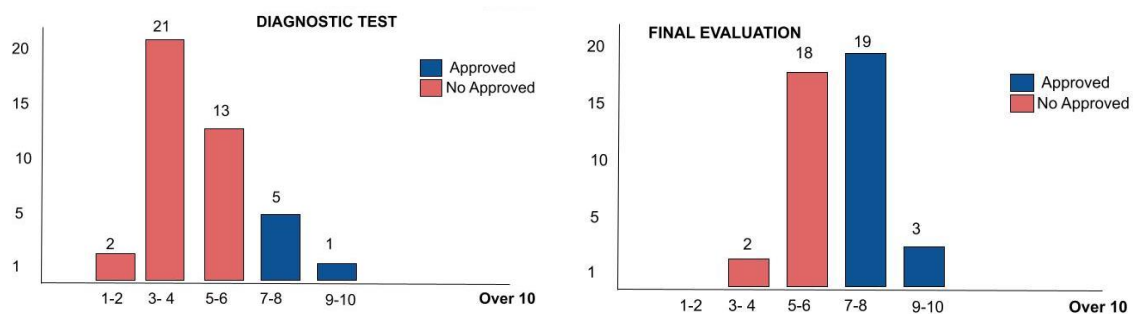
Note: Data by the author.

Diagnostic test Graphic

The graphic shows the vocabulary scores obtained by the participants on the first test. The x-axis represents the score ranges and levels, while the y-axis represents the number of learners. It can be noticed that most of the students fall into the 3-4 score range. It means the number of learners with similar vocabulary levels. On the other hand, only six students got scores higher than seven. The diagnostic test provides the researcher with an understanding of

the initial vocabulary level of the participants. Resultantly, the test indicates that the lexical proficiency of the students was low since only 6 out of 42 learners satisfactorily approved the administered test.

Final Evaluation Graphic

As in the previous graphic, the x-axis represents the score ranges over 10 points, and the y-axis represents the number of participants. It is notable a significant change in the score ranges compared to the diagnostic test. On this final test, 22 participants achieved grades greater than 7 points, implying that they mastered the required learning in terms of level A1.2 vocabulary. The data obtained from the final test indicate the influence of board games on English vocabulary learning in ninth-grade students. As it is observable, there is a higher concentration of scores in the higher score ranges, demonstrating a positive influence of board games on the English vocabulary learning of the participants.

Analyzing the two results obtained and comparing the number of students who got scores less than 7, it can be interpreted that before the application of board games in vocabulary learning, the number of students with grades less than 7 was higher, so after the application, this number was reduced. On the contrary, analyzing the number of students who obtained grades above seven before implementing the board games is small since six students reached the required learning. While in the second figure, the number of students with grades greater than seven increased favorably.

Linking the examined results with previous research, Fitriana (2018) points out that after incorporating board games these help to have better vocabulary retention since, through games, students are in constant practice and learn new words from their environment. In

addition, Graves et al. (2016) state that through the practice provided by board games, the incorporation of vocabulary is more effective. Hence, increasing new terms in the students' lexicon is quite effective. In this research, after including board games in vocabulary development, there was a noteworthy improvement in retaining and understanding new words regarding the form and meaning of A1.2 level vocabulary terms. Therefore, more than half of the ninth-grade students were able to advance from A1-level vocabulary words to grasp meanings and incorporate A1.2-level vocabulary words into their lexicon.

Journal Observations

During the action part, a journal was utilized to conduct semi-structured observations and collect a vast amount of data about the research interventions. This data was recorded in a systematic and organized manner to ensure the accuracy of the findings. The journal aimed to capture information about the implementation of board games in the vocabulary lessons where the categories were the strengths and lesson improvements to apply this educational tool, as well as to document the student's behavior during the whole process of playing the games, whose categories were the learners' participation and performance.
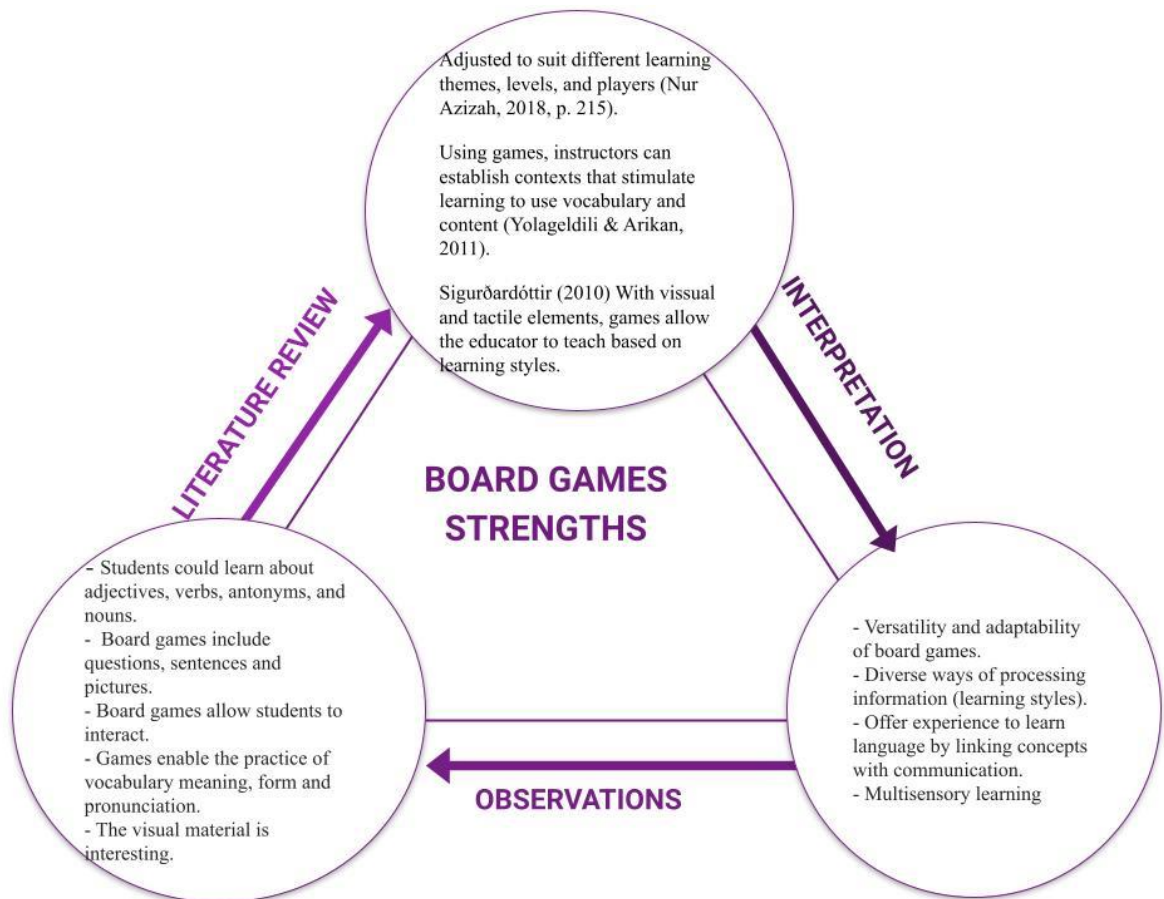
In line with qualitative data analysis, the triangulation method has been utilized, which allows the researcher to make use of various articulated ways to interpret a particular issue and achieve a result (Noble & Heale, 2019). In Exploratory action research, triangulation implies using multiple sources to uncover discrepancies and perspectives. Therefore, by applying the triangulation method, the researcher could analyze the data to get a nuanced and more profound understanding and demonstrate the viability of the research. The triangulation procedure considered the corresponding aspects, observations,

bibliographic review, and the researcher's interpretation (See Appendix 8). The method used

is detailed below with the different categories:

Board game strengths

Figure 6

Triangulation about board game strengths

Adjusted to suit different learning themes, levels, and players (Nur Azizah, 2018, p. 215).

Using games, instructors can establish contexts that stimulate learning to use vocabulary and content (Yolageldili & Arikan, 2011).

Sigurðardóttir (2010) With vissual and tactile elements, games allow the educator to teach based on learning styles.

LITERATURE REVIEW

INTERPRETATION

BOARD GAMES STRENGTHS

- Students could learn about adjectives, verbs, antonyms, and nouns.
- Board games include questions, sentences and pictures.
- Board games allow students to interact.
- Games enable the practice of vocabulary meaning, form and pronunciation.
- The visual material is interesting.

- Versatility and adaptability of board games.
- Diverse ways of processing information (learning styles).
- Offer experience to learn language by linking concepts with communication.
- Multisensory learning

OBSERVATIONS

Note: Data by the author.

The findings of the observations carried out during the incorporation of board games

into the vocabulary lessons mainly allowed the researcher to identify the strengths of these

activities. During the English classes, it was possible to observe that the board games

included different ways of learning vocabulary, such as definitions, concepts, questions,

sentences, and images. Furthermore, they were designed to expand terms in the linguistic content's meaning, form, pronunciation, and writing. The diverse modalities of the games allowed participants to play in groups or individually. In this way, students could practice, interact, and communicate among themselves. Board games were easily adapted to the content learned in class with the words used in different situations. Finally, the board games and the material provided (dice, boards, and cards) looked engaging to students since they contained visual aids, pictures, and tables.

The observations fit with Nur Azizah (2018), who delves into the board games' adaptability to cater to unlike academic circumstances, learning goals, topics, skills, levels, and the number of partakers (p. 215). In other words, board games can implicate numerous learning purposes and adjust to the participants and situations. In addition, by employing games, teachers create particular social environments in which vocabulary learning and interaction are stimulated and assemble spaces for communication (Yolageldili & Arikan, 2011). Board games enable one to build knowledge through social interaction. Regarding the visual aid of board games, Sigurðardóttir (2010) mentions that learners participate in mental tasks with visual games and using physical elements, allowing the students to learn based on their learning styles (p. 12). This means that the physical manipulation and the visual representation of words' meanings through cards or pictures from board games contribute to a learning experience based on learning styles.

