



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER**

**“DIGITAL GAMES TO DEVELOP ENGLISH BASIC  
VOCABULARY FOR SIXTH GRADERS STUDENTS OF  
UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA  
LIBERTAD, SANTA ELENA PROVINCE, 2018 - 2019”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR: JOSSELYN KATHERINE MINAYA SOLÓRZANO**

**ADVISOR: LIC. KLEBER WALTER LOOR ZAMBRANO MSc.**

**LA LIBERTAD – ECUADOR**

**2018 - 2019**



# **UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E  
IDIOMAS**

**CARRERA LICENCIATURA EN INGLÉS**

**“DIGITAL GAMES TO DEVELOP ENGLISH BASIC  
VOCABULARY FOR SIXTH GRADERS STUDENTS OF  
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**2018 - 2019**

La Libertad, October 26th, 2019

### **ADVISOR'S APPROVAL**

In my role as advisor of the research paper under the title "DIGITAL GAMES TO DEVELOP ENGLISH BASIC VOCABULARY FOR SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018 - 2019" prepared by JOSSELYN KATHERINE MINAYA SOLÓRZANO, student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**



---

**LIC. KLEBER LOOR ZAMBRANO MSc.**

**ADVISOR**

La Libertad, October 26th, 2019

## STATEMENT OF AUTHORSHIP

I, JOSSELYN KATHERINE MINAYA SOLÓRZANO, with ID number 094057486 – 6, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "DIGITAL GAMES TO DEVELOP ENGLISH BASIC VOCABULARY FOR SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018 - 2019" certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

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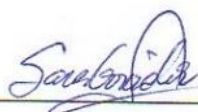


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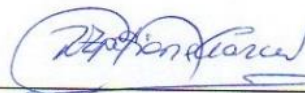
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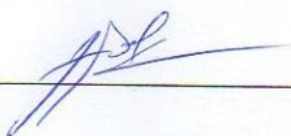
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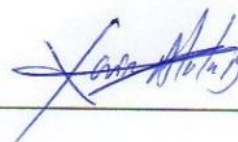
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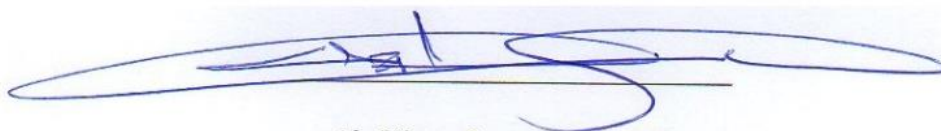
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## **DEDICATION**

In the long way that I had to walk before achieving this important goal, it is necessary to express some special words that reflect the eternal gratitude for those who always encouraged me to follow and go until the end of this journey:

- To my aunt Rocío Rodríguez Sánchez who even though she is not with me anymore, I still feel her presence guiding me and giving me energy to carry out all the activities of a mom.
- To my mom, Elena Solórzano Arreaga; moms always motivate their kids to be better people. I have been able to feel her infinite love and that was what I needed to go on.
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**Josselyn**

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Finally, I wish to thank the principal at Escuela de Educación Básica “José Pedro Varela” for their unconditional support in the application of this proposal.

**Josselyn**

## **DECLARATORIA**

“El contenido del siguiente trabajo es de mi responsabilidad, la propiedad intelectual pertenece a la Universidad Estatal Península de Santa Elena.”



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**JOSELYN KATHERINE MINAYA SOLÓRZANO**

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## DECLARATION

“The content of the following graduation work in my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.”



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**JOSELYN KATHERINE MINAYA SOLÓRZANO**

**CI: 0940574866**

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# **PENINSULA OF SANTA ELENA STATE UNIVERSITY**

## **FACULTY OF EDUCATION AND LANGUAGE ENGLISH TEACHING CAREER**

**“DIGITAL GAMES TO DEVELOP ENGLISH BASIC VOCABULARY  
FOR SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ  
PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018-  
2019”**

**Author: Josselyn Katherine Minaya Solórzano**

**Advisor: MSc. Kléber Loor Zambrano**

### **ABSTRACT**

Nowadays, teaching English as a foreign or second language demands the implementation of strategies that allow students to learn in a more didactic and dynamic way. The use of technology and games during the teaching process represents an alternative in which students are able to acquire new knowledge in a relaxing environment. Thus, the digital games have assumed a very relevant role in the educational lives of children and teenagers. Games may be used for teaching, practicing, or even evaluating the diverse students' English skills; listening, speaking, reading, writing; vocabulary and grammar as well. For this work, digital games were implemented for developing and improving the low knowledge level of English vocabulary of students of sixth grade from Unidad Educativa “José Pedro Varela” located in La Libertad during the 2018 – 2019 academic period which represents the basis for the acquisition of English and its four main skills and be able to communicate with English speakers from the community and abroad. The quantitative research method was applied in this investigation, a survey was also implement in order to collect information about the teaching and learning process on students.

**Keywords:** Vocabulary, digital games, technology, English language teaching, English language learning, teaching strategies, motivation.



## INTRODUCTION

In the present era, teaching has been incredibly changing certain aspects that concern with the way in which students learn; strategies or techniques. Therefore, teachers must be more a “guide on the side” than a “sage on stage”. Teachers have become mere instructional managers or facilitators who contribute to the achievements of academic student goals.

It is relevant to mention that learning vocabulary is the clue for the development of oral and written communication. Communication is a mutual relationship between the speaker and the hearer; thus, it increases the necessity to acquire as much vocabulary as possible in order to enhance speaking skills of students. Likewise, for understanding printed texts or listening, students also need to know a vast number of words. Therefore, it has been proved that vocabulary plays a significant part in the acquisition process of English (and the other ones as well) in order for them to transmit information, ideas or opinions to English speakers in an efficient manner. Hence, professionals of education have to find or coordinate the best means for students to acquire new information and use it in a real context (classroom and out of it).

Games are not a new strategy for teaching or learning. It is an effective option for students to practice the contents of English classes in a more dynamic form; children, teenagers, even adults love playing and, few years ago, games were digitalized as a demand of the era in which almost all people have access to a computer, a cell phone or any other technological device.

This research paper is organized by four chapters and each one covers diverse aspects related to this work; these chapters are mentioned and described briefly below:

***Chapter I-The Problem:*** This chapter describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

***Chapter II-Theoretical Framework:*** This chapter contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

***Chapter III-Methodology:*** It explains the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

***Chapter IV-The Proposal:*** It contains informative data, proposal background, significance, objectives, design and development of the proposal. This chapter describes the solution to the problem and it analyses the outcomes of this investigative work. Moreover, this chapter establishes the timetable, resources and the bibliographical resources for this research.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 TITLE**

“DIGITAL GAMES TO DEVELOP ENGLISH BASIC VOCABULARY FOR SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018 – 2019”

#### **1.2 STATEMENT OF THE PROBLEM**

Nowadays, learning English is considered as a relevant requisite for acquiring a better life, academic, and professional status. It is known that English as a second or foreign language represents an advantage for those who want to establish relationships with English speakers. Additionally, English has become the global language, which demands the absolute domain of its main skills, being speaking the most necessary for direct communication.

Unfortunately, during the last few years, students from the basic levels (from first to seventh grade) have not receive any educational instruction of English as a foreign language. It is real that the time students did not study English has affected them negatively in the recent times. Although the educational authorities have included English to the national curriculum, not all public schools have a prepared teacher for facing the lack of English students’ knowledge. Learners are not able to follow instructions nor answer basic questions due to the lack of vocabulary.

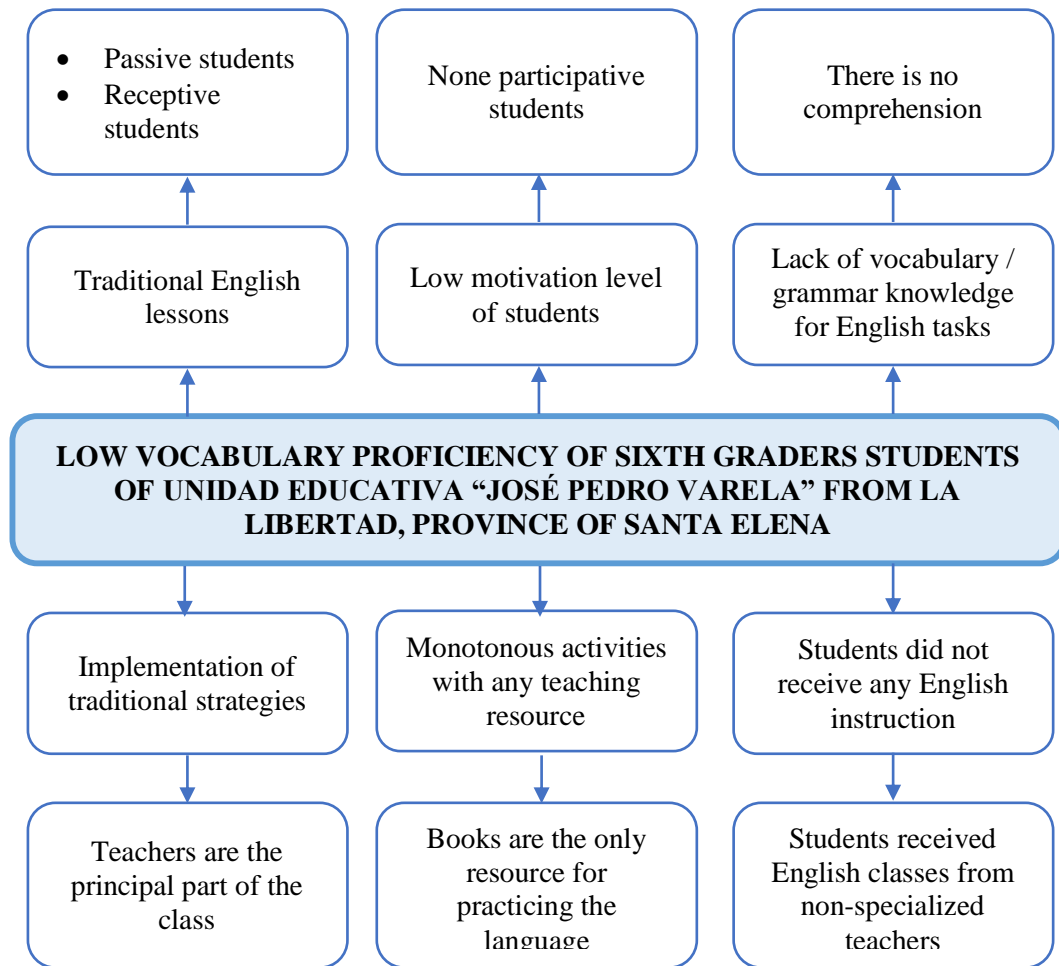
Unidad Educativa “José Pedro Varela” is located in La Libertad, province of Santa Elena. It receives a considerable amount of students; therefore, it works in two sections: morning (school) and afternoon (high school). In the high school section, there is an English teacher who is working with teenagers in order to develop English skills and improve them gradually by practicing a lot. However, for the

school section there is no a specialized teacher in the English area; teachers of each course must cover the contents of this subject without dominating the language and using a text that does not contain activities that promote the vocabulary practice and enhancement. Hence, it increased the necessity to contribute in the academic training of students from this institution referring to the English language teaching.

### **1.3 CONTEXT OF THE PROBLEM**

As it has been previously established, the development and practice of vocabulary needs to be permanent and must be carried out in an enjoyable environment that facilitates the correct acquisition of new and useful information. Through an analysis, it has been noticed that there is a low level of English words knowledge in students of sixth grade from the Unidad Educativa “José Pedro Varela” due to diverse reasons that are described in the following problem tree:

**Illustration 1: Problem Tree Analysis**



**Author:** Josselyn Minaya Solórzano

The previous problem tree illustrates the main reasons for the low vocabulary knowledge of students. It is evident that the traditional strategies implemented for the English lessons affects negatively to the development of students’ skills. In this case, the classes are teacher’s centered and students have become a passive part of the teaching – learning process with a very few participation during the lessons.

Certainly, students need to be participative, ask questions, provide answers, work in teams, etc. However, this is not possible because of the application of monotonous activities which has a serious consequence; low motivation. The use of the English text, as a permanent didactic resource, does not guarantee that students assimilate the contents of class correctly. Texts are useful since they

provide a guide of study for teachers and students, but their excessive use could provoke that students develop short term-memory and not retain important words for producing the language, written or orally. Learners need to practice using a variety of didactic activities in order to understand what they are reading or listening.

Finally, sixth grade students of Unidad Educativa “José Pedro Varela” have not received English instruction before and their ‘permanent’ teacher has got the challenge of teaching the English topics included in the English textbook provided by the National Government. However, it is not the same as to receive instruction from a professional in the area, thus, students show a low knowledge of vocabulary having as a consequence misunderstanding in the English classes.

#### **1.4 RESEARCH QUESTIONS**

- What is the significance of learning vocabulary for dominating a second or foreign language?
- Why is it important to innovate English vocabulary lessons?
- What are the most efficient alternatives of improving the vocabulary teaching?
- Why is the use of technology relevant for practicing and increasing vocabulary knowledge?

#### **1.5 RATIONALE**

In a world where most of its population has access to internet and has any technological devices, cell phones mainly, it has become essential to change the way in which certain procedures were used to do, such as, the way of buying food, making reservations in hotels, learning new languages, and others. Nowadays, people can do all the things that were mentioned previously, and more, by using applications in laptops, cell phones, or tablets.

Thus, education also needs to be refreshed by innovating in the procedures teachers used to teach vocabulary, grammar, or develop the four main English skills,

beginning and experienced teachers may benefit from technology since it provides wealth teaching resources that allow students to acquire new information in an easier and more practical way.