Analyzing the previous data gathered from the researcher's perspective and observations, there are several strengths in using board games in vocabulary lessons. Firstly, board games are versatile tools as they facilitate the adaptation of content and topics according to the context, learning objectives, and level of learners. Secondly, including
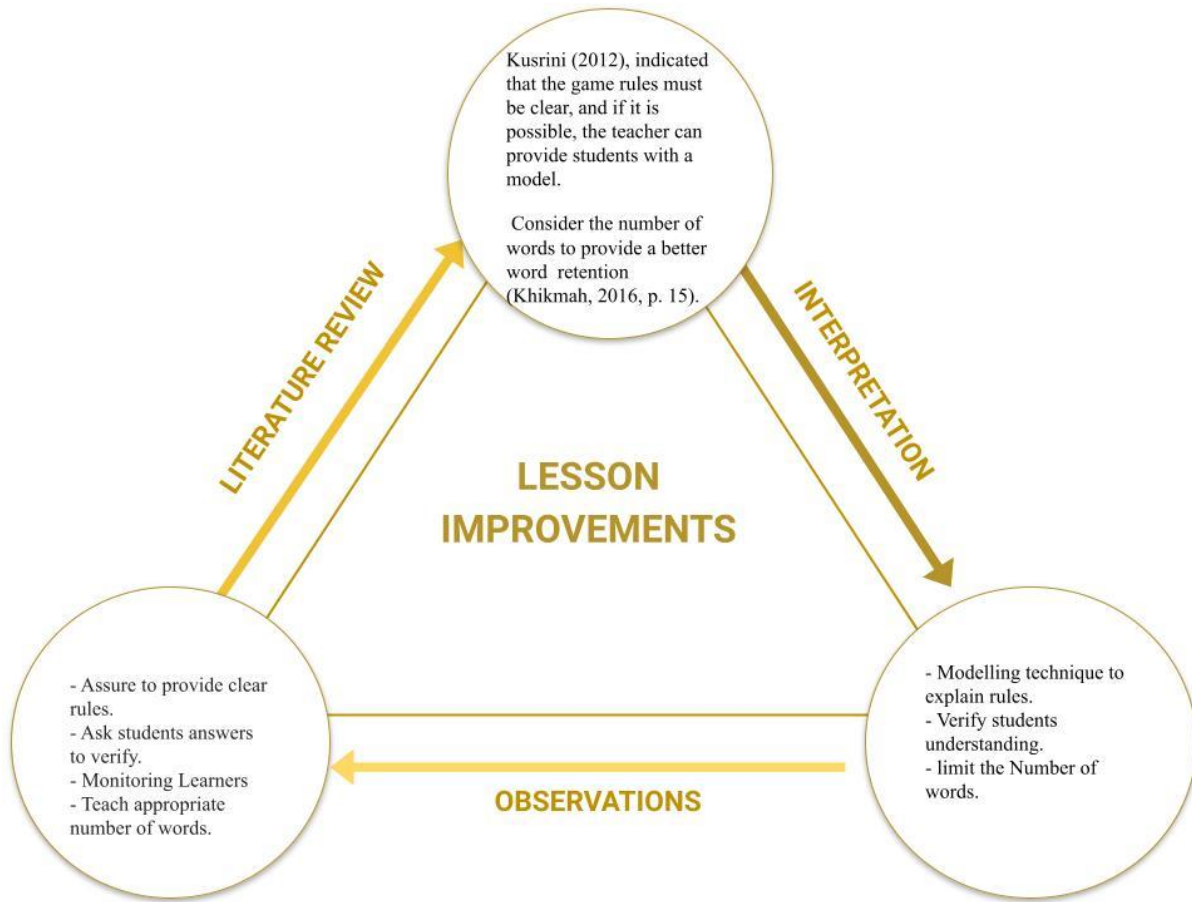
meanings, sentences, and pictures within the game indicates a deliberate effort to provide a multi-modal learning experience in the English subject. Multi-modal learning aids instructors to cater to students' learning preferences and diverse manners of processing information. In this way, pupils develop English proficiency with activities that fit their learning styles.

Thirdly, it promotes interaction and fosters the use of vocabulary by connecting and organizing concepts. By combining vocabulary recognition regarding form with the grasping of word definitions, the game facilitates students to link those aspects to propel a deeper level of comprehension, where students gain insights into how these words are used appropriately. Lastly, board games incorporate tactile and visual elements, enabling multi-sensory learning. In this way, pupils are exposed to learning vocabulary through visual representations and physical objects such as employing dice, cards, board games, and among others, which enable them to build their knowledge by using other senses.

Board game Improvements

Figure 7

Triangulation about board games weaknesses

Kusrini (2012), indicated that the game rules must be clear, and if it is possible, the teacher can provide students with a model.

Consider the number of words to provide a better word retention (Khikmah, 2016, p. 15).

LITERATURE REVIEW

INTERPRETATION

LESSON IMPROVEMENTS

- Assure to provide clear rules.
- Ask students answers to verify.
- Monitoring Learners
- Teach appropriate number of words.

- Modelling technique to explain rules.
- Verify students understanding.
- limit the Number of words.

OBSERVATIONS

Note: Data by the author.

The observations allowed the researcher to determine the aspects that must be considered to have an adequate implementation during the lessons. It was identified the importance of starting the board game activities by clearly mentioning the claims, and then it is necessary to confirm if the rules were understood; for this, it is advisable to ask the students to repeat the rules indistinctly, otherwise to clarify the game rules that have not been understood. In addition, each group should be monitored to ensure that there are no drawbacks in the grouping activities and to determine if the rules established from the beginning are fully complied with. Moreover, the game delivered to the students ought to take into account the number of words to be used since the fewer new words are given, the

easier it is for the students to retain the nuanced meanings considering that the more words there are, the more complicated it is for them to remember the correct pronunciation and definitions.

In the authors' research conducted, it has been found that it is fundamental to determine a proper number of words to be studied since the students' brains will create neural connections to link the form with the meaning of each of the terms to make sense of the newly acquired vocabulary words (Khikmah, 2016, p. 15). Another feature to consider is the one mentioned by Kusrini (2012), who indicated that the game's rules should be clear and, if possible, the teacher can provide students with a model on how to use the tools of the game effectively (p. 4).

From the researcher's perspective, developing English lessons with board games as educational activities is convenient to take into account two crucial elements. The first one is that the rules must be explained clearly, and it is crucial to make sure that these rules have been fully understood before starting the game or any activity. It is even suggested to give demonstrations of each of the rules and ask the students to make sure they are clear; otherwise, any doubts that may exist must be solved.

A second element is the preparation of the board game. It is fundamental that board games cover an adequate number of words to facilitate the retention and understanding of lexis. The fewer new words used, the faster it will be for the students to learn the new lexicon due to the neural connections that occur in the students' brains. Although, evidently, this will also depend on each student's level, age, and brain capacity of each student. Conversely, whether learners may be presented with an excessive amount of new words to retain, learners will likely feel frustration as they cannot incorporate new lexicon into their speech.

Students' participation

Figure 8

Triangulation about students' participation
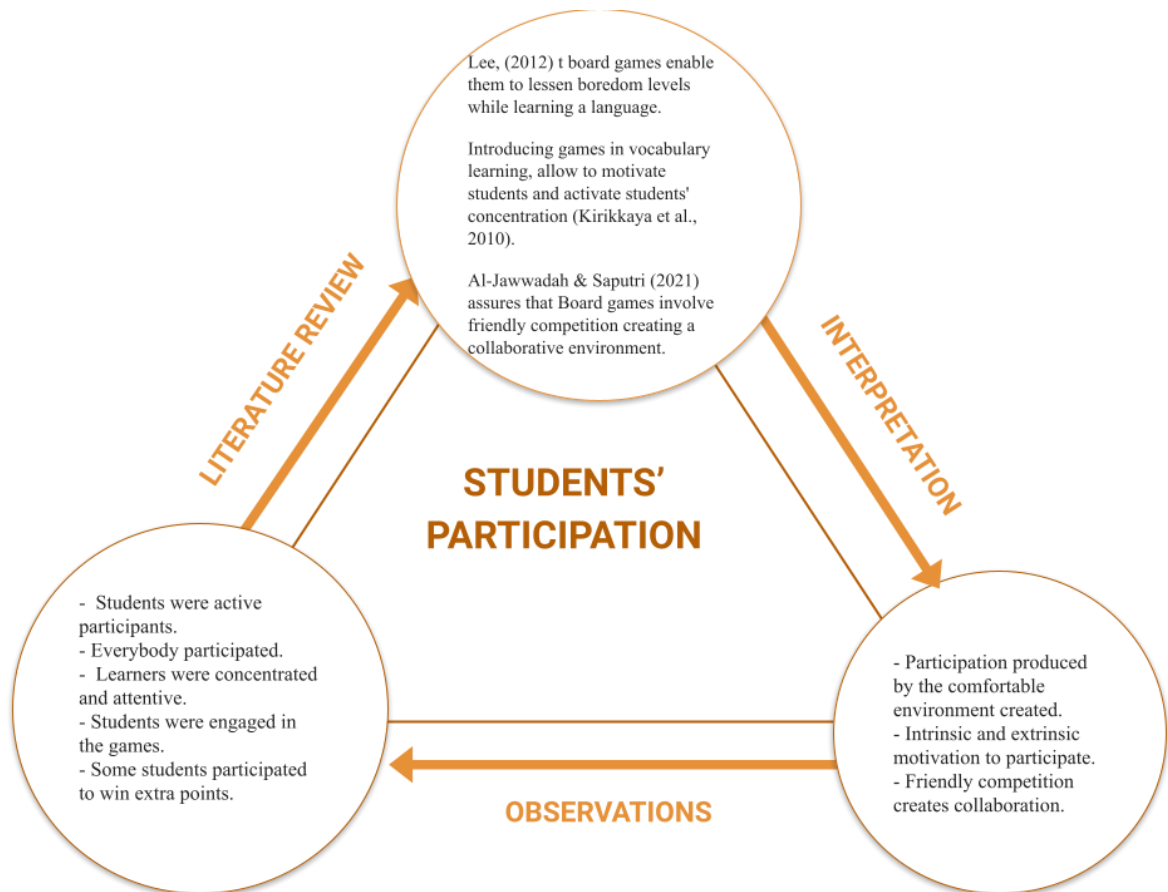
Note: Data by the author.

Several observations were made during the lessons to identify learners' behavior regarding participation in the gaming sessions. Firstly, it was noticed that everybody took an active role in the game and was engaged in the activities. Secondly, many students displayed high levels of interest and commitment to the games. Also, learners exhibited that they were concentrated and attentive to achieve the purposes of the vocabulary games. Next, it was noted that students appeared motivated to win points or win the game, while other

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participants seemed encouraged to learn. Additionally, the competition was crucial for understanding and keeping students interested in the lessons.
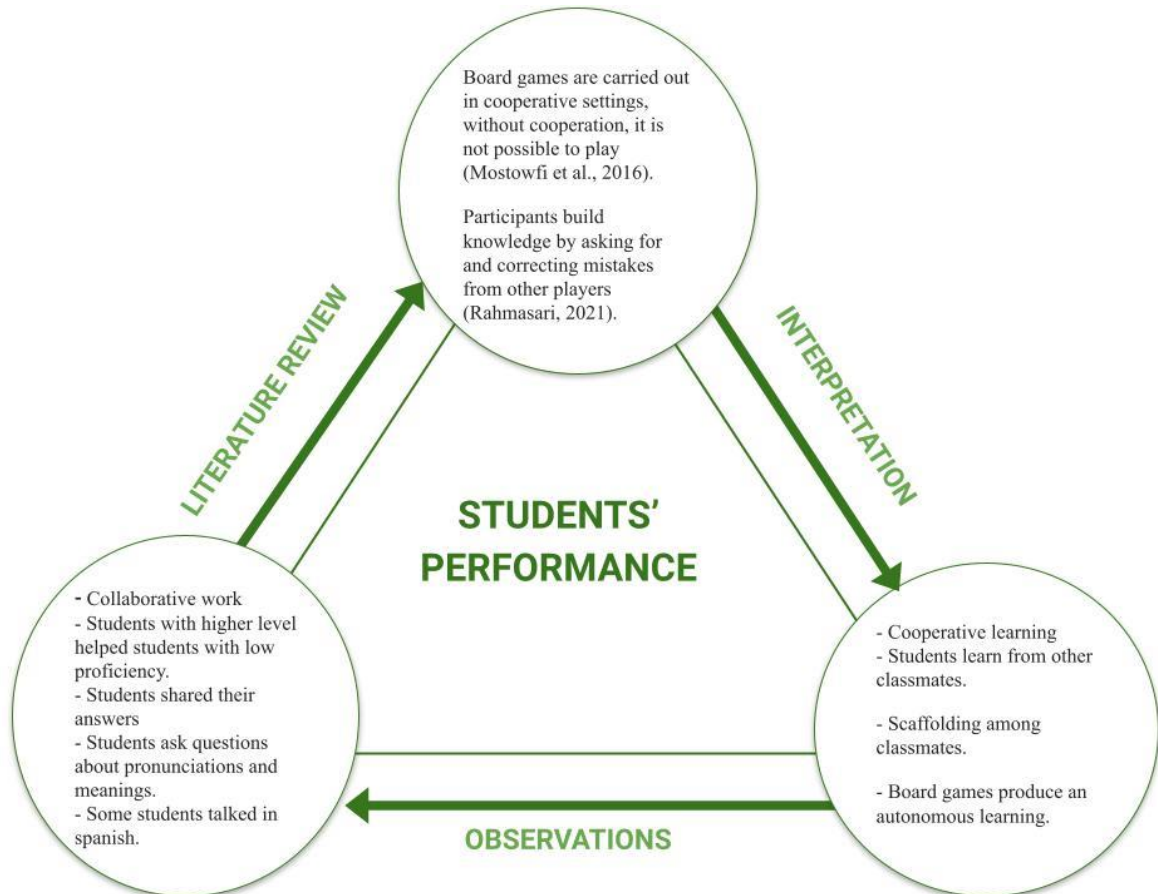
Various authors indicated that board games produce high levels of fun and entertainment in students. As Lee (2012) indicated, board games can allow instructors to lessen boredom levels in pupils while learning a foreign language. Participants play a game and experience feelings of fun, interest, and engagement. Besides, introducing games in vocabulary development generates motivation and activates students' concentration to retain better the target language's different terms (Kirikkaya et al., 2010). To put it another way, if the scholars are intrinsically and extrinsically motivated enough, they can have a major concentration and learn English vocabulary, which can be achieved through board games. Additionally, concerning the competition, Khodijah & Saputri (2021) ensure that board games involve friendly competition, creating a collaborative environment where respect is the key to completing the game.

The analysis of students' participation indicated that with board games, learners could be active; since board games help strengthen and create a comfortable environment, students shed their shame and become more involved in activities. In this way, boredom levels and anxiety about speaking in public are reduced. Thus, students can feel free to participate and interact. Also, intrinsic and extrinsic motivation can be fostered. Extrinsic motivation is when students play for extra points, and intrinsic motivation is when pupils win because of personal goals. Finally, students were involved in a friendly competition that enabled learners to partake in the activities and attempt to learn and collaborate to win the games. Moreover, competition arises when the other players cooperate, either in agreeing and abiding by rules, making decisions, or sharing critical points of view during the games.

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Students' performance

Figure 9

Triangulation about students' performance

STUDENTS' PERFORMANCE

LITERATURE REVIEW

INTERPRETATION

OBSERVATIONS

Board games are carried out in cooperative settings, without cooperation, it is not possible to play (Mostowfi et al., 2016).

Participants build knowledge by asking for and correcting mistakes from other players (Rahmasari, 2021).

- Collaborative work
- Students with higher level helped students with low proficiency.
- Students shared their answers
- Students ask questions about pronunciations and meanings.
- Some students talked in spanish.

- Cooperative learning
- Students learn from other classmates.
- Scaffolding among classmates.
- Board games produce an autonomous learning.

Note: Data by the author.

It could be observed that board games in the classroom allow teamwork since students begin to exchange ideas, support each other, and work together to accomplish a shared purpose. Likewise, it could be evidenced that board games promote cooperative learning where students with more knowledge or experience support, share strategies, offer advice and provide guidance to their peers who have less level of mastery; that is, board games encourage communication and collaboration among students. On the flip side, it was noticed

that the pupils become more reflective and critical, given that students begin to formulate questions about the definitions, concepts, word forms, or vocabulary pronunciation they do not know. However, a negative aspect was observed in which students talked to each other in their native language instead of actively engaging in English activities.

The observations are linked to the literature reviewed. Mostowfi et al. (2016) express that board games offer a welcoming space of construction and collectivity, in such a way that learners feel involved and everyone can participate in the activities, contribute, and share knowledge (p. 5). Otherwise, the lack of cooperation among students when participating in these games affects the educational environment because learning opportunities and social interaction among peers are limited. Besides, it should be emphasized that students' doubts during the board games are paramount since they reflect their curiosity, their inconveniences, and their desire to learn (Rahmasari, 2021). After all, by seeking answers, they build and expand their knowledge.

Upon analyzing the data obtained, it was evident that board games provide students with cooperative learning since they enable them to interact, express ideas through dialogue, and help each other. Similarly, there can be scaffolding among peers; this can improve comprehension and retention of information since difficulties are addressed and specific guidance is provided. Also, learners with a high English performance can support and guide other students with low English proficiency, thus ensuring that students acquire meaningful learning. Finally, board games encourage autonomous learning because they provide a playful and motivating environment, giving students control and involvement in learning, where students begin to reflect and generate questions about the language contents.

Focus Group Discussion

After completing the corresponding implementations of the board games in vocabulary learning, a focus group discussion was conducted in which six ninth-grade students participated. For the focus group, students who are effective communicators and who can easily convey their opinions and ideas were selected to gather and uncover in-depth standpoints. This exchange was held in Spanish since it is the native language of the students, and their communication will be clearer and more practical.

The dialogue took place face-to-face and lasted approximately 40 minutes with a short break. Moreover, a semi-structured document contained the main topics and open-ended questions about their experiences playing board games. As well as the answers of the participants helped to guide the flow of the conversation, so follow-up questions were asked at the time of discussion. The collected information was recorded and saved to document the entire discussion process.

In order to analyze the data in depth and to interpret the different opinions, a coding and categorization procedure was carried out. Codification in qualitative data is a process that enables categorizing and labeling excerpts or patterns that emerge from data research (Nobel, 2019). It is a systematic method that makes interpreting and analyzing information more efficient. Hence, a Nvivo coding process was employed to interpret and obtain raw data from participants.

The procedure to perform coding was as follows: Firstly, the discussion held with the six participants was transcribed. Afterward, tables were made to divide the corresponding categories that arose during the conversation. Subsequently, a manual coding was done, in which the different categories with their respective Nvivo codes were indicated with different

colors. Finally, the answers were translated into English (See Appendix 9). The coding is

illustrated in the figure below:

Figure 8

Coding students' perceptions using board games
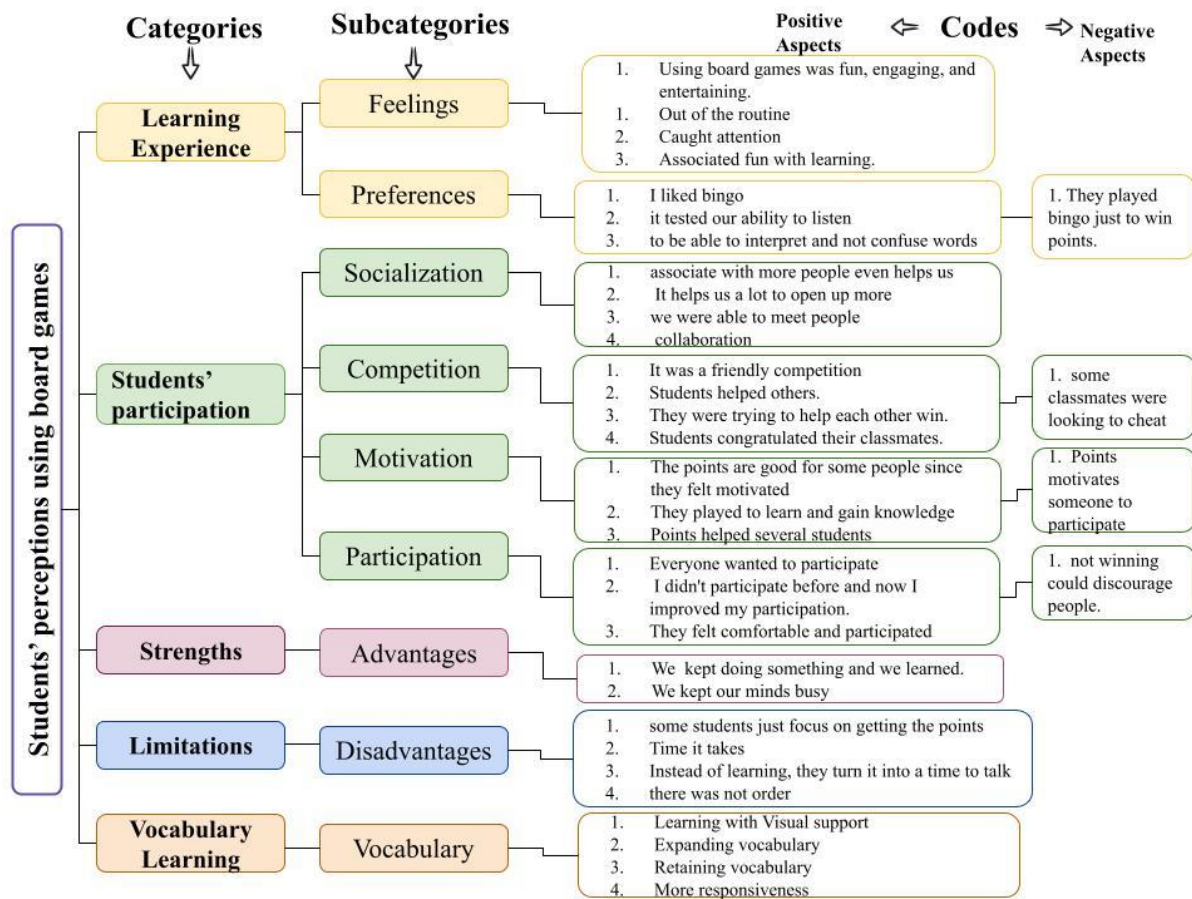
Note: Data by the author.