The use of digital games on students of sixth grade at Unidad Educativa “José Pedro Varela” from La Libertad, Santa Elena province will have a great educational significance to the acquisition of vocabulary which will influence on the development of the four main English skills; listening, speaking, reading and writing. Students from this educational institution will be the main beneficiaries since they will have the opportunity to practice and enhance their vocabulary by doing what they like the most; playing and using technology at the same time. Some of these digital games are based on the English textbooks content and they will be used to upgrade and increase students’ confidence at the moment of producing the language.

Furthermore, digital games will contribute to develop cognitive skills that allow people to accomplish and satisfy their needs. It is also truthful that for learning speaking, pupils need to be motivated and through the use of digital games they will get engaged to the English classes because they will have the interest of working with technology finding all the necessary tools to achieve the objective of developing the speaking skill.

## **1.6 RESEARCH OBJECTIVE**

To analyze the use of digital games through the review of theories, methods and techniques for the development of vocabulary in sixth graders at Unidad Educativa “José Pedro Varela” from La Libertad, Santa Elena province.

## **1.7 IDEA TO DEFEND**

The implementation of digital games will develop the English vocabulary knowledge of sixth graders at Unidad Educativa “José Pedro Varela”, La Libertad, Santa Elena province during the 2018 – 2019 academic year.

## **1.8 SCIENTIFIC TASKS**

- To consult the different bibliographical resources in online books, publications or journals for the description of the theoretical framework
- To collect and analyze the information after the implementation of surveys to students and present it using statistical graphs, charts and methodological process.
- To design, implement and assess a proposal which includes a series of digital games in order to develop the basic English Vocabulary skill of sixth grade students.



## **CHAPTER II**

### **THEORETICAL BASIS**

#### **2.1 DEFINITION OF KEY TERMS**

##### **2.1.1 ENGLISH AS A SECOND/FOREIGN LANGUAGE**

Acquiring English as a second or foreign language involves different areas, such as: motivation, necessities of students, learning environment, learning strategies and learning awareness. Likewise, the process of teaching and learning requires the practice of the target language skills: listening, speaking, reading and writing. These are the four main English language skills. However, for the correct development of these skills, it is required the acquisition of a very vast number of words. Thus, the instruction of vocabulary has become a crucial part in the acquisition of English or any other foreign language.

Unfortunately, recent studies suggest that the amount of instructional time dedicated to instruction and development of vocabulary is simply insufficient to support the growth level that is needed to close the vocabulary gap between English language learners and their English-proficient peers. Thus, it is important to emphasize that vocabulary is considered as the building block of the language.

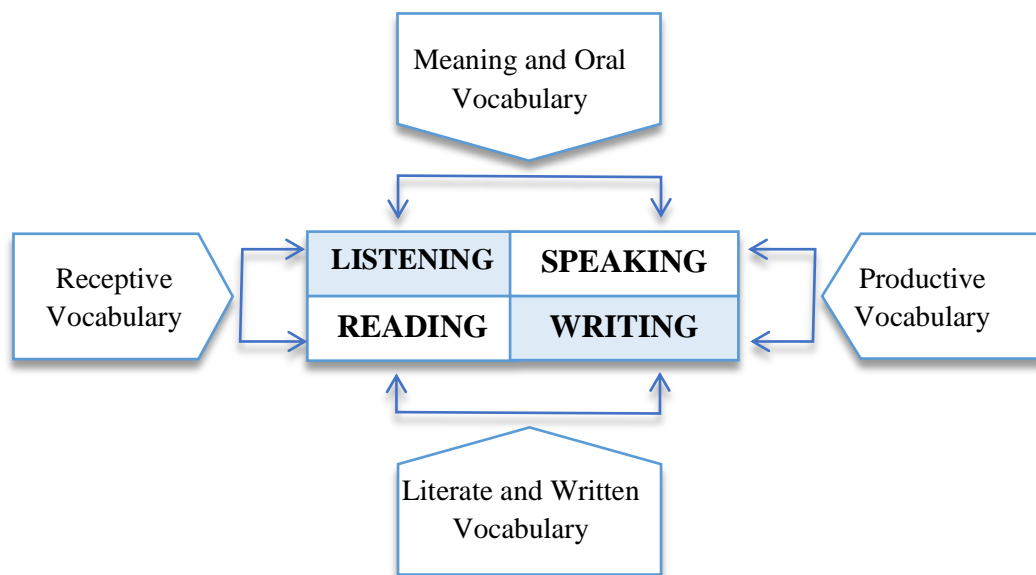
##### **2.1.2 VOCABULARY**

Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing. Stahl and Nagy (2005) claim that learning new words is foundational to succeed in school. Hence, learning vocabulary is pretty necessary for the appropriate production of the target language (oral or written) and for the comprehension of the language, as well. One of the most important reasons why teachers need to pay attention to vocabulary instruction is that vocabulary knowledge is cumulative. This means that the more words students know, the easier is to learn yet more words for them.

### 2.1.3 TYPES OF VOCABULARY

Vocabulary is an essential part for the acquisition of a new language. A consideration in defining the vocabulary building is that students may have different types of vocabulary which may be used for diverse reasons. These types of vocabulary are classified in the following way:

**Illustration 2: Types of Vocabulary**



**Source:** Adapted from Pikulski and Templeton (2004)

**Author:** Josselyn Minaya Solórzano

Productive vocabulary is the group of words a student may apply in the spoken or written language production. This group of words is well-known since they are used frequently by students. Montgomery (2007) determines that our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Likewise, Montgomery (2007) establishes that students generally find easier to explain themselves orally, using facial expression and intonation in order to help get their ideas across, then to find just the right words to communicate the same

ideas in writing. The writing vocabulary of learners is strongly influenced by the words they can spell.

On the other hand, receptive vocabulary is the set of words students understand when others use them. This group of vocabulary is also related to the receptive skills; listening and reading. Montgomery (2007) claims that starting in the womb; fetuses can detect sounds as early as 16 weeks. Moreover, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time people reach adulthood, most of them will recognize and understand close to 50,000 words. In the case of reading, students may read and understand many words that they do not use in their speaking vocabulary.

#### **2.1.4 INFORMATION AND COMMUNICATIVE TECHNOLOGIES (ICTS)**

Information and Communication Technologies provide not only anywhere and anytime access to knowledge, but also equal opportunities for networking and communications that allow knowledge sharing, participation, and lifelong learning. On the other hand, alongside the development of ICT in the educational area, the role and capacity of teachers have become more crucial than ever. As it was established previously, it has been one of the most challenging aspects to enable teachers use and integrate appropriate technology into the teaching and learning process.

Dudeny and Hockly (2014) determine that computers and language teaching have walked hand to hand for a long time and contributed as teaching tools in the language and second language classroom. Computers and technology are still a source of fears and insecurity for many teachers everywhere in the world despite the latest advances applicable to language teaching such as specialized websites, blogs, wikis, language teaching methodology, journals, and so. Furthermore, Dudeny and Hockly (2014) state that it is time to look at ICT as an integral part of education with some limited implications in education. Thus, teachers need to use them as tools in education rather than variables of failure or success in language (or content) teaching.

### **2.1.5 DIGITAL GAMES**

Graham (2012) mentions that using computer or digital games to practice language may provide great educational benefits, in particular when it comes to the development or enhancement of language skills. Many types of games have information gaps built into them that can be easily exploited for vocabulary, listening activities, grammar practice and intensive reading. Additionally, digital games may also be used to promote extensive reading, and make great subjects for writing practice. The principal key for using digital games effectively for the practice of a language is in the choice of game and design of a task and how teachers arrange the room and the learners will depend on the activity in hand; managing the learners in the computer room is worth considering.

### **2.1.6 INTERACTIVE MULTIMEDIA IN EDUCATION**

In a digitalized society, Interactive Multimedia theories, technologies, applications and systems stage the principal role, as they furnish users with the necessary communication tools. Therefore, multimedia-enabled devices, computers and tablets support fully featured interactive multimedia applications and cover wide-ranging interaction requirements from communication to games and interactive art. Deliyannis (2012), a member of the Audio and Visual Arts Department of the Ionian University from Greece, describes that mobile and networked interactive multimedia applications are employed to promptly capture or create user-centered content that after being processed and enriched with the adequate context is relayed back to the community in order to satisfy the necessities of improving learning processes or acquisition of information.

It is certain that there have been many innovations in the educational field regarding knowledge delivery and acquisition: According to Mishra and Sharma (2005) in the recent last decades, as a consequence of the computer technologies advent, information delivery has got a new meaning for people. Development, access, and transfer of texts, sound, and video data have proportionated a unique presentation to classrooms changing from traditional classrooms to interactive multimedia

programs. Likewise, it is significant to take into consideration the development of the technology in different aspects and a successful implementation of multimedia-enabled teaching and learning includes organizational change, changes in attitudes, and, in some cases, issues related to cost, acquisition of appropriate technologies and human resources but the final product is worthwhile.

## **2.2 PREVIOUS RESEARCH**

### **2.2.1 TEACHING VOCABULARY**

Graves, August, and Mancilla-Martinez (2012) state that “it is estimated that native English speakers acquire around 3,000 new words every school year” (p. 1). This increase in the vocabulary knowledge of students accounts for a relevant portion of their language, and their oral/written proficiency, and reading/listening comprehension development. Likewise, it is stipulated that as more words are acquired, students are able to draw finer distinctions in meaning among words, develop stronger comprehension of how words work together, and increment students’ sensitivity to context and communication intent.

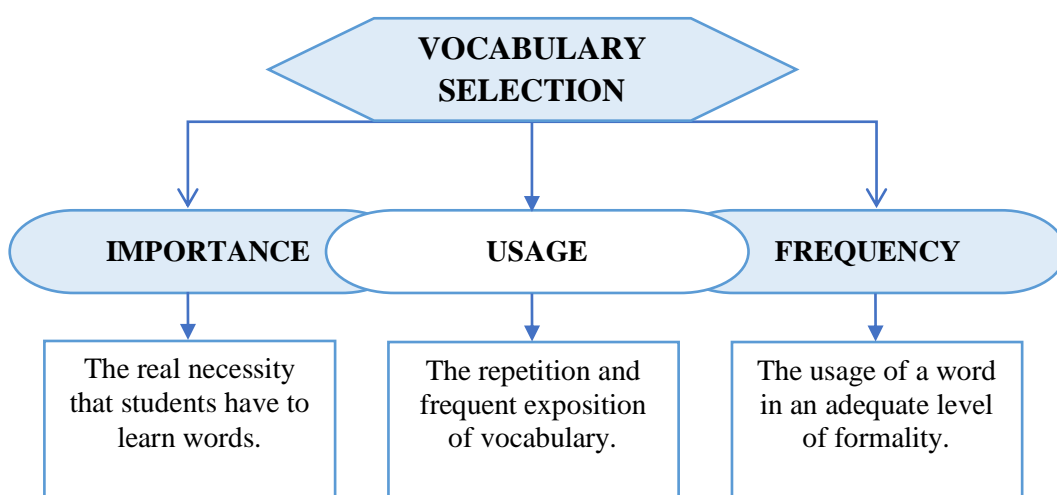
According to Macounová (2007), several linguists have proposed putting of vocabulary, not grammar, to the centre of the classroom in order to help learners develop <sup>their</sup> ability to use English for real communication. Harmer (2012) mentions that words do not just have different meanings; they may also be stretched and twisted to fit different contexts and different uses. The author also states that although words may appear as single items which are combined in a sentence, they may also occur in two or more item groups. Thus, words are combined with each other in ways speakers of the target language may recognize them instantly.

Likewise, Schmitt (2011), points out that before teachers can design principled vocabulary programs for their students, they first need to understand the vocabulary challenge facing learners of English language. English probably contains the greatest number of words of any major language, which makes learning a sufficient amount of its vocabulary a formidable task. Furthermore, it is considered that in order to participate in basic every day oral communication, learners need to know

an average of 2,000 to 3,000 family words in order to become proficient learners in the target language.

Allen (2006) stipulates that vocabulary knowledge is related to and affects the comprehension and production of the target language. Thus, for teaching vocabulary to learners of English language, teachers need to take into account the criteria for the selection of words that their pupils need to acquire. The way of choosing the vocabulary to teach was described by Allen (2006) and Harmer (2012) and it was illustrated in the following way:

**Illustration 3: Selection of Vocabulary**



**Source:** Adapted from Allen (2006) and Harmer (2012)

**Author:** Josselyn Minaya Solórzano

The importance, according to Harmer (2012), is also related to the necessities that students have at the moment of learning. Schmitt (2011) emphasizes on how necessary the word is for a learner's present needs, and whether the word is met incidentally while pursuing some other purpose or studied with the explicit goal of learning it. Hence, the use of the book as a guide of what to teach is important, however, students, in most cases need to acquire more vocabulary according to their level.

On the other hand, the objective of teaching vocabulary is to develop students' abilities to comprehend and produce the English language. The fact that vocabulary

is learned incrementally inevitably leads to the implication that words must be met and used multiple times to be truly learned. The number of exposures/usages necessary will depend on the activities applied during the lessons. Learners may be able to use a word to a large extent with just such knowledge.

Finally, the frequency of vocabulary is mainly about the times that learners are exposed to those words. One of the great mistakes many teachers make is to focus on a new word only once, leading to a high probability of that word being forgotten and the time spent on teaching it wasted. This means that students need have more opportunities to use new words as much as they can; students need to practice what they have learnt through the implementation of various activities or exercises in order to assimilate the new words.