The hierarchical tree shows a deductive analysis that begins with the categories of the

learning experience, advantages of board games, limitations of the gaming sessions, and

vocabulary learning. Then, the subcategories are according to the patterns and the labels. The

subcategories were feelings, preferences, participation, competitiveness, motivation,

socialization, strengths, limitations, and vocabulary learning. The figure concludes with the

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codes taken from the students' responses, divided into positive aspects and negative details taken from the discussion.

Students' Experiences

- *Feelings***:** The in-depth focus group discussion data indicated that using board games enabled students to have a positive experience since the learners' feelings were favorable. The participants were questioned about their feelings and viewpoints toward learning English vocabulary via board games. The majority of the interviewees indicated that their experiences using board games were entirely positive, and they loved to gain English knowledge dynamically.

    Students mentioned that using board games was fun, engaging, and entertaining, allowing them to escape from the regular routines of the monotonous lessons. Instead, they learned dynamically and actively. This implies that the board games employed in the particular class were unconventional or unique compared to traditional teaching methods. According to Dávila (2017), traditional lessons are not based on the student's needs or interests, which increases the boredom levels in the lessons; thus, because of the traditional lessons, learners tend to feel less interested in the subjects. Nevertheless, incorporating proper games and other dynamic outdoor activities that aid them in breaking up the monotony of the lessons and English classes can enrich English learners' experiences.

    Furthermore, applying board games to the lessons makes students more interested, considering that games capture learners' attention. This reinforces the notion that board game activities spark curiosity and attention among pupils, considering that games produce involvement and learners' engagement (Yolageldili & Arikan, 2011, p. 220). In addition to this, Kirikkaya et al. (2010) mentioned that

board games activate students' concentration. According to the researcher's standpoint, learners are more likely to absorb knowledge, concentrate better, and retain topics when they are engaged and attentive.

The students also described that they had fun during the whole process, as well as that they learned, so they associated fun with knowledge and learning of the English language. Having fun makes students want to learn more and inspires them to play while learning. The author, Treher (2011), indicated that, in addition to amusement moments, games provide analogies to organize and link information (p.5). Interpreting the data as mentioned earlier, board games have a holistic approach, which combines two fundamental aspects of education: leisure (having fun) and personal growth (learning). Games offer a balance between the desire to grow intellectually and enjoying the learning process.

In addition, the subjects' research considered the experience meaningful due to the multiple positive aspects of board games. Playing and carrying out social activities in the lesson helped students socialize with their surroundings, develop strong relationships, and play an active role during learning. These topics will be described in the next categories.

- *Preferences:* Relating to the follow-up question on which game was the most likable for them, the majority of the interviewed students mentioned that the bingo game was the best. The reasons why learners indicated their liking towards bingo are several. Firstly, it was focused on improving listening skills and understanding and recognizing the accurate word form by hearing. It is to say, enhancing receptive vocabulary. As stated by Mohamad & Baharudin (2016), receptive vocabulary can be

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developed using stimuli that enable learners to process information by hearing or reading. Thus, bingo games were influential in developing listening comprehension, pronunciation, and recognition of words. Moreover, learners considered that they could identify the common usage words to design their bingo tables.

Besides, everybody takes a participatory attitude where nobody feels isolated. As per Rahmasari (2021), in Bingo games, the learning is autonomous; nevertheless, in this social activity, students learn from others, participating and sharing ideas. Interpreting this data, this board game produces independent learning without neglecting the collaboration of the other participants and the intercommunication that occurs when playing the game. Finally, what was exciting for students was the prizes or points that they could win.

Nonetheless, other interviewees communicated a negative answer towards board games used during the implementations. The participants expressed that they did not prefer the bingo game because they perceived that some classmates' primary focus was on winning points, ignoring the intended purpose of learning. Thus, encouraging extrinsic motivation in some students.

Learners' Participation

- *Socialization:* As board games are social activities that enable the participants to socialize and share ideas, the participants also discussed socialization and collaboration with other people inside the classroom using board games. Based on the question, the students consider that socialization is beneficial somehow, and they recognize the advantages. First, the board games allowed learners to meet new people; this indicates that board games enable them to establish social connections and

relationships among students. Then, pupils could be more expressive and open to interacting with classmates and strengthen friendship relations among classmates.

Fitriana & Khadijah (2018) argue that games facilitate learning by offering socialization and interaction with other participants (p. 84). This indicates that board games create a comfortable space for students that encourages them to share their ideas and express themselves. When this interaction occurs, pupils can strengthen friendships, get to know other classmates, and thus create a more comfortable learning environment. Also, socialization implies mutual learning and knowledge exchange since they are exposed to other ideas and classmates' perspectives.

- *Competitivity:* The students pointed out a crucial point: competitiveness. Therefore, follow-up questions were asked concerning the topic. Regarding their opinions of the competition within the classroom, the interviewees affirmed that they had a healthy competition; they even collaborated with each other to complete the challenges. The authors Mostowfi et al. (2016) indicate that competition and collaboration go hand in hand, so collaboration is needed when starting the games, complying with the rules, and taking turns, among others. However, they also saw that many were trying to cheat to win.

After analyzing the data, it was possible to identify that the levels of competition vary according to the challenges that have been established in the games, the group of participants, and the collaboration that exists within a classroom. For many students, participating in groups was a collaborative and teamwork experience; while for others, winning was heartening.

● *Motivation:* Another aspect mentioned during the discussion was the motivation and the reward system used when learners played board games. Regarding this, students considered that points were valuable for many students to make them feel motivated in the English lessons. Also, participants played to gain knowledge, and at the same time, they won points.

Along the same line, according to the behaviorist theory, several authors have mentioned that rewards or positive stimuli can strengthen desired behaviors in individuals. In the lessons, students gained points or prizes when they completed the different challenges of the games. By associating the integration of board game tasks with a positive outcome, the likelihood of keeping students motivated and eager to learn to overcome the game's challenges increased. Also, by introducing rewards after games, the desired behavior is likely to become more ingrained and can occur even without the presence of a positive reward.

On the other hand, the system of points and positive rewards also had its negative part since the participants affirmed that for many students, the motivation to participate in the games was the accumulation of points. These students only felt extrinsically motivated by external factors such as points, prizes, etc., instead of being intrinsically motivated by the desire to learn and gain knowledge. As mentioned by Ardoiz (2017), extrinsic motivation implies feeling fully motivated through external stimuli that do not depend on the person. On the contrary, intrinsic motivation arises from within each individual without external factors and occurs when the reward is centered on the process instead of the outcome.

Upon analyzing this, during board games using a points or prize system, some students were driven by external factors. Being motivated by rewards, participants

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focus on completing the challenges without becoming fully involved in the material. Therefore, the instructors must promote an intrinsic motivation that makes students feel fully motivated by the learning process.

- *Participation:* Concerning the learners' perceptions about participation in the EFL lessons during the board games' implementation, the student's responses were positive since they argued that the high levels of participation of their classmates were reflected. In addition, students mentioned that many students who disliked participating felt more involved in the activities. Thus, they began to feel more comfortable and participated.

    The aforementioned is linked with a researcher perspective Yolageldili & Arikan (2011) assert that by using board games, pupils can become active participants in an environment entirely participatory for creating and building their learning. Analyzing and interpreting this, students agree to be more participatory when they are in an environment that makes them feel comfortable and safe. Creating a safe environment allows students to overcome their shyness, gain more confidence, and feel free to participate in activities. Also, board games, being social activities, enable the creation of a comfortable environment in which intercommunication takes place and bonds of trust are built.

    The negative aspect that the students identified regarding participation in board games is that, for many students, not being able to win in the games discouraged the students. In line with Ardoiz (2017), motivation occurs when learners have positive stimuli for a particular purpose, which can make students feel more encouraged in the game. Not receiving the desired positive stimuli can make students feel unmotivated or discouraged when doing the activities. Using board games or

some other types of games can impact the emotions and feelings of the learners. Board games in language learning enable students to have strong emotions, such as excitement, happiness, amusement, and suspense, hence likely to have a positive effect on language learning. On the contrary, losing in an activity can have a negative impact on emotions. This indicates that when pupils have an activity where emotions are involved, it is an opportunity to help them develop a growth mindset that enables them to manage their emotional intelligence.

Board Games Advantages in EFL Classroom

- ***Strengths:*** The advantages mentioned by the students are mainly the active participation, the strengthening of friendship relations, the entertainment that board games provide, attention during the vocabulary lessons, the collaborative work of the students as they help each other, and the comfortable environment created for effective participation and learning, mentioned in the previous categories.

    In addition to this, the fact that the students kept doing something, not just listening to the teacher, and keeping the mind occupied were mentioned. This is known as active learning, which, according to Ginting (2021), this approach allows students to be involved in participatory activities in which students have the main role in their education to build their knowledge (p. 222).

    Analyzing this information, it is considered that when students are involved in hands-on activities such as playing board games or other social activities, they are more likely to create their knowledge, retain information, and understand vocabulary since learners' minds remain occupied and stimulated. Hence, hands-on activities and games lead to a better English learning process.

Board Games disadvantages in EFL classrooms

- *Limitations:* On the flip side, participants were asked about the limitations they found while playing the board games. The negative aspects include the lack of seriousness in learning since some students partake in the activities to accumulate points or just to have fun, leaving aside the initial purpose, which was to learn. This was analyzed in the previous category of motivation.

  Another aspect was the time involved in the board game application was the time it takes to start and play board games. Considering that, in schools, the time for English classes is limited, so forming groups with a large number of students, preparing for the activities, and carrying out the game takes a lot of time. Therefore, efforts should be made to complete all activities effectively and quickly. In addition, these activities being social can cause students to become unruly. The instructor must control at all times and set rules before starting the board games.