### **2.2.2 THE IMPORTANCE OF LEARNING VOCABULARY**

The number of English language learners and limited English proficient students has grown exponentially in the United States and other countries over the past decades. Hang Khong and Saito (2014) claim that given the huge cultural and linguistic diversity among countries, educating this population of students remains a challenge for teachers. The English language, with its worldwide use, probably has a stock of words larger than any other language. Thus, it is not surprising that among English speakers, a large vocabulary is one of the most important parts of verbal proficiency. Moreover, according to Stahl and Nagy (2005), vocabulary is closely associated not only with intelligence, but also with knowledge. A person who knows more words can speak, and even think, more precisely about the word.

In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Hiebert and Kamil (2005) make the point that words represent complex and, often, multiple meanings, moreover, multiple word meanings need to be comprehended in the context other words appear in paragraphs or texts.

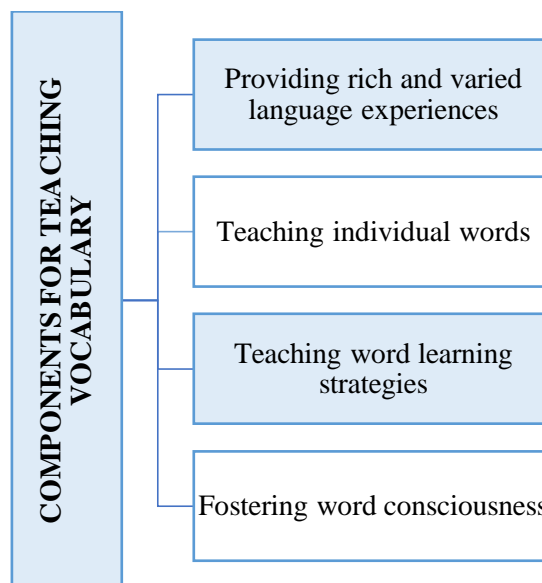
Likewise, the National Reading Panel (2000) asserts that vocabulary occupy an important role to learn reading and vocabulary knowledge allows students to read

words in a precise and fluent way comprehending the context of the reading. The study carried out by the National Reading Panel (2000) also concludes that vocabulary should be taught directly or in isolation and indirectly which involves the use of passages and the comprehension by analyzing the context.

### 2.2.3 HOW TO TEACH VOCABULARY

There are different ways to teach vocabulary to students. Graves, August, and Mancilla-Martinez (2012) present a comprehensive plan for vocabulary instruction for students who are just beginning to build up their vocabulary knowledge and encourage teachers or instructors of English language to apply it in their courses. The program has been established in the following four components:

**Illustration 4: Components for teaching vocabulary**



**Source:** Adapted from Graves, August, and Mancilla-Martinez (2012)

**Author:** Josselyn Minaya Solórzano

The graphic above describes the four ways in which students need to be trained in order to acquire new vocabulary more efficiently. The first aspect for an effective vocabulary teaching is to immerse them into a rich array of language experiences or activities allowing students to have the opportunity to learn words through listening, speaking, reading and writing; students of all ages need to be engaged



frequently in activities, such as, discussions or conversations in which they are given the chance to produce the target language using vocabulary.

According to Graves (2009), helping students master a broad range of individual words is a vital part of effective vocabulary teaching. Therefore, vocabulary instruction is most effective when learners actively process the new word meanings, and when they experience multiple encounters with new words. However, since there are so many words to teach, not all of them may or should receive rich, deep, and extended instruction.

A third way to contribute to the increase of students' vocabulary is to teach word-learning strategies. The use of word parts to unlock the meaning of unknown words is a good strategy; hence, Nation (2008) manifests that students need to know prefixes, suffixes and roots in order to recognize and understand the various members of family words, for example, *indicate*, *indicates*, *indicated*, and *indicator*. Likewise, Graves, August, and Mancilla-Martinez (2012) state that “most vocabulary is learnt from context” (p. 5). Using context is an excellent and recommended strategy to infer word meanings. Furthermore, using dictionaries and similar reference tools is a different strategy to learn new words.

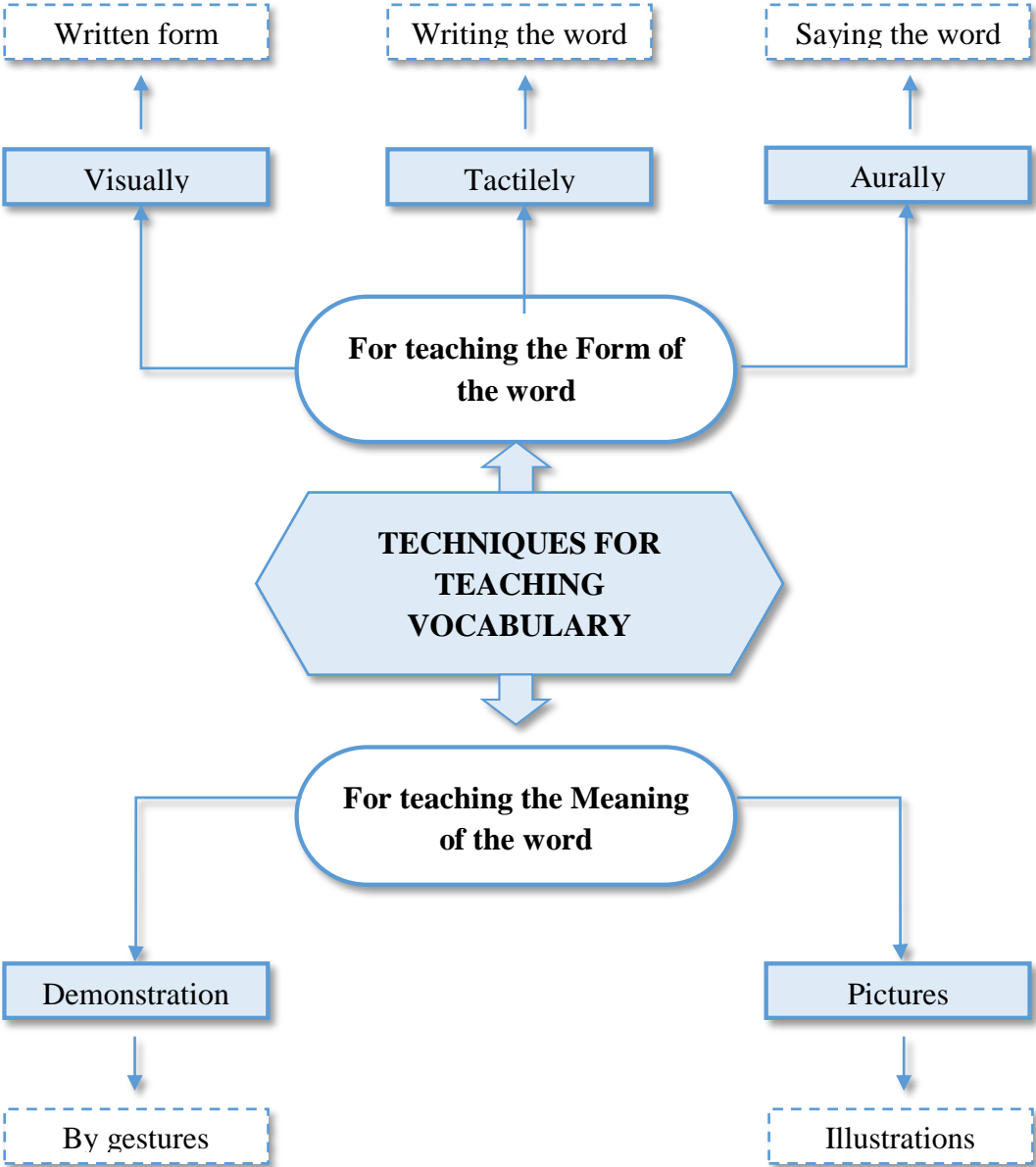
The final component for the vocabulary teaching program proposed by Graves, August, and Mancilla-Martinez (2012) is to foster word consciousness. This term (*word consciousness*) refers to an awareness of and interest in words and their meanings. Thus, students who are word conscious are aware of the words around them; those they read and hear and those they write or speak. This awareness mainly involves the appreciation of the power that words have at the moment of producing the language and how these words can be replaced by others in order to formulate different utterances.

#### **2.2.4 STRATEGIES FOR TEACHING VOCABULARY**

Vocabulary is one of the facing primary challenges students who come from non-English-speaking homes. There are three things that teachers need to teach to students; first, they need to teach the shape or form of the word. Second, they need

to teach the meaning of the word and, finally, they must teach the form and the meaning of the word go together. Nation (2008) makes an example; “if we teach a *fork*; we must teach the learner to recognize or produce the word *fork*; we need to teach him what a *fork* is; and we must teach him that the sound or shape of a *fork* and the meaning of the shape go together” (p. 18). Nation (2010) classifies different techniques for teaching new vocabulary in the following way:

**Illustration 5: Techniques for Teaching Vocabulary**



**Source:** Adapted from Nation (2010)  
**Author:** Josselyn Minaya Solórzano

Nation (2010) determines that a good way to help learners perceive the word by means is through the application of visual techniques. These techniques require that teachers show students the written form of the word, by showing the mouth movements involved in saying the word. Teachers may also use hand movements in order to draw the letters of the word in the air. In the case of tactile techniques, teachers may encourage students to write the word letter by letter on the board or on their notebooks. Furthermore, teachers may use a system of writing like Braille, especially for blind learners. The final strategy for teaching the form or vocabulary words is aurally; this involves the correct repetition of word pronunciation.

On the other extent, it is also significant to teach the meaning of words. As it was illustrated in the graphic above, using actions and pictures are an excellent form. Demonstrative techniques require the application of objects or a cutout figure: the use of realia is also included in this type of technique; mime, gestures, actions or facial expressions are ways for facilitating the comprehension of word meanings. Likewise, visual or illustrative techniques involve the use of pictures, graphs, flashcards, cards, and others. Nation (2008) mentions that an effective way of understanding word meaning is to make use of vocabulary cards. These are small cards (about 4cm x 3cm) with the second language word on one side and the first language translation on the other. Particularly, at the beginning level, a different and very useful strategy is to have a phrase containing the new word along with the word and a picture which may be taken from a newspaper or magazine or even written by hand.

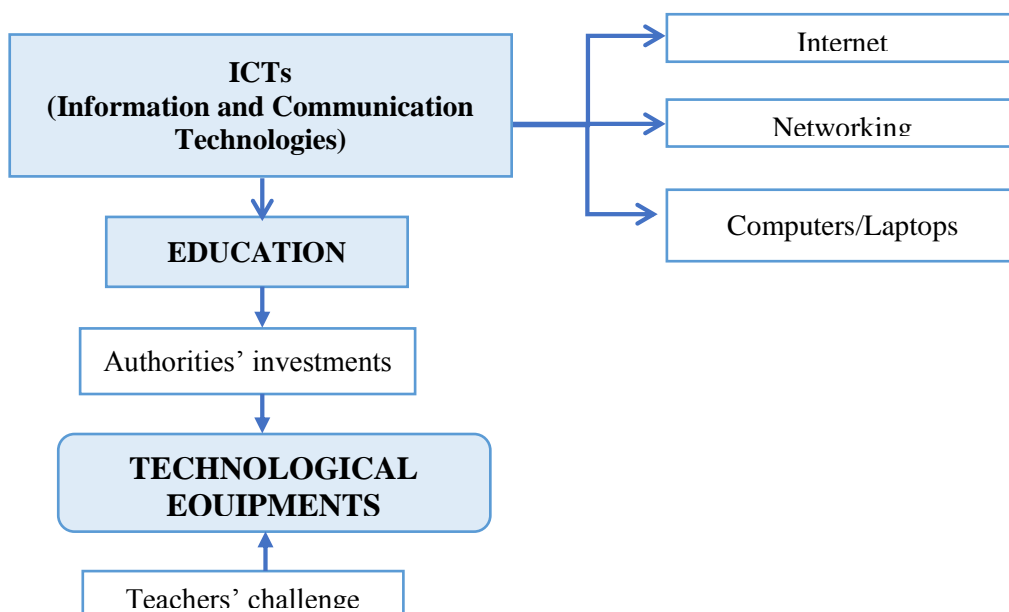
Certainly, teachers are responsible for selecting the most appropriated techniques for teaching new vocabulary according to their group of students and after that process, implementing them during the class; it is important to point out that it is always necessary the combination of strategies in order to avoid boredom in the lessons and get participative and dynamic students. It is known that the implementation of techniques and strategies promote an effective and active teaching-learning process.

### 2.2.5 ICT FOR TEACHING

At a global level, it is recognized that within all educational contexts, from school based through to lifelong learning opportunities, addressing the educational needs of learners is a quality imperative. According to Zhang, Yang, Chang, and Chang (2016), it is believed that ICT have a fundamental influence on the teaching and learning process, and many excellent practices have emerged from different nations. However, there is a challenge on how to scale up these cases to reap the benefits of ICT implementation in education in a large scale.

One of the challenges is to encourage teachers to use these technologies; some teachers still refuse to use them because they do not simply dominate them. The updating of teaching methodologies is required in this case and, unfortunately, instructors still apply old-fashioning strategies. Furthermore, ICT is bad used for students since they use them for surfing on their social networks, watching online videos or playing online video games without an educational purpose. Hence, it is necessary to provide suggestions in order to promote the scale up of innovative cases for utilizing ICT in the teaching and learning process.

**Illustration 6: ICT in Education**



**Source:** Adapted from Zhang, Yang, Chang, and Chang (2016)

**Author:** Josselyn Minaya Solórzano

Taking into account the benefits of ICT in the educational field, many countries in the developing world, including the least developed nations, are making relevant changes and investments on developing or implementing their respective ICT in their educational plans and on bringing diverse ICT equipment and resources in to their educational institutions. Even with extremely constrained financial resources, some countries are purchasing computers/laptops or adapting adequate spaces for the practice of students using technology.

### **2.2.6 DIGITAL GAMES IN THE TEACHING-LEARNING PROCESS**

Loewenstein, Ocasio, and Jones (2012) claim that English Language Learners (ELL) considered that acquiring new vocabulary is a boring activity since they have to memorize lists of words in order to complete lots of exercises. Therefore, making learning fun is key to any teaching situation and especially for teaching new vocabulary. One good way to generate enthusiasm and excitement about words is to create many opportunities to interact with words in risk-free, safe, and non-evaluative settings. Recent years have seen a growing interest in the pedagogical potential of digital games. Reinders (2012) states that “the educational value of games has long been recognized, but digital games in particular are now acknowledged as having great potential to engage learners and to encourage interaction in the target language”.

The academic education research community has begun to pay significant attention to the ways in which computer games might support learning. Hence, Sandford, Ulicsak, Facer, and Rudd (2006) argue that by playing games young people are developing competencies that are equipping them to work and communicate effectively in the 21st century. Incorporating computer games into learning environments, it is hoped by many, will enhance students’ engagement with learning. Furthermore, this study reports that children’s motivation is the primary reason for using games for learning.

Littlewood (2003) establishes that the communicative approach is changing the face of foreign language teaching. It provides an introduction to communicative language teaching for practicing classroom teachers.

### **2.2.7 SIGNIFICANCE OF IMPLEMENTING DIGITAL GAMES**

Felicia (2009) mentions that digital games include several implicit educational benefits. They can develop cognitive, spatial and motor skills helping to improve ICT skills. They can be used to teach facts (e.g. knowledge, recall, rote learning or memorization), principles (e.g. cause and effect relationship) and complex problem solving, to increase creativity or to provide practical examples of concepts and rules that would be difficult to illustrate in the real world. They can be particularly useful to perform experiments that could be dangerous in real life such as the use of hazardous chemicals.

Wastiau, Kearney, and Berghe (2009) argue that digital games are important because they are a very popular and widespread leisure-time activity for the age groups whom these systems seek to educate. Digital games are possible vehicles for learning processes of a different nature. Thus, providing schools with information and communication technologies (ICT) in the form of computers, software, internet access and digital content, and providing teacher training programs for these technologies, are aspects that educational authorities need to take into account.

In addition, Sykes (2013) states that “digital game principles offer a way to overcome challenges of the language classroom that are difficult, if not impossible, via other means” (p. 34). It is also relevant to mention that digital games promote genuine collaboration between users, and are, to some extent, similar to collaborative learning environments or collaborative working environments, where participants share information and learn from each other. Sykes (2013) also highlights that implementing digital games allows a significant improvement in several key skills, such as, social, intellectual, spatiotemporal (reflexes), and also in pupils’ concentration.

### **2.3 PHILOSOPHICAL BASIS**

Vygotsky (2012) mentions that children were perceived as possessing natural cognitive functions of perception, memory and problem solving that could be used as machinery for the transmission of knowledge from generation to generation, from parents and teachers to students. According to Vygotsky (2012), culture appears as informational content of life experiences of children and the development of a child depends on preintellectual speech as well as nonverbal thought, this means that the establishment of interfunctional systemic unity does thought become verbal and the speech intellectual..

Jean Piaget (1896-1980) was one of the most influential theorists in the field of cognitive development. Piaget (as cited in Oakley, 2014) establishes that adults did not simply know more than children; however, their knowledge was structured differently. For a long time, it was believed that learning is an individual accumulation of every day experience or as a transmission of knowledge from the head of the teacher to the head of students. However, Piaget's theory was based on three main principles; assimilation (the process of putting a new experience into an already existing mental structure), accommodation (the process of revising an existing schema due to a new experience), and equilibration (the process of seeking to achieve stability through the two already mentioned principles).

Graves, August, and Mancilla-Martinez (2012) claims that the term English Language Learners or ELL are used to refer to learners who come from places where a language other than English is spoken and who are still learning or acquiring proficiency in this language. It is important to point out that ELL may indeed experience accelerated growth in vocabulary; however, this requires systematic and permanent vocabulary instruction.

Asgari and Mustapha (2010) determines that vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. Likewise, Stahl and Nagy (2005) state that "words are so pervasive in our life, so central to being human, that we do

not stop to reflect on their value and power” (p. 3). Hence, words that people use both express and shape who they are. Vocabulary, even more significant than accent, gives away social and educational background.

Watkins (2014) points out that Information and Communication Technologies (ICT) should be used in all sectors of education and training as technology skills are essential for the global citizenship. ICT may be a valuable tool for learners since they may improve their quality of life by increasing participation and motivation during the lessons. Thus, access to ICT that support participation in learning opportunities has become an international imperative policy. Likewise, UNESCO (2015) affirms that the remarkable advances in ICT and the rapid expansion of internet connectivity have made today’s world increasingly interconnected, and rendered knowledge and familiarity with ICT essential for every girl and boy, woman and man.

Apperley and Beavis (2011) claim that digital games are, to a greater or lesser extent, dynamic: they are enacted through play. For digital game players, appreciating how their actions in the game will influence future actions by the computer, themselves and other players (both opponents and collaborators) constitutes a key area of knowledge and expertise. Apperley and Beavis (2011) reveal how digital games take on meanings and roles in students’ lifeworlds outside of the immediate “immersive” activity of playing the games themselves.

## **2.4 EDUCATIONAL BASIS**

Reinders and Wattana (2014) carried out an investigation into the effects of digital game play on learners’ Willingness to Communicate (WTC). The population of this study consisted in thirty Thai learners of English as a foreign language enrolled in a University language course completed six 90–minute lessons playing digital games. Students had to role play during the games following instructions and answering some questionnaires. The questionnaires were administered at the course beginning, and again after six gaming sessions. Results on the first set of questionnaires showed that students had low confidence, high anxiety, low



perceived competence, and low willingness to communicate. Finally, results showed a marked and significant improvement, with participants feeling more confident, less anxious, more competent, and more willing to communicate.

Felicia (2009) implemented a project which began in January 2008 and ended in June 2009. The aim of the Felicia's project was to analyze the current situation in eight countries (Austria, Denmark, France, Italy, Lithuania, the Netherlands, Spain and UK) with regard to games based learning. Dr. Patrick Felicia developed a handbook in order to increase teachers' interest in using digital games in their lessons. This handbook provides the necessary information to understand the educational benefits of digital games and to learn how to use them as educational and motivational resources. Teachers and students were the main beneficiaries since digital games implementation allowed students practice the class content in an engaging and enjoyable way.

Wastiau, Kearney, and Berghe (2009) carried out a project during 2006 and 2008. This project was about learning through games and mobile technology in both school and informal settings. These three investigators proved that digital games could contribute to improve the teaching and learning processes in schools. They showed that teachers presently using digital games in their teaching seem to value them for different purposes. The precise role to be assigned to the teacher when using games in the classroom, the way digital games can support different learning styles and the respective contributions of different types of games to various learning processes, are just a few examples for more in-depth investigations to be launched in the near future. As a result, students' motivation is significantly greater when computer games are integrated into the educational process and they increased retention of information and knowledge by pupils once digital games were implemented.

## **2.5 LEGAL BASIS**

In the Constitution of Ecuador there are stipulated some laws that emphasize on the importance of education. In the article 26, it is mentioned that people have the right

to be instructed academically and the National Government must guarantee that the process of education reaches a high rate in quality being inclusive in the social, cultural, and economical aspects. Likewise, in article 27, it is described that education is a primordial part for people's lives; education is the only way to be successful and being part of the country progress. Moreover, article 343 establishes that the Educational System led by well-trained people must work for the improvement of the teaching and learning process since it is the way to develop individual and collective abilities which are useful in different parts of people's lives.

In the Childhood and Adolescence Code (article 37), it is mentioned that all children and adolescents have the right of attending school / high school and receiving classes with professionals in the educational area in well-equipped spaces. In addition of that, the National Ministry of Education published the decree N° 4790 which makes emphasis on the relevance of implementing resources that turns the traditional lessons into innovative, inclusive, participative and dynamic classes.

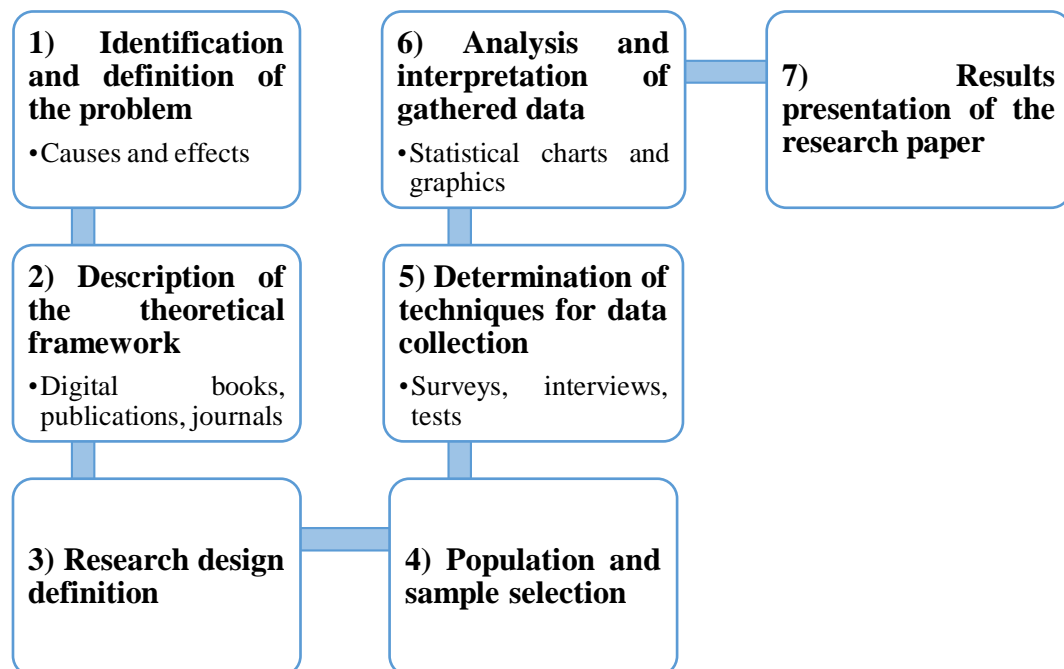
## CHAPTER III

### RESEARCH METHODS

#### 3.1 RESEARCH DESIGN

The present action research was implemented at Unidad Educativa “José Pedro Varela”, located in La Libertad from Santa Elena province, specifically to students of sixth grade who evidenced a low knowledge of English vocabulary. Thus, for the achievement of the objectives defined in this research paper, it was important to design a plan that leads in an organized way to work and fulfill the planned activities.

**Illustration 7: Plan of the Research Design**



**Author:** Josselyn Minaya Solórzano

#### 3.1.1 QUALITATIVE METHOD

This method was implemented by the investigator in order to gather and analyze the important data taken from the interview to the main authorities from Unidad

Educativa “José Pedro Varela”, a teacher of sixth grade and to one experienced English teacher about the relevance of digital games in the teaching – learning process to develop the vocabulary skill of students. Moreover, the investigator will interpret the notes taken from the observation sessions to the classes of students of sixth grade.

### **3.1.2 QUANTITATIVE METHOD**

Additionally, this investigation was based on the quantitative method because the researcher collected information related to the effects of using digital game based-learning to develop the vocabulary skill. This data was collected by the application of surveys to the students of six grade from Unidad Educativa “José Pedro Varela” and, then, presented it in statistical charts and graphics.

### **3.1.3 DEDUCTIVE METHOD**

The implementation of deductive method allowed the investigator to gather all the general and useful information about the importance of learning vocabulary for the acquisition of a second or foreign language. This information was collected from different sources like online books, journals, magazines, etc. and then all that data was simplified in this investigative work.

## **3.2 POPULATION AND SAMPLE**

### **3.2.1 POPULATION**

The population that was considered for the development of this investigative paper were the principal of Unidad Educativa “José Pedro Varela”, the teacher of sixth grade, Lic. Patricia del Pilar Suárez Peña, one well-trained English teacher, Lic. Gabriel Parrales Picazo.

**Chart 1: Population of the investigation**

<b>N°</b>	<b>POPULATION DESCRIPTION</b>	<b>QUANTITY</b>	<b>PERCENTAGE</b>
<b>1</b>	Principal of Unidad Educativa “José Pedro Varela”	1	3%
<b>2</b>	Sixth grade teacher	1	3%
<b>3</b>	English teacher (specialist)	2	6%
<b>4</b>	Sixth grade students	35	88%
<b>TOTAL</b>		<b>39</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

### **3.2.2 SAMPLE**

Certainly, the population size is manageable (thirty – five students); therefore, 100% of the population was not taken into consideration for the development of this research paper and no formula size was required.

### **3.4 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

With the purpose of collecting relevant and useful information, different techniques and tools were necessary to implement.

#### **3.4.1 TECHNIQUES**

##### **3.4.1.1 Interview**

The interview was directly applied to MSc. Angela Reyes Quimis, Principal of Unidad Educativa “José Pedro Varela”, Lic. Patricia del Pilar Suárez Peña, teacher of sixth grade students and one well-trained English teacher, Lic. Gabriel Parrales Picazo who has worked as a teacher in the Escuela Superior Naval (ESUNA) from Salinas since 2017. These people proportionate relevant information about the teaching process since they have a vast experience in the educational field.