Vocabulary learning employing board games

- *Vocabulary learning:* Regarding vocabulary learning, everyone agreed that they could significantly improve their vocabulary after incorporating board games into their English classes. The participants were able to expand their vocabulary and enhance the pronunciation and spelling of the words. Using Bingo for educational purposes helps to favorably improve the spelling of words and listening skills (Rahmasari, 2021). In this study, students learned the written forms of words and how to differentiate between antonyms, verbs, adjectives, nouns, etc. On the other hand, using Snakes and Ladders board games helped significantly to enhance the pronunciation and meaning of vocabulary words. Therefore, its use was focused on the exact recognition of word meanings in context.

Based on this data, using these two types of board games positively influenced learning new terms in English. Depending on how they are applied, these can help improve vocabulary learning in form, meaning, or use. Therefore, using board games is vital to consider the learning goals and what the instructor wants to achieve.

Interviewees mentioned that the games contained pictures, words, and sentences, which made it easier to retain vocabulary words. Several authors, such as Al-Rahmi et al. (2018), point out that using images and visual support generates easy retention and memorization of vocabulary in students and reinforces verbal messages. Interpreting this information. Learners boosted their grasp of vocabulary since it contained visual support linked with the language terms, which made them have a better comprehension of the words' meaning.

Using various ways, such as sentences, images, and phrases, among others, is a way to challenge students and allow students to develop their mental agility and reasoning when carrying out the activities. Hence, these helped the students' cognitive development since the board games allowed them to improve their mental abilities, retain better information, and reason in each challenge of the game.

VI.   Conclusions

This exploratory action research study aimed to delve into the board games' influence on English vocabulary learning, analyze the students' vocabulary learning process while playing board games, and reflect on the pupils' standpoints towards employing board games in EFL classes. Upon examining the data gathered, the main findings indicated that:

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The statistical comparison results of the diagnostic and final evaluation measured the vocabulary level before and after the implementations. The results revealed a marked difference in the vocabulary levels of participants upon implementing board games. After administering the final test, an increase in vocabulary was evident. Incorporating board games in vocabulary learning positively influenced vocabulary retention regarding word meaning and form.

In addition, detailed and systematic observations were conducted to compile valuable data regarding the learners' behaviors, strengths, limitations, and interactions in the investigated context during the board game process. A rigorous triangulation analysis and an extensive literature review identified significant findings contributing to a meaningful comprehension of the students' vocabulary learning process while applying the game sessions.

First, board games are versatile because they cover different types of vocabulary learning and allow the incorporation of various topics and learning objectives. Also, it provides multisensory learning by using visual support incorporated with tactile elements. This highlights that board games cover the diverse ways that scholars assimilate information and learning styles. Second, board games encourage the participation of all students without any exclusion. Furthermore, when working in groups, there is a scaffolding process among classmates since high-performing students have the opportunity to help low-performing students. So, the vocabulary learning process is through the scaffolding provided by other classmates. Likewise, during the learning process, students can share their thoughts, provide feedback, ask questions, and help each other solve the challenging tasks of the games. These aspects help remarkably in the retention and comprehension of vocabulary. Third, board

games' extrinsic and intrinsic motivation during the competition enables pupils to stay interested, motivated, and attentive during the vocabulary learning process in English.

The focus group discussion conducted in this research provided valuable insights from the students regarding perceptions, feelings, and experiences related to using board games in learning English vocabulary. Through the discussion, it was possible to deepen the points of view and offer significant contributions to the research questions. Moreover, several themes, patterns, and categories emerged from the discussions, which provided crucial information; among the categories that emerged are: learning experience, board game advantages, limitations of the game sessions, and English vocabulary learning.

The findings indicated that board games positively influenced the students' learning experiences and knowledge. For students, board games allowed them to get out of the routine of monotony in the English lessons, sparking curiosity, activating students' concentration, and offering them a balance between fun and learning. Besides, at the end of the games, students felt more intrinsically and extrinsically motivated. However, this also has its negative side since not winning can cause students to have negative feelings of discouragement, or students may only be motivated by points, missing out on the game's primary purpose, which was to learn. Nonetheless, it can be the opportunity to help them to develop a growth mindset and emotional intelligence. To conclude, learners stated that they were able to increase the new lexicon in the English language, better retain words in both meaning and form, and develop mental agility to remember words.

Overall, this research highlighted the value of employing board games in vocabulary expansion. These student-centered activities made it possible to provide a more active education in which students, besides developing vocabulary, could enjoy other enriching experiences and develop interactive and intercommunication skills. In addition to allowing

students to strengthen friendships and get to know each other better. Thus, the English

lessons were purely student-centered, where students could build their knowledge and

develop linguistic skills by learning from their classmates.

Implications and Limitations

The foregoing discussion highlighted the landscape of the employment of board

games in vocabulary learning; nevertheless, it is fundamental to be aware of the constraints

and limitations of this research. Applying board games has its drawbacks, that is the time it

takes to use the games. Working with a large number of students is challenging for the

educator to form groups in a short time and maintain order. Also, the time depends on the

number of questions and the difficulty of the answers. Finally, repeatedly applying the same

games can be tedious for students, so changing the themes, changing the games, asking

challenging questions, or incorporating new tools is highly recommended.

VII.   Recommendations

This study provides valuable information and strong views from the participants.

After analyzing the data, the implementation of board games for vocabulary learning is

favorably suggested due to the multiple benefits of teaching English. The current research

was carried out in one cycle; however, further research in a second cycle would be needed to

examine the effects of the employment of board games in the long term. Furthermore,

regarding the instruments used, they were not piloted in a similar group. So, they must be

piloted with participants at the same English level before applying the research. Also, this

study implemented two board games, Bingo games and Snakes and Ladders board games.

Nonetheless, an infinite number of board games can be used in education to improve English

learning. Therefore, it would be interesting to continue studying them to provide a broader focus on the different types of board games in English education. In this way, researchers can continue helping instructors with new teaching tools and activities to provide students with enriching experiences learning another language.

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IX.   Appendix

Appendix 1: Validation Tools

Validation tool A

VALIDATION OF THE INSTRUMENT BY EXPERTS

_____

Trabajo de Integración Curricular   Geovanna Mariuxi Garzón Córdova

Evaluator´s name: Paul Siguenza

Specialty: Applied Linguistics to EFL Teaching and School Management and Leadership

Academic degree: Master's Degree

INSTRUCTION: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

> ➢ 1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

CRITERIA

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

_____

COMMENTS AND SUGGESTIONS SECTION

1. **Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?**

    a. Yes___x____ NO_____

2. **What items would you add or erase?**

None, I would keep the items as they stand.

3. **What other suggestions would you make to improve this instrument?**

Pilot the instrument with a group before administering it to the target group.

Evaluator's Names: Paul Siguenza

ID: 0103815007

Academic Degree: Master in Applied Linguistics to English Teaching as a Foreign Language, Master in School Management and Leadership, and Bachelor in Science in Education in English Language and Literature.

Signature:

Validation tool B

VALIDATION OF THE INSTRUMENT BY EXPERTS

Evaluator´s name: Martha Lucía Lara Freire

Specialty: Linguistics applied to English learning

Academic degree: Master

INSTRUCTION: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

➤ 1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

CRITERIA

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

_____

Trabajo de Integración Curricular   Geovanna Mariuxi Garzón Córdova

COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

    a. Yes___X____ NO_____

2. What items would you add or erase?

No

3. What other suggestions would you make to improve this instrument?

Just for the student to make sure she is connecting the questions of the instruments with her thesis variables.

Evaluator's Names: Martha Lucía Lara Freire

ID: 0603143405

Academic Degree: Master in Linguistics applied to English learning

Firmado electrónicamente por:
MARTHA LUCIA LARA
FREIRE

Appendix 2: Vocabulary level test

Name:	
Date:	

1. **Read the meanings and put a check under the correct definition. For instance:**

Meaning	game	island	mouth	yard	song
Land with water all around it		✓			
part of your body used for eating and talking			✓		
Piece of music					✓

_____

Trabajo de Integración Curricular   Geovanna Mariuxi Garzón Córdova

1000 Word Level

Meaning	boy	old	report	holiday	gift
have vacations to celebrate an important day					
a present					
young man					

Meaning	dance	give	letter	wear	people
information sent to people					
men and women					
move in a party					

Meaning	celebration	hat	ability	food	dress
an important event					
something that people eat or drink					
something to wear on your head					

Meaning	date	decorate	news	custom	family
latest information					
a tradition					
adorn					

Meaning	pray	greet	neighbor	costume	hobby

_____

Trabajo de Integración Curricular   Geovanna Mariuxi Garzón Córdova

person who lives nearby					
say hello to someone					
activity that you enjoy doing					

Meaning	continue	cook	phone	solve	share
find a solution to a problem					
keep happening					
use together with others					

Meaning	win	finish	happen	country	worry
end					
large towns, cities, with capital					
be successful or victorious					

Meaning	arrive	need	beautiful	boring	tall
attractive, pretty					
reach the place you are going					
not interesting					

2. Look at the pictures and write the correct word form to complete the sentences:

1. On _____, people eat turkey.

2. The child can _____ beautiful poems.

_____

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3. We use _____ to play the game.

4. She is a famous _____.

5. The young man is very _____ and _____.

6. Flash can run _____ to save the world.

Appendix 3: Journal Template

JOURNAL & LESSON OBSERVATION TEMPLATE

Class:		Entry #	
Date:		Week:	
Lesson Topic:			

Summary Comments about the strategies applied to teach vocabulary	
Explanation / Description	Describe how all the elements are applied during the lessons.
Strengths observed	Explain all the good things/practices you could observe during the lessons.
Suggestions for improvement	Describe how you think the vocabulary activities applied during the class could be improved.

Summary comments about the students' behavior during the vocabulary lessons

_____

Trabajo de Integración Curricular   Geovanna Mariuxi Garzón Córdova

Students' participation	Describe students' participation in the activities/ strategies applied during the vocabulary lessons.
Students perform	Explain how the students perform in the vocabulary activities carried out.

Note:

_____
_____
_____
_____
_____
_____

Appendix 4: Focus Group Discussion Template

FOCUS GROUP DISCUSSION TEMPLATE

Introducción:

Estimados estudiantes,

Este grupo focal forma parte de la investigación titulada " Uso de juegos de mesa para mejorar el aprendizaje de vocabulario, en inglés como lengua extranjera", la cual tiene como objetivo general explorar la influencia del uso de juegos de mesa en el aprendizaje de vocabulario, por lo tanto se busca conocer las perspectivas de los estudiantes con en cuanto al uso de juegos de mesa en la clase de inglés. La información brindada será tratada únicamente para los fines de la investigación y es de carácter estrictamente confidencial y anónimo. Por lo tanto, se ruega sinceridad en las respuestas. Recuerde que no hay respuestas incorrectas o correctas, solo se quiere conocer sus opiniones.