##### **3.4.1.2 Survey**

Surveys were implemented to students of sixth grade from Unidad Educativa “José Pedro Varela” as an efficient technique to obtain significant information about their English language instruction and the necessity of applying strategies for the correct acquisition of new vocabulary.

#### **3.4.2 RESEARCH TOOLS**

##### **3.4.2.1 Questionnaires**

For the implementation of the survey to students of sixth grade and the interviews to the principal and teacher of Unidad Educativa “José Pedro Varela” and the specialists, different questionnaires were designed. The questionnaire for students’ surveys contained multiple choice answers which facilitated the process of tabulation and interpretation. On the contrary, the answers from the principal, teacher and specialists’ questionnaires were designed in order to gather wider

information about the English teaching, relevance of vocabulary and the role of digital games in the English vocabulary training.

### 3.4.2.1 Camera

The use of the camera was necessary for having evidence of the different activities planned for the investigation development. This tool was used at the moment of recording the interviews and taking some pictures as evidence of the activities application.

## 3.5 DATA COLLECTION PLAN

**Chart 2: Data Collection Plan**

BASIC QUESTIONS	EXPLANATION
What for?	To develop vocabulary
From which people or objects?	Students of Sixth grade
About what aspects?	Digital Games
Who?	Authorities, teachers and students.
To Whom?	Students and teachers at Unidad Educativa “José Pedro Varela”
When?	- 2020
Where?	At Unidad Educativa “José Pedro Varela”
How long?	Three months
How?	Individually and in groups
What data collection techniques?	Interviews and surveys.
With what?	Questionnaires and Camera.

**Author:** Josselyn Minaya Solórzano

### 3.6 DATA PROCESSING PLAN

Chart 3: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The lack of English vocabulary knowledge was determined through the implementation of a survey directed to sixth graders students. In addition, the strategies applied by the English teacher are not the appropriate to develop the basic vocabulary.</p>	<p>Once the problem was discovered, the investigator started looking for information related to the topic at books, web sites, magazines, research papers, among others. Additionally, an interview applied directed to the English teacher and the Principal of Unidad Educativa "José Pedro Varela" and a specialist in the English Language Education.</p>	<p>After the problem was confirmed in the sixth grader students at Unidad Educativa "José Pedro Varela", interviews to principal, teachers, specialist and surveys directed to students were made, then analyzed in order to develop a proposal to sort out the started problem.</p>	<p>Using all the information collected that proved the lack of basic English vocabulary knowledge of sixth graders students at Unidad Educativa "José Pedro Varela", it was important to involve the principal, English teachers and the group of students.</p>	<p>The lack of English vocabulary knowledge was determined through the implementation of a survey directed to sixth graders students. In addition, the strategies applied by the English teacher are not the appropriate to develop the basic vocabulary.</p>

**Author:** Josselyn Minaya Solórzano



### 3.7 DATA ANALYSIS

Once the techniques with their tools for collecting information were implemented, it is important to analyze and present it in this research paper using different graphics or charts.

#### 3.7.1 INTERVIEW TO UNIDAD EDUCATIVA “JOSÉ PEDRO VARELA” PRINCIPAL

**Chart 4: Personal information of the Principal**

PRINCIPAL'S PERSONAL INFORMATION	
<b>FULL NAME:</b>	Msc. Angela Reyes Quimis
<b>AGE:</b>	54
<b>DEGREE:</b>	Licenciada en Ciencias de la Educación

**Author:** Josselyn Minaya Solórzano

**Source:** Msc. Angela Reyes Quimis

**QUESTION N° 1:** What is your criteria about today's English education in Ecuador?

#### **INTERPRETATION**

The principal said that learning a new language may provide opportunities of succeeding to people. Therefore, she considered that English teaching must be improved by giving English teachers more training courses in order to upgrade their methodologies and teach according to students' necessities.

**QUESTION N° 2:** What is your personal opinion about the English Teaching and Learning process?

#### **INTERPRETATION**

As the principal mentioned previously, learning English is essential for succeeding in life. Thus, the teaching and learning process must be dynamic and participative. Students need to be motivated for working and learning. This may be achieved if teachers update their methodologies but, certainly, there are not English training

courses developed in this province which may be difficult because teachers do not receive seminars by the Government.

**QUESTION N° 3:** What do you think the main problems in the English Teaching-Learning Process are?

**INTERPRETATION**

The principal established that the main problem could be the teaching methodology; teachers must have the English knowledge but they did not receive the methodological instruction enough for sharing their knowledge to students. On the other hand, the lack of resources facilities; well-equipped labs may contribute a lot to the teaching process.

**QUESTION N° 4:** According to your professional experience; Do you consider that teaching vocabulary is important in English Teaching- Learning Process?

**INTERPRETATION**

The principal emphasized on the importance of vocabulary for learning any language. She mentioned that vocabulary is the basis for talking and writing and children need to have a vast number of vocabulary words in order to produce and understand any language. That is the process, a child needs to listen and watch objects in his/her environment (house, kindergarten, etc.) for acquiring new vocabulary.

**QUESTION N° 5:** What is your criterion about the use of digital games to improve teaching vocabulary?

**INTERPRETATION**

The interviewee stated that technology is necessary in the present era. Children love playing and if we can combine games with technology, it would be a very teaching powerful strategy.

**QUESTION N° 6:** According to your criterion, are teachers able to use digital games in the classroom to develop English basic vocabulary?

### **INTERPRETATION**

As the principal stipulated before, they have a laboratory for high school students and in the classrooms there is no projector. She said that if teachers want to teach using digital resources they must find the equipment by themselves.

**QUESTION N° 7:** What is your appreciation about the advantages of the use of Digital Games during the Teaching-Learning Process?

### **INTERPRETATION**

The principal considered that the use of digital games stimulates students to acquire new information or learn a new language. Likewise, students may learn in a relaxing environment without the pressure or stress of answering oral questions; through the use of digital games they learn deliberately by playing.

**QUESTION N° 8:** What suggestions would you give teachers that want to implement Digital Games in the classroom?

### **INTERPRETATION**

The interviewee answered that teachers must be passionate by their job and that means that they have to look for the most appropriated manners to transmit knowledge to students. Digital games seems to be a good option and they have to be creative and original al the moment of developing these resources.

**QUESTION N° 9:** Do you agree with the implementation of Digital Games in Sixth graders students? Why?

### **INTERPRETATION**

The principal strongly agreed with the implementation of digital games in the educational institution manages because students will be the main beneficiaries.

### 3.7.2 INTERVIEW TO TEACHER OF SIXTH GRADE

Chart 5: Personal information of the teacher

SPECIALIST'S PERSONAL INFORMATION	
<b>FULL NAME:</b>	Patricia Del Pilar Suárez Peña
<b>AGE:</b>	54
<b>DEGREE:</b>	Licenciada en Ciencias de la Educación – Universidad Estatal de Guayaquil
<b>PROFESSIONAL EXPERIENCE:</b>	Teacher at Unidad Educativa “José Pedro Varela” (La Libertad)

**Author:** Josselyn Minaya Solórzano

**Source:** Lic. Patricia Suárez Peña

**QUESTION N° 1:** What is your criteria about English Education in Ecuador?

#### INTERPRETATION

Miss Suárez expressed that English is considered the main language for communicating around the world and Ecuador, as a touristic spot, needs that its population speak this language. Therefore, English is included in the educational curriculum; however, not all institutions have a professional in this area and permanent teachers have to take the challenge of teaching this subject.

**QUESTION N° 2:** How do you describe the use of didactic resources applied to the Teaching Learning Process?

#### INTERPRETATION

The teacher mentioned that resources are necessary for the easier comprehension and assimilation of information. She also said that it is required to implement different didactic resources for introducing, practicing or evaluating the contents from classes. The textbook is a permanent didactic material but students learn by doing, acting, watching, etc.

**QUESTION N° 3:** What kind of didactic resources do you use in your classes?

### **INTERPRETATION**

The teacher said that according to her criteria and experience, students love learning by watching, through the use of videos, posters, charts, pictures, and others. However, she also stated that the implementation of strategies must be varied since students are not the same, some of them are visual, others are kinesthetic, others are auditory; my role as the teacher is to combine the strategies for a better knowledge assimilation.

**QUESTION N° 4:** What are the benefits of using didactic resources during the vocabulary instruction?

### **INTERPRETATION**

The interviewed teacher stated that didactic resources are mainly used to facilitate the students' understanding. Using didactic materials contributes to visualize the content of the class, words, phrases, etc. students have the opportunity to assimilate the meaning of a word by watching a picture (printed or digital).

**QUESTION N° 5:** What is your opinion about the implementation of digital games to develop the English basic vocabulary in sixth graders students?

### **INTERPRETATION**

The interviewee mentioned that in the educational institution she works, teachers are encouraged to create innovative teaching material in order to catch students' attention and increase their motivation for learning. Digital games may be a useful strategy for teaching but we need to take into account that they do not have the technological facilities enough to implement them in the classes. The laboratory use is exclusively for students from the secondary level and in the classrooms there is no projectors.

**QUESTION N° 6:** Could you mention the benefits of the use of Digital Games during the Teaching Learning process?

### **INTERPRETATION**

The interviewee answered that digital games are a good resource because students like video games and love using cell phones or computers; they are pretty good at manipulating technological devices, so digital games promote the learning in didactic and technological manner. Furthermore, the teacher said that students may learn new words and practice or reinforce the ones they have learnt in previous lessons.

**QUESTION N° 7:** Would you recommend the use of digital games to develop the acquisition of vocabulary in sixth graders students?

### **INTERPRETATION**

Miss Suárez considered that any innovative strategy, or resource is beneficial for students and digital games may be very useful for teaching and learning vocabulary.

**QUESTION N° 8:** What suggestions would you give to teachers that want to implement Digital games in English classes?

### **INTERPRETATION**

The interviewee stipulated that the development of digital games is a demanding task because it needs time and patience for organizing the information, selecting pictures, colors, etc. but this effort is worthwhile since they will be used for improving the learning process of our students.

### 3.7.3 INTERVIEW TO ENGLISH LANGUAGE EXPERTS

Chart 6: Personal information of specialist 1

SPECIALIST'S PERSONAL INFORMATION	
<b>FULL NAME:</b>	Luis Gabriel Parrales Picazo
<b>AGE:</b>	34
<b>DEGREE:</b>	Licenciado en Idioma Inglés
<b>PROFESSIONAL EXPERIENCE:</b>	<ul style="list-style-type: none"><li>➤ English teacher at Unidad Educativa EDUCA (Salinas)</li><li>➤ Professor at Higher Technological Institute (Salinas)</li><li>➤ English Area Coordinator</li><li>➤ English digital trainer of teachers</li></ul>

**Author:** Josselyn Minaya Solórzano

**Source:** Lic. Luis Parrales Picazo

**QUESTION N° 1:** Why do you consider that English is important in today's education?

#### INTERPRETATION

Mister Parrales mentioned that English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. This is an important tool to be able to communicate with native English speakers and it is the most common second language in the world. In the other hand, the specialist expressed that English, in the education area, will help in making the students competent in this era of globalization. It will certainly help to bridge the communication gap between people of various other countries.

**QUESTION N° 2:** According to your criteria, do you consider that teachers use appropriate didactic resources in their English classes?

#### INTERPRETATION

The specialist said that most of English teachers use appropriate didactic resources in their classes because some of them still have the traditional methods to teach. He, additionally, stipulated that we, as teachers, need to learn and implement the newest strategies and methodologies to our classes.

**QUESTION N° 3:** According to your criteria, does vocabulary play an important role in the English language process? Why?

**INTERPRETATION**

The interviewee answered that vocabulary part is essential in the learning process because students can create a data base (in their minds) with words or phrases to use in dialogues or to communicate with native English people.

**QUESTION N° 4:** According to your criteria, what techniques, methods or didactic resources can be used to develop the Basic English vocabulary on students?

**INTERPRETATION**

The interviewed specialist mentioned that, in his experience, he prefers creating some dialogues with the vocabulary learned in classes. This activity has two stages; the first one, students have to memorize the words in groups of four people and play with them in class; the second one, they have to create a dialogue by themselves using some words or phrases from the last dialogue.

**QUESTION N° 5:** What is your appreciation about digital games as a helpful resource for teachers and students in the teaching learning process?

**INTERPRETATION**

Mister Parrales agreed with this statement and established that digital games are involved in our technological era where students focus on interactive games or activities to learn something.

**QUESTION N° 6:** Have you ever used digital games to strengthen students' vocabulary in your English classes?

**INTERPRETATION**



The specialist totally agreed with the use of digital games to strengthen the vocabulary learning of students. He also mentioned that his students are adults and he has to create interactive resources to catch their attention with English games created by him.

**QUESTION N° 7:** In your opinion, could the use of digital games develop the teaching of vocabulary? In what aspects?

**INTERPRETATION**

The interviewed teacher stipulated that the most important part of the use of digital games is to teach something that students have to use later. Moreover, in his opinion, the objective to create digital games is to have a “Recycle Vocabulary”, it is useful because this kind of vocabulary will be in students’ brains and will be used in automatic answers.

**QUESTION N° 8:** According to your criterion teachers are able to use digital games in the classroom to enhance English basic vocabulary?

**INTERPRETATION**

The specialist said that we can consider two aspects to answer this question. The first one is the technological resources that the classroom has: If this institution does not have the appropriate resources, teachers will not give a great class. The second aspect will be the acquisitions of each teacher, we need to be trained with the recent methodologies and strategies to teach to young digital students.

**QUESTION N° 9:** According to your professional experience, would you recommend the use of digital games in English classes to improve vocabulary acquisition? Why or why not?