Preguntas para el grupo focal:

_____

Use of board games

1. ¿Cuál es su opinión con respecto al uso de juegos de mesa en la clase de inglés?

   - ¿Cómo se sintió jugando en las clases de Inglés?

   - ¿Cuál de los dos juegos les pareció más interesante? ¿Por qué?

2. ¿Le gustó aprender inglés mediante esta herramienta? ¿Por qué?

   - ¿Cree que los juegos de mesa fomentan el trabajo en equipo y la participación? Por qué?

   - ¿Cuál es su opinión con respecto a la competencia?

   - ¿Qué opina sobre la participación de los estudiantes por puntos?

   - ¿Qué opina sobre la socialización en el aula?

Aspects of the board games

3. ¿Qué aspectos le gustó acerca del uso de juegos de mesa en la clase de inglés?

4. ¿Qué aspectos no le agrada del uso de juegos de mesa?

   - ¿Encontró algún incoveniente o limitación al momento de usar los juegos de mesa? Explique.

Vocabulary learning

5. ¿Le pareció útil esta herramienta para el aprendizaje de vocabulario? Explique

6. ¿Considera que aprendió nuevas palabras de vocabulario mediante los juegos de mesa? Explique

Suggestion:

7. ¿Qué recomendación sugeriría para mejorar al momento de implementar juegos de mesa?

_____

UNIVERSIDAD NACIONAL DE EDUCACIÓN

Appendix 5: Consent Forms

School Principal Consent

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Cuenca, Febrero 24, 2023

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Geovanna Mariuxi Garzón Córdova	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	**1.3. Itinerario:** Horas de inglés de los estudiantes de 9no de Básica
1.4. Ciclo: Noveno Ciclo	**1.5. Paralelo:** 2

Lic. Sonia Elizabeth Castro León
Rectora de la Unidad Educativa La Inmaculada

Yo, *Geovanna Mariuxi Garzón Córdova*, con C. I. *0105822159* me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa *"La Inmaculada"*, con el objetivo de ejecutar un estudio educativo como parte del Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallo mi estudio educativo:

La investigación titulada *"Uso de juegos de mesa para mejorar el aprendizaje de vocabulario en inglés como lengua extranjera en una escuela de Cuenca"*, tiene como propósito implementar juegos de mesa en la enseñanza de vocabulario de inglés. El objetivo general es explorar la influencia del uso de juegos de mesa en el aprendizaje de vocabulario, por lo que se busca conocer las perspectivas de los estudiantes con respecto al empleo de juegos de mesa, además de descubrir las ventajas y desventajas que tiene el mismo en el aprendizaje de vocabulario.

En la presente investigación de acción (EAR), participarán todos los estudiantes de noveno de básica, para ello, los alumnos y los padres de familia serán informados sobre el propósito y

objetivos del presente estudio, para luego brindarles un consentimiento informado a cerca de la participación de sus representados. El presente estudio se realizará dentro de las fechas de prácticas pre-profesionales de 9no semestre *(del 13 de Marzo del 2023 al 21 de Junio del 2023)*.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa. Esperando su favorable acogida y autorización.

Atentamente,

Geovanna Mariuxi Garzón Córdova

Autorizado.

Firma: _____

Nombres y apellidos: Sonia Elisabeth Castro León

C.I.: 140051166-1

Sello de la institución: _____

_____

Parents Consent

<div align="center">

Carta de autorización para publicación de trabajos, fotografías o entrevistas del estudiante de la Unidad Educativa "La Inmaculada"

</div>

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo, paralelo 2 que realizan sus prácticas preprofesionales en la institución Unidad Educativa La Inmaculada, tomen fotografías, y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, y muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), revistas, y en el Repositorio de la Biblioteca de la UNAE.

A continuación, detallo el estudio educativo:

La investigación titulada *"Uso de juegos de mesa para mejorar el aprendizaje de vocabulario en inglés como lengua extranjera"*, tiene como propósito implementar juegos de mesa en la enseñanza de vocabulario de inglés. El objetivo general es explorar la influencia del uso de juegos de mesa en el aprendizaje de vocabulario, por lo que se busca conocer las perspectivas de los estudiantes con respecto al empleo de juegos de mesa, además de descubrir las ventajas y desventajas que tiene el mismo en el aprendizaje de vocabulario.

En la presente investigación de acción, los estudiantes de noveno de básica, deberán colaborar con ciertas actividades como pruebas, discusiones focales, tareas extras y participación activa. El estudio se realizará durante las horas de inglés, por lo cual ya se ha dado a conocer al docente de inglés, así como también a la rectora de la institución para pedir su debida autorización.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.

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5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - entrevistas de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante: _____

Nombre completo padre/madre/representante legal: _____

Cédula de ciudadanía: _____

Firma del padre/ madre/ representante legal: _____

Fecha: 23/03/2023

Appendix 6: Teaching Proposal

Class 1

ACTIVITY 1: Snakes and Ladders board game	
CLASS 1: Celebrations around the world	
Objective	**Materials**

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❖ To reinforce vocabulary understanding and meanings of the words related to celebrations around the world through the Snakes and Ladders board game. ❖ By the end of the class, students will be able to recognize the diverse festivities.	❖ Board game ❖ Dice ❖ Tokens ❖ Whiteboard ❖ Worksheet

Procedure

- ❖ **Presentation:** The teacher presents the words with a short game called charades.
- ❖ **Practice:** The teacher will divide students into small groups of four people and will provide the material for each team.
- ❖ The educator explains the game instructions in English to have major exposure to the target language.
- ❖ **During the game:**
  - Learners must take a turn and roll the dice. The number of dice determines the spaces that the learner has to move around the game piece forward.
  - The learner provides a solution to the question using vocabulary learned: If the answer is correct, the token will go forward on the table; if the response is incorrect, it will return to the square.
  - The winner will be the first player to reach the goal.
- ❖ The teacher should monitor the game and give feedback to reinforce understanding
- ❖ **Production:** Students complete the exercises of the worksheet using correctly the words.

What festival is it?

Instructions:
1. Take turns.
2. Roll the dice.
3. Move the token on the board according to the number on the dice.
4. Answer the question:
   - If the answer is correct, stay in the box on the board.
   - If the answer is incorrect, go back to the previous box.

Class 2

ACTIVITY 2: Bingo game
CLASS 2: Festivities

Objective	**Materials**
❖ To identify words used to talk about celebrations by using a bingo game. ❖ By the end of the lesson, students could recognize the word form of words related to festivities, either written or spoken.	❖ Paper strips with words ❖ Word list ❖ Bingo card ❖ A sheet of paper

Procedure
- ❖ **Presentation:** The teacher will present the words by eliciting questions and mimics.
- ❖ **Practice:** The instructor asks students to create a bingo card divided into a grid of three columns and three rows on their notebooks.
- ❖ The teacher must provide a list of learned vocabulary, of which students have to choose nine words to fill their bingo cards.

_____

❖ **During the game:**

- The teacher randomly chooses a paper from the box

- Repeat twice the word selected.

- Learners must mark the words that were called.

- When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.

❖ The teacher ought to solve doubts regarding pronunciation or writing.

❖ **Production:** Learners will use the words by interviewing their classmates about some questions regarding festivities.

Class 3

ACTIVITY 3: Bingo game
CLASS 3: Clothes in celebrations

Objective	Materials
❖ To identify words used to talk about clothes used by people in celebrations around the world. ❖ By the end of the lesson, students could recognize the word form of words related to festivities, either written or spoken.	❖ Paper strips with words ❖ Word list ❖ Bingo card ❖ A sheet of paper

Procedure

❖ **Presentation:** The instructor asks students to create a bingo card divided into a grid of three columns and three rows on their notebooks.

❖ The teacher must provide a list of learned vocabulary, of which students have to choose nine words to fill their bingo cards.

❖ **During the game:**

- The teacher randomly chooses a paper from the box

- Repeat twice the word selected.

- Learners must mark the words that were called.

- When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.

❖ The teacher ought to solve doubts regarding pronunciation or writing.

❖ **Practice:** The learner must complete the worksheet provided by the teacher.

❖ **Production:** Students will play find someone who.

Class 4

ACTIVITY 4: Snakes and Ladders board game

CLASS 4: Action verbs used in celebrations

Objective	Materials
❖ To understand vocabulary meanings of the words related to verbs used in celebrations through the Snakes and Ladders board game. ❖ By the end of the class, students will be able to recognize action verbs about celebrations.	❖ Board game ❖ Dice ❖ Tokens ❖ Whiteboard

Procedure

❖ Presentation: To begin with the lesson, students will play "tingo tingo tango" and the person who is selected, has to make the action of the verb given by the teacher.

❖ **Practice:** The teacher will divide students into small groups of five people and will provide the material for each team.

❖ The educator explains the game instructions in English to have major exposure to the target language.

❖ **During the game:**

- Learners must take a turn and roll the dice. The number of dice determines the spaces the learner has to move around the game piece forward.

- The learner provides a solution to the question by using vocabulary learned: If the answer is correct, the token will go forward on the table; if the response is incorrect, it will return to the square.
- The winner will be the first player to reach the goal.

❖ The teacher should be monitoring the game and giving feedback to reinforce understanding.

❖ **Production:** Students have to create a paragraph using the vocabulary learned previously.

Class 5

ACTIVITY 5: Bingo game
CLASS 5: Multiple Intelligences Vocabulary

Objective	Materials
❖ To differentiate the abilities of multiple intelligences. ❖ By the end of the lesson, students could recognize the word form of words related to multiple	❖ Paper strips with words ❖ Word list ❖ Bingo card ❖ A sheet of paper

intelligences, either written or spoken.	❖ Whiteboard

Procedure
- ❖ **Presentation:** The teacher will introduce the lesson by playing the hangman game on the whiteboard.
- ❖ The teacher explains to the students the correct pronunciation and meanings.
- ❖ **Practice:** The instructor asks students to create a bingo card divided into a grid of three columns and three rows on their notebooks.
- ❖ The teacher must provide a list of learned vocabulary, of which students have to choose nine words to fill their bingo cards.
- ❖ **During the game:**
  - ● The teacher randomly chooses a paper from the box
  - ● Repeat twice the word selected.
  - ● Learners must mark the words that were called.
  - ● When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.
- ❖ The teacher ought to solve doubts regarding pronunciation or writing.
- ❖ **Production:** Learners have to create a roleplay where they use the words related to their multiple intelligences.

Class 6

ACTIVITY 6: Snakes and Ladders board game	
CLASS 6: Amazing abilities	
Objective	**Materials**
❖ To learn vocabulary about multiple intelligences and the meaning of verbs to talk about abilities through the Snakes and Ladders board game.	❖ Board game ❖ Dice ❖ Tokens ❖ Whiteboard

❖ By the end of the lesson, learners will be able to differentiate the kinds of multiple intelligences.

Procedure

❖ **Presentation:** The teacher starts the lesson with some questions regarding their multiple intelligences. Also, the vocabulary will be introduced.

❖ **Practice:** The teacher will divide students into small groups of five people and will provide the material for each team.

❖ The educator explains the game instructions in English to have major exposure to the target language.

❖ **During the game:**

● Learners must take a turn and roll the dice. The number of dice determines the spaces the learner has to move around the game piece forward.

● The learner provides a solution to the question by using vocabulary learned: If the answer is correct, the token will go forward on the table; if the response is incorrect, it will return to the square.

● The winner will be the first player to reach the goal.

❖ The teacher should monitor the game and give feedback to reinforce understanding.

❖ **Production:** Learners must write an email to a friend talking about their multiple intelligences and the verbs involved in the different kinds of intelligence.
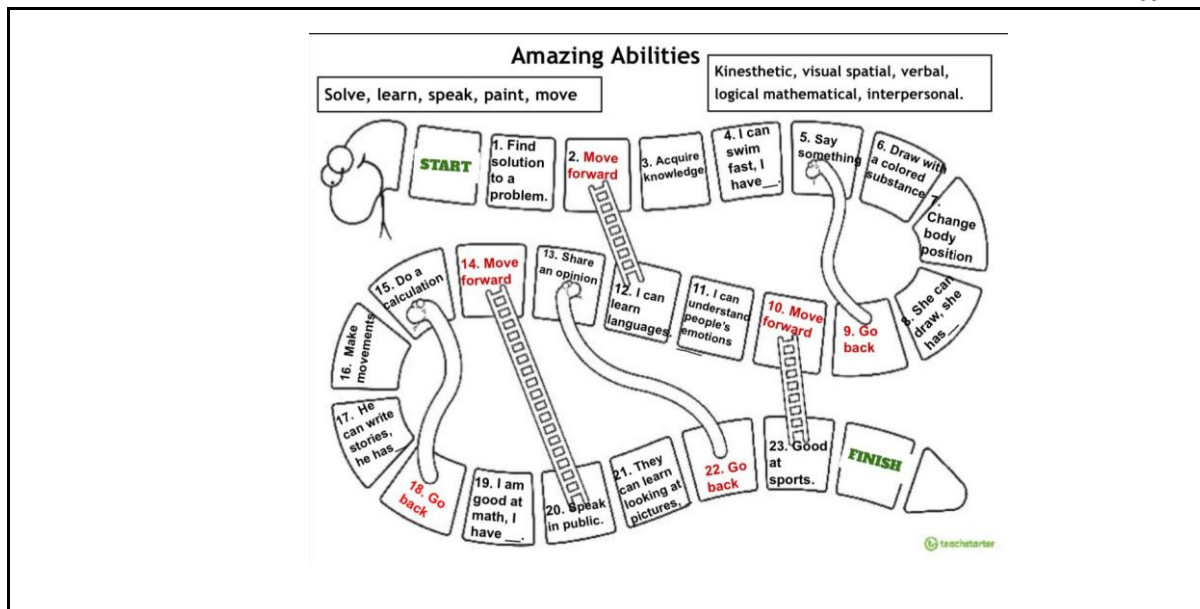
Class 7

ACTIVITY 7: Bingo game
CLASS 7: Adjectives

Objective
- ❖ Students will be able to recognize the word form of adjectives, either written or spoken.

Materials
- ❖ Paper strips with words
- ❖ Word list
- ❖ Bingo card
- ❖ A sheet of paper
- ❖ PPT

Procedure
- ❖ **Presentation:** The teacher will show students pictures, and a student must describe the picture using adjectives, and the rest of the classmates must guess who is the character.
- ❖ The teacher will show the adjectives with the pictures.
- ❖ **Practice:** Students must carry out the exercises showed in the PowerPoint presentaation.
- ❖ **Production:** The instructor asks students to create a bingo card divided into a grid of three columns and three rows on their notebooks.

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❖ The teacher must provide a list of learned vocabulary, of which students have to choose nine words to fill their bingo cards.

❖ **During the game:**
- The teacher randomly chooses a paper from the box
- Repeat twice the word selected.
- Learners must mark the words that were called.
- When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.

❖ The teacher ought to solve doubts regarding pronunciation or writing.

Class 8

ACTIVITY 8: Snakes and Ladders board game	
CLASS 8: Antonyms- Adjectives	
Objective ❖ To reinforce vocabulary understanding and meanings of comparative adjectives through the Snakes and Ladders board game. ❖ By the end of the lesson, learners could use adjectives to compare people, animals, or things. ❖ Differentiate antonyms of adjectives.	**Materials** ❖ Board game ❖ Dice ❖ Tokens ❖ Whiteboard

Procedure
- ❖ **Presentation:** The teacher will present the adjectives with their corresponding antonyms.
- ❖ **Practice:** The teacher will divide students into small groups of five people and will provide the material for each team.

- ❖ The educator explains the game instructions in English to have major exposure to the target language.
- ❖ **During the game:**
  - ● Learners must take a turn and roll the dice. The number of dice determines the spaces the learner has to move around the game piece forward.
  - ● The learner provides a solution to the question using vocabulary learned: If the answer is correct, the token will go forward on the table; if the response is incorrect, it will return to the square.
  - ● The winner will be the first player to reach the goal.
- ❖ The teacher should monitor the game and give feedback to reinforce understanding.
- ❖ **Production:** Complete the worksheet exercises using the correct antonyms.

Class 9

ACTIVITY 9: Bingo game	
Class 9: Superlative adjectives	
Objective	**Materials** ❖ Paper strips with words ❖ Word list

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❖ Recognize the word form of superlative adjectives, either written or spoken form.	❖ Bingo card ❖ A sheet of paper

Procedure

- ❖ **Presentation:** The instructor asks students to create a bingo card divided into a grid of three columns and three rows on their notebooks.
- ❖ The teacher must provide a list of learned vocabulary, of which students have to choose nine words to fill their bingo cards.
- ❖ **During the game:**
  - ● The teacher randomly chooses a paper from the box
  - ● Repeat twice the word selected.
  - ● Learners must mark the words that were called.
  - ● When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.
- ❖ The teacher ought to solve doubts regarding pronunciation or writing.
- ❖ **Practice:** Students must compare the pictures and make sentences using correctly the superlative form and adjectives.
- ❖ **Production:** Students have to see the characters' names, read their descriptions, and make sentences answering the questions using the adjectives with the correct superlative form.

Class 10

ACTIVITY 10: Snakes and Ladders board game
CLASS 10: Superlative adjectives

Objective	**Materials** ❖ Board game

❖ To reinforce vocabulary understanding and meanings of superlative adjectives through the Snakes and Ladders board game. ❖ At the end of the class, pupils will be able to compare people's abilities by using superlative adjectives.	❖ Dice ❖ Tokens ❖ Whiteboard

Procedure

- ❖ **Presentation:** The teacher will introduce the lesson by starting with a question using superlative adjectives.
- ❖ The teacher will present the words by asking students to describe the pictures using the correct word form of the adjective.
- ❖ **Production:** The teacher will divide students into small groups of five people and will provide the material for each team.
- ❖ The educator explains the game instructions in English to have major exposure to the target language.
- ❖ **During the game:**
  - ● Learners must take a turn and roll the dice. The number of dice determines the spaces the learner has to move around the game piece forward.
  - ● The learner provides a solution to the question using vocabulary learned: If the answer is correct, the token will go forward on the table; if the response is incorrect, it will return to the square.
  - ● The winner will be the first player to reach the goal.
- ❖ The teacher should monitor the game and give feedback to reinforce understanding.
- ❖ **Production:** Students must compare pictures and people's abilities, write the correct sentences using superlatives on their notebooks, and share them with their classmates.

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SUPERLATIVES

Class 11

ACTIVITY 11: Bingo game
Class 11: Comparatives vs. Superlatives adjectives

Objective	**Materials**
❖ Recognize the word form of superlative adjectives, either written or spoken form.	❖ Paper strips with words ❖ Word list ❖ Bingo card ❖ A sheet of paper

Procedure
- ❖ **Presentation:** The teacher will give them a brief explanation about the adjectives and the word forms.
- ❖ **Practice:** The instructor asks students to create a bingo card divided into a grid of three columns and three rows on their notebooks.
- ❖ The teacher must provide a list of learned vocabulary, of which students have to choose nine words to fill their bingo cards.
- ❖ **During the game:**
  - ● The teacher randomly chooses a paper from the box

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- Repeat twice the word selected.
- Learners must mark the words that were called.
- When a line, a column, or the entire card is completed with the words selected, the learner will shout 'bingo' and win the game.

❖ The teacher ought to solve doubts regarding pronunciation or writing.

❖ **Production:** Students must complete some exercises on a worksheet.

Appendix 7: Diagnostic test and Final Evaluation Results

	Diagnostic test	Final Evaluation
Scores over 10	**Number of Participants**	**Number of Participants**
1-2	2	0
3- 4	21	2
5- 6	13	18
7- 8	5	19
9- 10	1	3
TOTAL	42	42

More detailed test results and focal discussion responses

https://docs.google.com/spreadsheets/d/1eYwCVaFMqYYx_2MmwOGix4qA3WVy4V1VW GOWdQQCQx8/edit?usp=sharing.