**INTERPRETATION**

The interviewee answered that the vision of each institution must be to use the technological resources in English classes. The students’ learning has to be the most important aspect in the development of English acquisition. Traditional ways used for teaching vocabulary do not enable to students to be involved in the learning

process, so for this reason, new ways for teaching vocabulary are of critical importance nowadays.

**Chart 7: Personal information of specialist 2**

<b>SPECIALIST’S PERSONAL INFORMATION</b>	
<b>FULL NAME:</b>	Ítalo Rigoberto Carabajo Romero
<b>AGE:</b>	39
<b>DEGREE:</b>	Magister in English Education
<b>PROFESSIONAL EXPERIENCE:</b>	<ul style="list-style-type: none"> <li>➤ Professor at Universidad Estatal de Milagro</li> <li>➤ Professor at Universidad Agraria del Ecuador.</li> <li>➤ Professor at Universidad Estatal Península de Santa Elena – English Language Center (La Libertad)</li> </ul>

**Author:** Josselyn Minaya Solórzano

**Source:** MSc. Ítalo Carabajo Romero

**QUESTION N° 1:** Why do you consider that English is important in today’s education?

**INTERPRETATION**

Mister Carabajo mentioned that learning English is important because students who speak English can communicate with people around the world.

**QUESTION N° 2:** According to your criteria, do you consider that teachers use appropriate didactic resources in their English classes?

**INTERPRETATION**

The specialist thinks that teachers must use appropriate didactic resources for teaching, but certainly, it is complicated to asseverate if this is accomplished by all of them.

**QUESTION N° 3:** According to your criteria, does vocabulary play an important role in the English language process? Why?

### **INTERPRETATION**

MSc. Carabajo said that vocabulary plays an essential role for the English acquisition because when you know vocabulary it is easier to form sentences, and when you want to speak you also need to know vocabulary in order to transmit thoughts.

**QUESTION N° 4:** According to your criteria, what techniques, methods or didactic resources can be used to develop the Basic English vocabulary on students?

### **INTERPRETATION**

The specialist established that the application of techniques or didactic resources depends on the students' group, for example try to teach vocabulary by using realia or videos.

**QUESTION N° 5:** What is your appreciation about digital games as a helpful resource for teachers and students in the teaching learning process?

### **INTERPRETATION**

The interviewee agreed with this statement, in the present era, technology is playing an important part in education.

**QUESTION N° 6:** Have you ever used digital games to strengthen students' vocabulary in your English classes?

### **INTERPRETATION**

Mister Carabajo said that he usually uses technology in his English classes.

**QUESTION N° 7:** In your opinion, could the use of digital games develop the teaching of vocabulary? In what aspects?

### **INTERPRETATION**

The specialist considered that the use of digital games motivates students to learn a new language, when somebody is motivated it is easier to teach and learn a new language.

**QUESTION N° 8:** According to your criterion are teachers able to use digital games in the classroom to enhance English basic vocabulary?

**INTERPRETATION**

The interviewee stipulated that the implementation of digital games for teaching vocabulary only depends on the teacher and the school or high school.

**QUESTION N° 9:** According to your professional experience, would you recommend the use of digital games in English classes to improve vocabulary acquisition? Why or why not?

**INTERPRETATION**

MSc. Carabajo recommended the use of digital games for enhancing the teaching process; they really motivate students to the learning process of the new language such English.

### 3.7.4 SURVEY IMPLEMENTED TO SIXTH GRADE STUDENTS

**Question N° 1:** How do you consider English vocabulary?

**Objective:** To determine the importance of learning vocabulary.

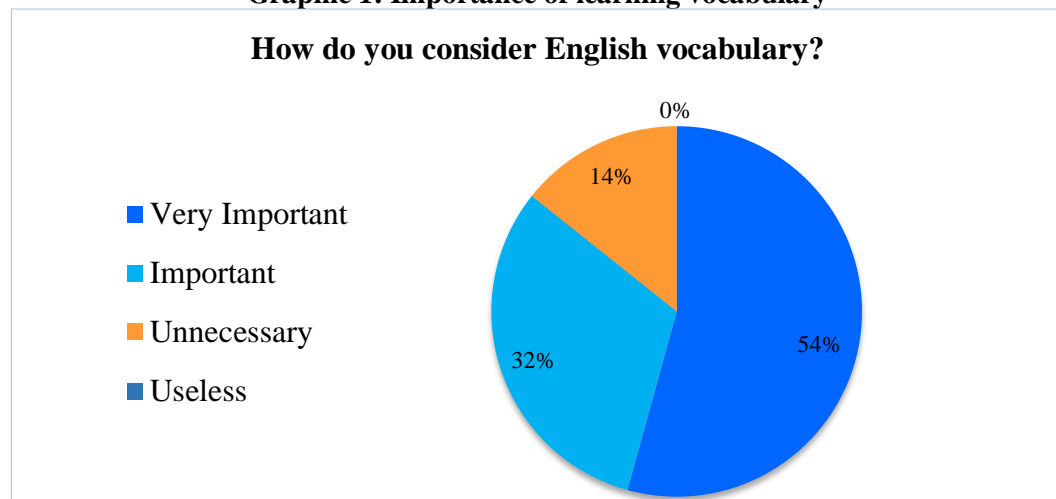
**Chart 8: Importance of learning vocabulary**

Nº	OPTIONS	FREQUENCY	PERCENTAGE
1	Very Important	19	54%
	Important	11	32%
	Unnecessary	5	14%
	Useless	0	0%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 1: Importance of learning vocabulary**



**Author:** Josselyn Minaya Solórzano.

**Source:** Survey implemented to sixth grade students.

**Quantitative Interpretation:** 54% of students considered that vocabulary is very important while that 32% considered English vocabulary as important; and 14% considered that it is unnecessary.

**Qualitative Interpretation:** Most students considered that English vocabulary is very important in their teaching learning process of English Language.

**Question N° 2: How can you define your English Vocabulary knowledge?**

**Objective:** To define the vocabulary knowledge level of surveyed students

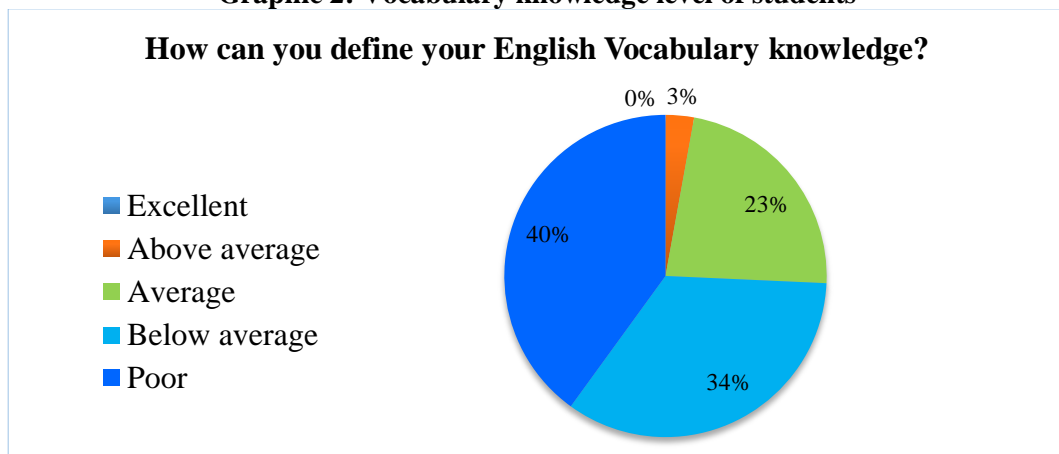
**Chart 9: Vocabulary knowledge level of students**

N°	OPTIONS	FREQUENCY	PERCENTAGE
2	Excellent	0	0%
	Above average	1	3%
	Average	8	23%
	Below average	12	34%
	Poor	14	40%
	<b>TOTAL</b>		<b>35</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 2: Vocabulary knowledge level of students**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 3% considered that their English vocabulary knowledge is above average; 23% of students considered that their vocabulary is average while that a 34% define their vocabulary below average and 40% of them considered their vocabulary knowledge as poor.

**Qualitative Interpretation:** As the graphic describes, most students considered that their English vocabulary knowledge is poor.

**Question N° 3: Do you consider that strategies applied by your English teacher encourage you to develop your English Vocabulary?**

**Objective:** To define if the strategies applied by the teacher encourage the development of vocabulary.

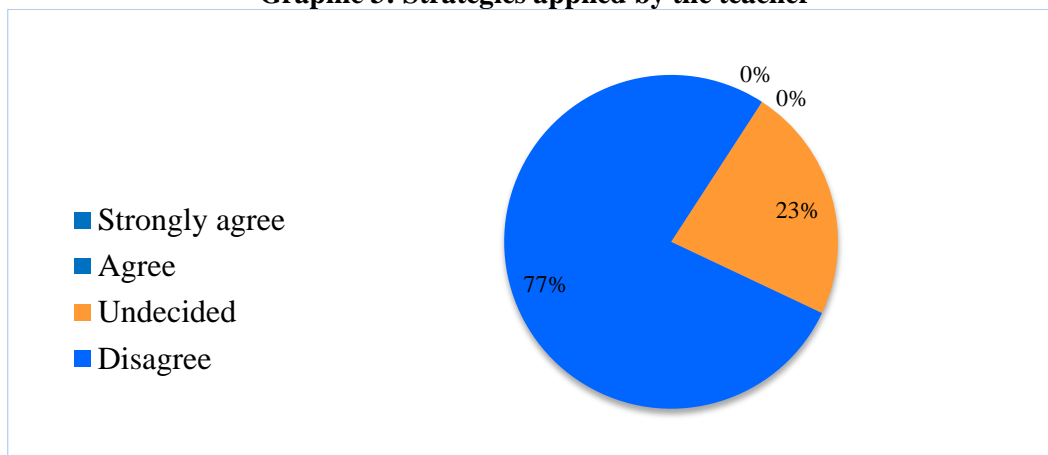
**Chart 10: Strategies applied by the teacher**

N°	OPTIONS	FREQUENCY	PERCENTAGE
3	Strongly agree	0	0%
	Agree	0	0%
	Undecided	8	23%
	Disagree	27	77%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 3: Strategies applied by the teacher**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 77% of the students disagreed while 23% were undecided.

**Qualitative Interpretation:** Most students considered that their English Teacher strategies applied do not encourage them to develop their English vocabulary.

**Question N° 4: Do you consider that the use of technology is an important tool to develop the vocabulary skill?**

**Objective:** To determine the importance of technology in the students' vocabulary development.

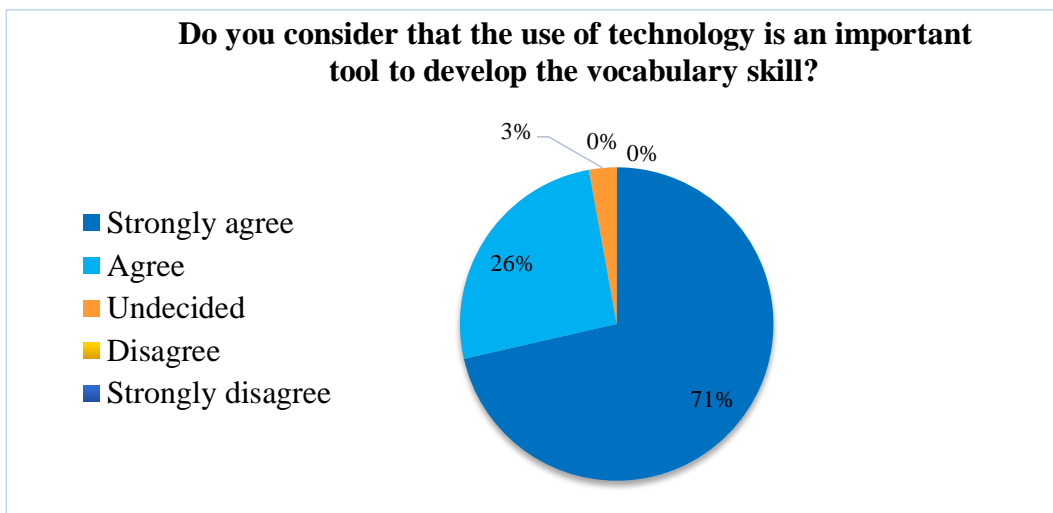
**Chart 11: The use of technology for developing vocabulary**

N°	OPTIONS	FREQUENCY	PERCENTAGE
4	Strongly agree	25	71%
	Agree	9	26%
	Undecided	1	3%
	Disagree	0	0%
	Strongly disagree	0	0%
	<b>TOTAL</b>		<b>35</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 4: The use of technology for developing vocabulary**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 71% of the students strongly agreed while 26% agreed; and 3% of students undecided.

**Qualitative Interpretation:** Most students considered the use of technology in their classes as important tool to develop their English vocabulary skill.



**Question N° 5: How often does your English teacher use technology to develop the vocabulary skill?**

**Objective:** To establish the frequency of technology use in the English vocabulary lessons.

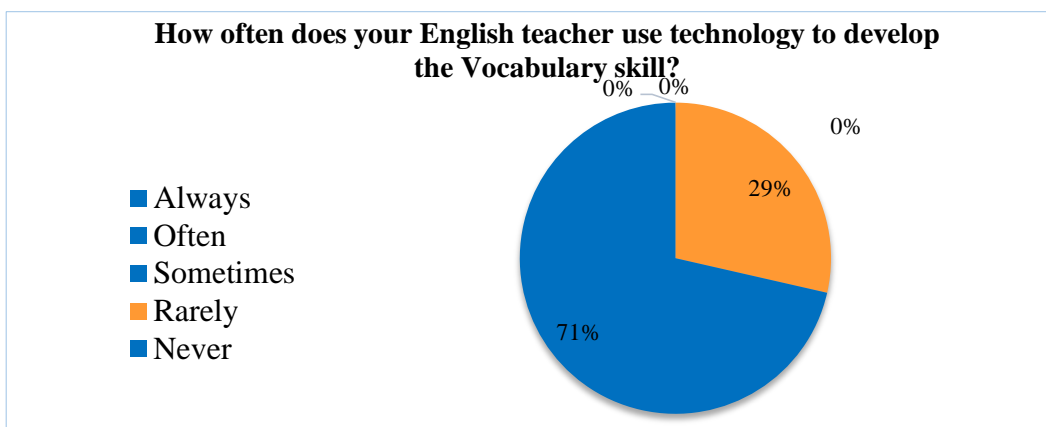
**Chart 12: Frequency of technology use**

N°	OPTIONS	FREQUENCY	PERCENTAGE
5	Always	0	0%
	Often	0	0%
	Sometimes	0	0%
	Rarely	10	29%
	Never	25	71%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 5: Frequency of technology use**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 71% of the students responded that the English teacher never uses technology while 29% rarely.

**Qualitative Interpretation:** Most students answered that their English teachers do not use technology during the English language classes to develop the vocabulary skill.

**Question N° 6: How often do you use the ICT for practicing English Vocabulary outside the classroom?**

**Objective:** To establish the frequency of ICT use for practicing English vocabulary

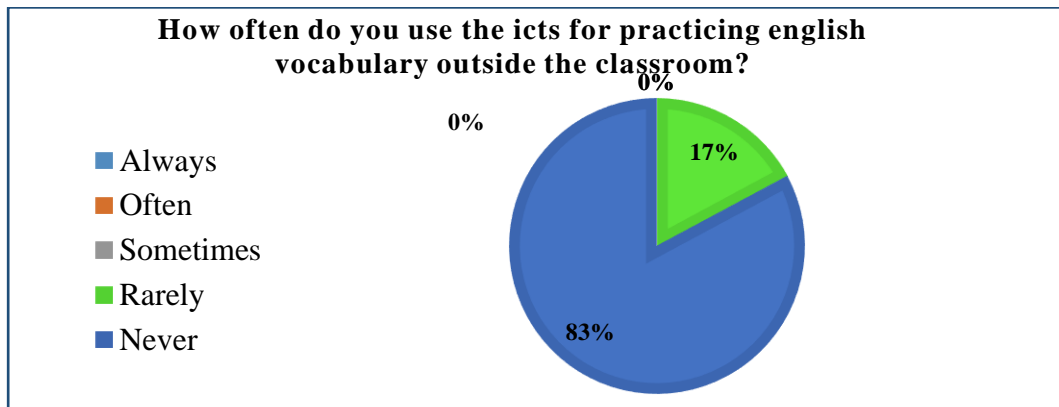
**Chart 13: Frequency of ICT for practicing vocabulary**

N°	OPTIONS	FREQUENCY	PERCENTAGE
6	Always	0	0%
	Often	0	0%
	Sometimes	0	0%
	Rarely	6	17%
	Never	29	83%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 6: Frequency of ICT for practicing vocabulary**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** In the survey, 83% of students mentioned that they never use ICT for practicing vocabulary outside the classroom while 17% rarely use the ICT to practice their English vocabulary.

**Qualitative Interpretation:** Most students mentioned they do not use ICT for practicing Vocabulary skill outside the classroom.

**Question N° 7: Have you ever worked with digital games to develop the English vocabulary skill?**

**Objective:** To determine if students have used digital games for learning vocabulary.

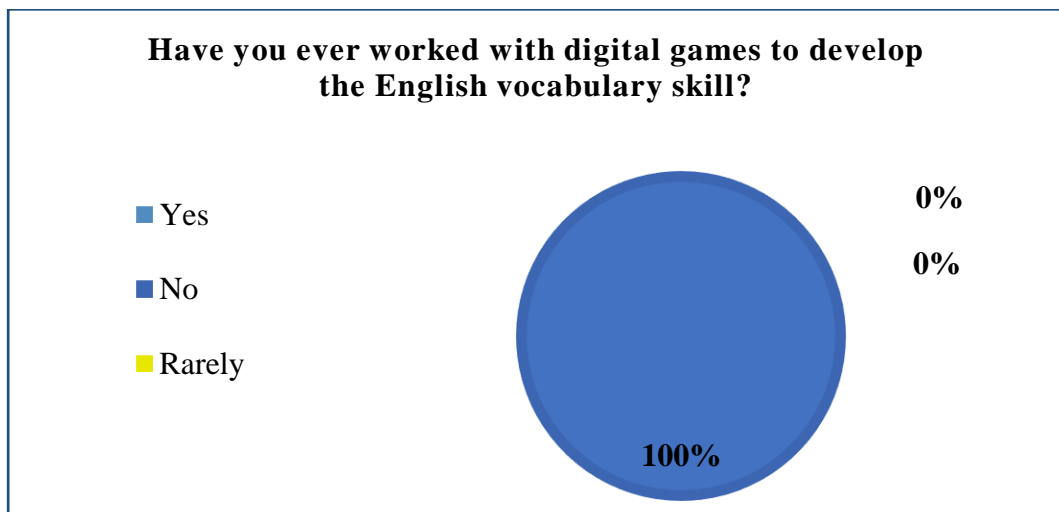
**Chart 14: Digital games to develop vocabulary**

N°	OPTIONS	FREQUENCY	PERCENTAGE
7	Yes	0	0%
	No	35	100%
	Rarely	0	0%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 7: Digital games to develop vocabulary**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** According to the results collected in surveys, 100% of students mentioned that they never worked with Digital games.

**Qualitative Interpretation:** All students mentioned that they never worked with Digital games to develop the English vocabulary skill.

**Question N° 8: Would you like to use digital games in order to develop your vocabulary skill?**

**Objective:** To determine the students' acceptance for using digital games in the vocabulary lessons.

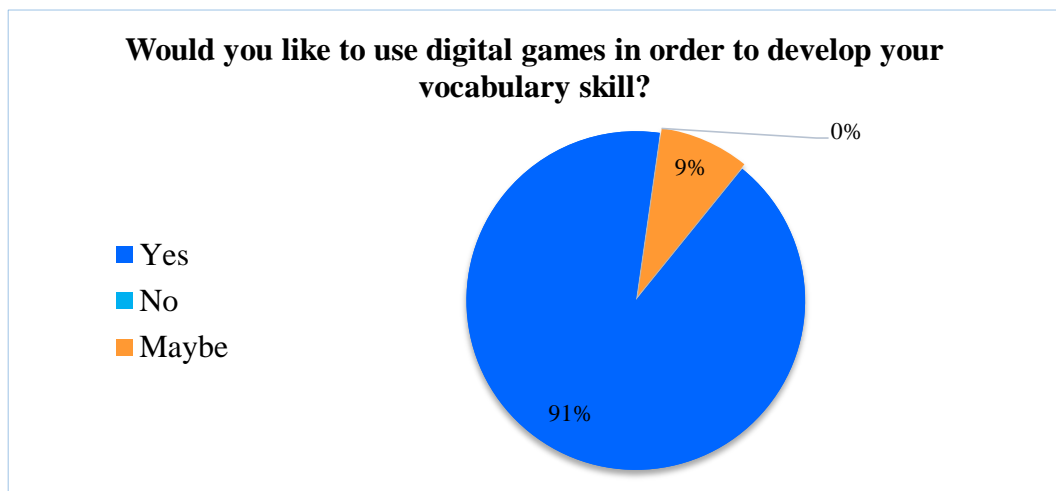
**Chart 15: Use of digital games for learning**

N°	OPTIONS	FREQUENCY	PERCENTAGE
8	Yes	32	91%
	No	0	0%
	Maybe	3	9%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 8: Use of digital games for learning**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 91% of students mentioned that that they wanted to use Digital games to develop Vocabulary skill and just 9% mentioned that they maybe want to use Digital games.

**Qualitative Interpretation:** Almost all students expressed in their answers their desire of using digital games for the practice and development of their English vocabulary knowledge and few were not convinced.

**Question N° 9: Do you consider that digital games could support you to develop your vocabulary skill?**

**Objective:** To establish the contribution of digital games for the development of vocabulary.

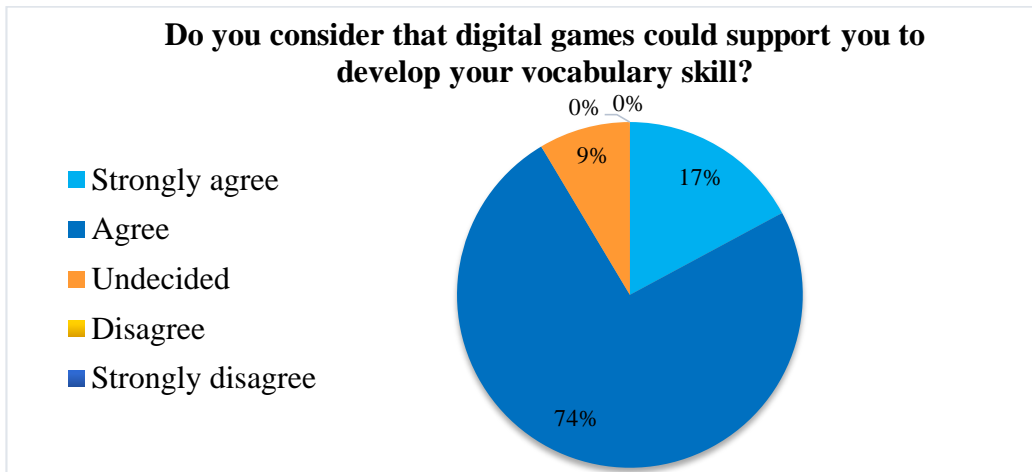
**Chart 16: Support of digital games for learning vocabulary**

N°	OPTIONS	FREQUENCY	PERCENTAGE
9	Strongly agree	6	74%
	Agree	26	17%
	Undecided	3	9%
	Disagree	0	0%
	Strongly disagree	0	0%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 9: Support of digital games for learning vocabulary**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 74% of students agreed that Digital games could develop their Vocabulary skill while 17% of students strongly agreed; and 9 % undecided.

**Qualitative Interpretation:** Most of students expressed that Digital games would support them developing their English vocabulary skill.

**Question N° 10: According to your criteria, which of the following characteristics should digital games have?**

**Objective:** To define the characteristics of digital games.

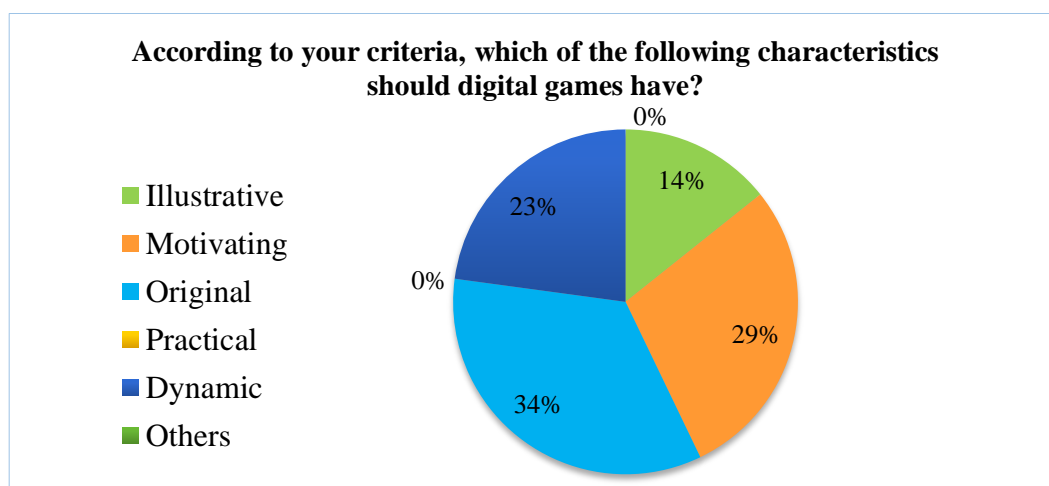
**Chart 17: Characteristics of digital games**

N°	OPTIONS	FREQUENCY	PERCENTAGE
10	Illustrative	5	14%
	Motivating	10	29%
	Original	12	34%
	Practical	0	0%
	Dynamic	8	23%
	Others	0	0%
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Graphic 10: Characteristics of digital games**



**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students

**Quantitative Interpretation:** 34% of students considered that Digital games should be original; 29% of them considered motivating while that 23% considered that Digital games should be Dynamic; and 14% of students expressed illustrative.

**Qualitative Interpretation:** Most of students considered that Digital games should be original to develop their English vocabulary skill.