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Appendix 8: Triangulation Process

Categories	Observation	Literature review	Interpretation
Board games strength	**Snakes and ladders:** The board game boxes contained questions, sentences, and pictures which students had to guess the celebrations. They could interact among themselves. The game had definitions, pictures, and sentences to allow learners to use the vocabulary and simultaneously understand the meanings. During the game, students could practice vocabulary regarding the abilities and verbs of multiple intelligences. The material provided was colorful and interesting. Also, the words that students had to use were written in a box. Students played in groups. **Bingo Game:** Students chose the highlighted words to talk about celebrations. Students were able to know the correct pronunciation and word form of the vocabulary. The competition keeps students motivated in the vocabulary lesson. Students could practice their pronunciation and differentiate the word forms. Ss played individual Students learned the pronunciation of multiple intelligences vocabulary and people abilities. Students identified the word form and pronunciation of adjectives used to describe people, things, and animals. Furthermore, the students had to follow rules to achieve the goals.	Board Games can be adjusted to suit different learning situations, themes, levels, and the number of players (Nur Azizah, 2018, p. 215). Using games, instructors can establish specific contexts that stimulate learning to use vocabulary and content (Yolageldili & Arikan, 2011). Through visual and tactile elements, games allow the educator to teach based on learning styles.	The strengths of board games are mainly the versatility of this tool since the contents, themes, and contexts can be varied according to educational purposes. Also, it promotes interaction and fosters using the language by connecting and organizing concepts. It provides multisensory learning where students can touch and see the different game elements.
Improvements	**Snakes and ladders:** - Clear rules before applying the board game.	Kusrini (2012) indicated that the game rules must be	The rules in board games are the most important aspect;

	- Explain the rules and instructions to avoid confusion. Ask them the answers to clarify doubts and to know if students understand the words. - Monitoring that all students play following the rules. **Bingo game:** - Clear rules. - Fewer vocabulary words so students can retain the pronunciation of words. - Monitoring students during the activity.	clear, and if it is possible, the teacher can provide students with a model about how to use the game tools effectively. Considering the number of words is essential since students' brains will create connectors to link the form with the meaning to make sense of the newly acquired vocabulary words (Khikmah, 2016, p. 15).	therefore, when the teacher is implementing a game, it is necessary to explain the rules clearly. On the contrary, the game cannot be carried out as expected. Also, the word number will be taught according to the level, age, and brain capacity. Otherwise, the pupils could not retain the vocabulary.
Students' participation	**Snakes and Ladders:** - The order was just the use of English, and some students talked in Spanish. - Everybody had the opportunity to play. - In groups, they tried to solve the questions - Everybody participated in groups of five. Students seemed to be motivated, and some participated to win extra points. - The whole class participated in groups. Everybody interacted and was engaged in the game. Students were laughing, and some were concentrating on the game, and others were helping other team members. - Students with learning needs could participate in the activity. - While the game, some learners used to be bored, while others were enjoying. **Bingo game:** - All students participated in the activity. - Students were interested - The motivation could be noticed	Lee (2012) established that board games enable them to lessen boredom levels while learning a language. Introducing games in vocabulary learning allows students to motivate and activate students concentration (Kirikkaya et al., 2010). Khodijah & Saputri (2021) ensured that Board games involve friendly competition, creating a collaborative environment where respect is the key to completing the game.	Regarding student participation, with board games, learners can be active since everybody participates in the games in a comfortable environment, reducing boredom and anxiety.to speak in public. Thus, students can feel free to participate and interact. Also, intrinsic and extrinsic motivation can be fostered. Extrinsic motivation is when students play for extra points, and intrinsic when pupils win because of personal goals. Finally, students were involved in a friendly competition that enabled learners to partake in the activities and attempt to learn and collaborate to win the

	in their faces. - Everybody partakes in the lesson. No one was left out of the activities. Also, students were active and attentive to the words to win the game. - Everybody was engaged in the activity, and the whole group participated. All seem to be attentive to the words. In addition, everybody celebrated when someone won the game. - All the students had to partake in the activity. The friendly competition was evident. Everybody wanted to win the game, which made the students active and attentive not to lose.		games. Moreover, competition arises when there is cooperation on the part of the other players, either in agreeing and abiding by rules, making decisions, or sharing critical points of view during the games.
Students performance	**Snakes and ladders:** In groups of five, students had to roll the dice, answer the questions, or complete the sentences. Everybody participated and interacted. Students who had a high level helped other students with a low level. Students could answer the questions. Also, in some cases, they asked their classmates to know the correct answer, so there was collaboration among classmates. Students who didn't know some vocabulary meanings played and asked other classmates the meanings and repeated them to retain them better. Collaborative work was identified. **Bingo games:** Students played individually and created their bingo cards with the most important words for them on the word list. Some students asked about the words' pronunciation and the new vocabulary's correct written form. Therefore, they tried to comprehend very well the words' pronunciation.	Board games are carried out in cooperative settings; without cooperation, it is impossible to play (Mostowfi et al., 2016). In addition, in teams, pupils learn together from others. In the games, the participants build knowledge by asking for and correcting mistakes from other players (Rahmasari, 2021).	In students' performance, what was highlighted was the collaboration created with board games. Students build their knowledge by learning from the people around them, where the students with high English performance support other learners with low English proficiency. Furthermore, in social activities, learners ask questions and try to solve and figure out the answers to learn autonomously.

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			They were discussing a word's pronunciation and even the vocabulary's written form. Ex: It was can? Or can´t? Also, they asked for feedback.			

Appendix 9: Coding Process

Themes	Categories	Subcategories	In vivo Codes		Translation	
			Aspectos positivos	**Aspectos negativos**	**Positive Aspects**	**Negative Aspects**
Use of board games in EFL lessons	Students experiences	Feelings	1. manera muy divertida de aprender 2. no es una forma muy común de enseñar 3. es una manera interesante 4. fomenta a que les llame la atención esta clase. 5. es una manera dinámica de enseñar 1. Yo me sentí entretenido 2. era algo diferente y nos libera de lo habitual 3. me sentí más activo 4. hablaba con otros compañeros 5. nos ayuda a tener mucho más interés 6. fomenta la participación de los estudiantes y también el compañerismo		1. very fun way to learn 2. not a very common way of teaching 3. It's an interesting way 4. It caught students' attention in this class. 5. It is a dynamic way of teaching. 1. I was entertained 2. it was something different, and it freed us from the usual 3. I felt more active 4. I talked to other colleagues 5. it helps us to be more interested 6. it encourages student participation and also fellowship	

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Trabajo de Integración Curricular   Geovanna Mariuxi Garzón Córdova

			Spanish (positive)	Spanish (negative)	English (positive)	English (negative)
		Preferences	1. me encantó aprender inglés de esta manera 2. tuve una sensación de querer aprender más 3. ahorita nos divertimos más 4. asociamos la diversión con el aprendizaje 5. aprendemos más porque sabemos que nos vamos a divertir	1. A mí no me gustó el bingo 2. jugaban eso para ganar puntos	1. I loved learning English this way 2. I had a feeling of wanting to learn more 3. now we have more fun 4. we associate fun with learning 5. we learn more because we know we are going to have fun	1. I did not like the bingo. 2. They played bingo just to win points.
			1. Me gustó más el bingo 2. se ponía aprueba nuestra habilidad para escuchar 3. para poder interpretar y no confundir las palabras 4. todo el mundo participó 5. no estabamos todos contra todos 6. Fue algo muy emocionante y nuevo. - es la emoción de ganar un premio		1. I liked bingo 2. it tested our ability to listen 3. to be able to interpret and not confuse words 4. everyone participated 5. we were not all against each other 6. It was very exciting and new. 7. is the thrill of winning a prize	
Student participation	Socialization		1. asociarnos con más personas hasta nos ayuda 2. nos ayuda mucho a nosotros abrirnos más 3. pudimos conocer a personas 4. hay palabras que nosotros sabemos y ellos no y viceversa		1. associate with more people even helps us 2. it helps us a lot to open up more 3. we were able to meet people 4. there are words that we know, and they don't, and vice versa	
		Competitivity	1. el nivel de competitividad que	1. algunos compañeros	1. the level of competitiveness that was	1. some classmates

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			fue adecuado 2. Fue una competencia muy sana 3. intentaban ayudarse para ganar. 4. se preocupaban por nosotros y pensaban en tengo que ayudarte 5. felicitaban a su compañero	buscaban hacer trampa	adequate 2. It was a very healthy competition 3. They were trying to help each other win. 4. They worried about us and thought I have to help you 5. they congratulate their partner	were looking to cheat
		Motivation	1. Los puntos están bien para unas personas ya que se sentían motivadas 2. jugaban también por aprender y ganar conocimiento 3. Los puntos ayudó a varios estudiantes	1. Los puntos es lo único que les motivaba a algunos a participar	1. The points are good for some people since they felt motivated 2. They played to learn and gain knowledge 3. Points helped several students	1. The points are the only thing that motivated someone to participate
		Participation	1. la participación fue perfecta 2. todos querían participar 3. antes no participaba y ahora mejoré mi aprendizaje y participación. 4. se fueron sintiéndose cómodos y participando 5. Nos apoyábamos mutuamente	1. no ganar podía desanimar a las personas	1. participation was perfect 2. everyone wanted to participate 3. I didn't participate before and now I improved my learning and participation. 4. they felt comfortable and participated 5. we supported each other	1. not winning could discourage people
Advantages and disadvantages of using board games	Advantages	Strengths of Board games	1. El compañerismo mejoró un poco más 2. nos manteníamos haciendo algo y ya aprendíamos. 3. Manteníamos la mente ocupada 4. prestábamos más atención de lo normal 5. la ventaja principal es que esto es más entretenido		1. friendship got a little better 2. you could be quiet before and now to participate more 3. We kept doing something and we learned. 4. We kept our minds busy 5. we paid more attention than usual 6. the main advantage is that this is more entertaining	

			6. se sintieron más cómodos viendo los temas y el nuevo vocabulario 7. podrías tú antes ser callado y ahora a participar más	7. We felt more comfortable seeing the topics and the new vocabulary
	Disadvantages	Limitations of board games	1. algunos estudiantes solo se enfocan en conseguir los puntos 2. el tiempo que toma 3. en vez de querer aprender, convierten en un tiempo para hablar 4. No había mucho orden	1. some students just focus on getting the points 2. the time it takes 3. instead of wanting to learn, they turn it into a time to talk 4. there was not order.
Vocabulary learning	Vocabulary	Vocabulary	1. los juegos que nos dieron estaban acompañados de imágenes o de algunas palabras en oraciones 2. ampliamos nuestro vocabulario 3. Mejoramos la pronunciación de las palabras. 4. Mejoramos la escritura correcta de las palabras 5. mejorar nuestra agilidad para responder 6. nos ayuda a estimular más para poder recordar. 7. cuando tenemos una prueba, podíamos recordar las palabras	1. the games that the teacher gave us had pictures or some words in sentences 2. we expand our vocabulary 3. We improved the word pronunciation 4. We enhanced the writing of words 5. improve our agility to respond 6. it helps us to stimulate more to be able to remember. 7. when we have a test, we could remember the words

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**SARA KARINA CHERRES
FAJARDO**

Sara Karina Cherres Fajardo

C.I: 0105730337