### 3.7.5 STUDENTS' SURVEY - RESULT CHART

**Chart 18: General Results of Students' Survey**

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
1	How do you consider English vocabulary?	Very Important	19	54%	35	100%
		Important	11	32%		
		Unnecessary	5	14%		
		Useless	0	0%		
2	How can you define your English Vocabulary knowledge?	Excellent	0	0%	35	100%
		Above average	1	3%		
		Average	8	23%		
		Below average	12	34%		
		Poor	14	40%		
3	Do you consider that strategies applied by your English teacher encourage you to develop your English Vocabulary?	Strongly agree	0	0%	35	100%
		Agree	0	0%		
		Undecided	8	23%		
		Disagree	27	77%		
4	Do you consider that the use of technology is an important tool to develop the vocabulary skill?	Strongly agree	25	71%	35	100%
		Agree	9	26%		
		Undecided	1	3%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
5	How often does your English teacher use technology to develop the vocabulary skill?	Always	0	0%	35	100%
		Often	0	0%		
		Sometimes	0	0%		
		Rarely	10	29%		
		Never	25	71%		

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
6	How often do you use the ICT for practicing English Vocabulary outside the classroom?	Always	0	0%	35	100%
		Often	0	0%		
		Sometimes	0	0%		
		Rarely	6	17%		
		Never	29	83%		
7	Have you ever worked with digital games to develop the English vocabulary skill?	Yes	0	0%	35	100%
		No	35	100%		
		Rarely	0	0%		
8	Would you like to use digital games in order to develop your vocabulary skill?	Yes	32	91%	35	100%
		No	0	0%		
		Maybe	3	9%		
9	Do you consider that digital games could support you to develop your vocabulary skill?	Strongly agree	6	74%	35	100%
		Agree	26	17%		
		Undecided	3	9%		
		Disagree	0	0%		
		Strongly disagree	0	0%		
10	According to your criteria, which of the following characteristics should digital games have?	Illustrative	5	14%	35	100%
		Motivating	10	29%		
		Original	12	34%		
		Practical	0	0%		
		Dynamic	8	23%		
		Others	0	0%		

**Author:** Josselyn Minaya Solórzano

**Source:** Survey implemented to sixth grade students



### **3.7.6 ANALYSIS OF RESULTS FROM STUDENTS ‘SURVEY**

According to the results of the survey, students considered that English vocabulary is important in the teaching-learning process of the English language. However, most of the students mentioned that their knowledge in English vocabulary is average while others recognized that it is poor and only a few that have good knowledge of vocabulary.

Most of them considered that the strategies applied by the teacher in English classes do not encourage the development of vocabulary. They also mentioned that they rarely use technology in classes but it is a good tool for reinforcing their English vocabulary knowledge and recognized that the application of digital games contribute to improve their vocabulary practice.

Finally, students mentioned that Digital games should be original and they expressed their desire to work with them during the English classes to learn vocabulary.

### **3.8 RESULTS AND DISCUSSION**

Sixth graders students from Unidad Educativa “José Pedro Varela” have not developed their English basic vocabulary satisfactorily because English teacher have not applied appropriated strategies and it is important to make emphasis that vocabulary is necessary for the development of the English language skills.

The application of ICT is an essential tool for students in the teaching learning process because its use into the vocabulary lessons may increase the acquiring of English vocabulary; the design and use of digital games is an effective method to engage students with the use of technology to practice vocabulary.

The design and use of digital games as a fundamental tool in the development of basic English vocabulary will be useful because it will make lessons more enjoyable and successful and may get sixth graders students involved actively in the teaching learning process. Hence, it is necessary to implement strategies that promote the

development of English vocabulary in sixth graders students at Unidad Educativa “José Pedro Varela”.

In addition, teachers must apply didactic resources to teach students because they are important tools that can be used to foment the learning develop the acquisition of English vocabulary.

Finally, including technology and digital games as a teaching methodology or strategy will be useful to motivate students in order to develop English basic vocabulary for sixth grade students of Educativa “José Pedro Varela”.

## CHAPTER IV

### PROPOSAL

#### 4.1 NAME OF THE PROPOSAL

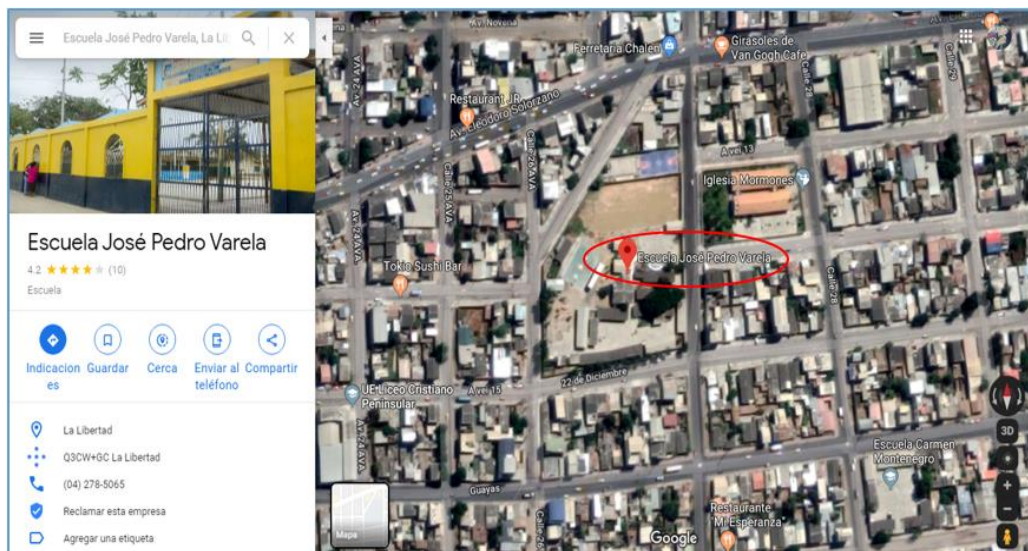
“IMPLEMENTATION OF EDILIM ACTIVITIES TO DEVELOP BASIC ENGLISH VOCABULARY FOR SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018-2019”.

#### 4.2 DESCRIPTION OF THE PROPOSAL

##### 4.2.1 INFORMATION AND LOCATION

This research project, which includes digital games as a strategy to develop vocabulary in sixth graders students, was applied at Unidad Educativa "José Pedro Varela" located in La Libertad, Santa Elena Province.

**Illustration 8: Location of Unidad Educativa “José Pedro Varela”**



Source: Google Maps

**Illustration 9: Unidad Educativa “José Pedro Varela”**



Source: Google Maps

**Chart 19: Beneficiaries**

SCHOOL	POPULATION DESCRIPTION	QUANTITY
Unidad Educativa “José Pedro Varela”	Principal of Unidad Educativa “José Pedro Varela”	1
	Sixth grade teacher	1
	Sixth grade students	35
	<b>TOTAL</b>	<b>39</b>

**Responsibles**

**Author:** Josselyn Minaya Solórzano.

**Advisor:** Lcdo. Kleber Loor Zambrano, MSc

### **4.3 PROPOSAL BACKGROUND**

The use of games has been changing according to its uses. The military has been using games and simulations for hundreds of years, and the U.S. military had been a pioneer in the use of video games across branches. Zichermann and Cunningham (2011) establish that play and game are enshrined in our cultural environment, emerging with civilizations, and, always intertwined. It is known that students are becoming more and more game- obsessed. Thus, games designer need to consider reward structures, positive reinforcement, and subtle feedback loops alongside mechanics, such as, points, levels, badges or challenges.

After having collected all the necessary information about the use and implementation of multimedia tools, it was very important to create an innovative proposal that facilitates the development of basic English vocabulary for sixth grade students at Unidad Educativa "José Pedro Varela ". According to the results of the research, it was concluded that Lim (Edilim) as a multimedia tool, has as main objective the possibility of creating a wide variety of educational activities, which can be accessed on a Web basis and help to improve the academic performance of students in basic English vocabulary due to the benefits offered by the multimedia tool.

As it was mentioned previously, the application of technological tools plays a fundamental role in the teaching-learning process, especially, in the acquisition of basic English vocabulary because the student can interact and discover a series of motivating content and, at the same time, dynamic that facilitates the achievement in the accomplishment of the tasks.

Lim (Edilim) is a multimedia tool that contributes to the development of vocabulary in students, through the creation of educational materials. Students will be interested in working with digital games and participating in a technological - interactive environment. The use of technologies in the classroom will help students to strengthen social relationships and work together and share different information

in real time with classmates, and also establish a connection between teacher - student during the process of performing the different tasks

The proposal "Digital games based on Multimedia tools to develop the basic English Vocabulary in sixth graders students at Unidad Educativa "José Pedro Varela La Libertad, Santa Elena Province, 2018-2019" attempts to contribute to the improvement of the vocabulary of students using new technologies as a strategy in the teaching-learning process and leaving behind the old methodologies. It is worth mentioning that the content of this proposal is based on the Ecuadorian government book "Starship English A1.1" but its themes were adapted to the needs of the sixth grade students of the aforementioned institution.

#### **4.4 SIGNIFICANCE**

ICT have been progressively incorporated into society and especially in the field of education has become increasingly important. Today there are innumerable tools, software or technological resources that favor the teaching of the English language because they may complement, enrich and transform education. As technology is innovating, education must also be extended to implement multimedia tools not only as a didactic resource or strategy but also as a fundamental part of education, in order to improve the teaching-learning process of students.

Therefore, technology is one of the most important of the teaching and learning process. Teachers have some training on the use and knowledge of ICT tools and know how to apply and introduce them as academic support inside and outside the classroom, in order to offer an education of quality, because they are favorable tools that allow students to learn through dynamic, original and motivational activities in English language learning.

The general purpose of this project work is to help students of the sixth grade at Unidad Educativa "José Pedro Varela" to develop the basic English vocabulary by implementing a multimedia tool for educational and innovative purposes to facilitate the acquisition of knowledge in a relaxed and motivating environment.

Likewise, the use of games helps to align the students' (players) interests with the intrinsic motivation learning.

Lim (Edilim) is an easy-to-access multimedia tool that is presented as a small executable program that does not require installation, and that allows teachers to develop activities and educational material in Windows environments. This tool is excellent for students to practice their vocabulary because they get involved by digitally displaying the contents of the subject.

## **4.5 OBJECTIVES**

### **4.5.1 GENERAL OBJECTIVE:**

To develop the vocabulary knowledge of sixth graders at Unidad Educativa “José Pedro Varela”, from La Libertad, Santa Elena province through the implementation of digital games activities in order to increase their confidence for producing the English language.

### **4.5.2 SPECIFIC OBJECTIVE:**

- To determine the specific deficiency in students English vocabulary.
- To create activities according to content, age and educational needs of sixth grader students at Unidad Educativa “José Pedro Varela”.
- To implement multimedia tools as a strategy to develop vocabulary through the use of digital games in sixth grader students of Unidad Educativa “José Pedro Varela”.
- To assess the use of Digital Games as a strategy to develop the basic English vocabulary in Sixth grader students at Unidad Educativa “José Pedro Varela”.

## **4.6 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The design of the proposal was made based on the content of the curriculum, needs and interests of the students. LIM presents as an executable software of small size that does not require installation and offers the possibility of developing a variety of activities, especially exercises applicable to teaching and accessible in web form.

The activities of digital games focused on the development of vocabulary through cooperative and individual learning of sixth grade students.

LIM is a software that allows the creation, implementation and evaluation of multimedia educational activities, with activities based on drag and drop gesture, word search, puzzle, X-rays, sounds, association, to complete sentences, questions with multiple answers, pages that show only information with text, images, sounds and written response in order to develop the basic English vocabulary.

## **4.7 MULTIMEDIA EDUCATIONAL ACTIVITIES WITH EDILIM**

### **4.7.1 WHAT IS EDILIM?**

Edilim is an authoring tool created by the Spanish Fran Macias, and its purpose is to facilitate the creation of teaching resources for student learning. The pages are displayed as if they were a website, but it is not that the internet is required for it, just to see the book the same program is used through which you browse the internet (example: Mozilla Firefox, Explorer, Chrome).

**Illustration n°1**

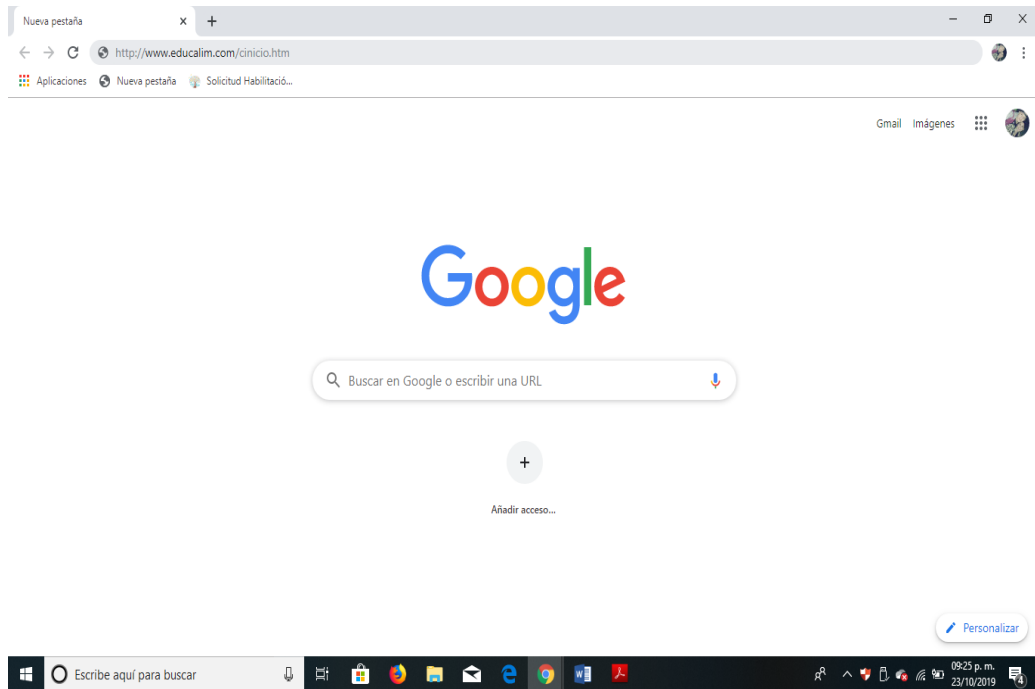


Source: <https://img.utdstc.com/icons/edilim-3-1.png>!

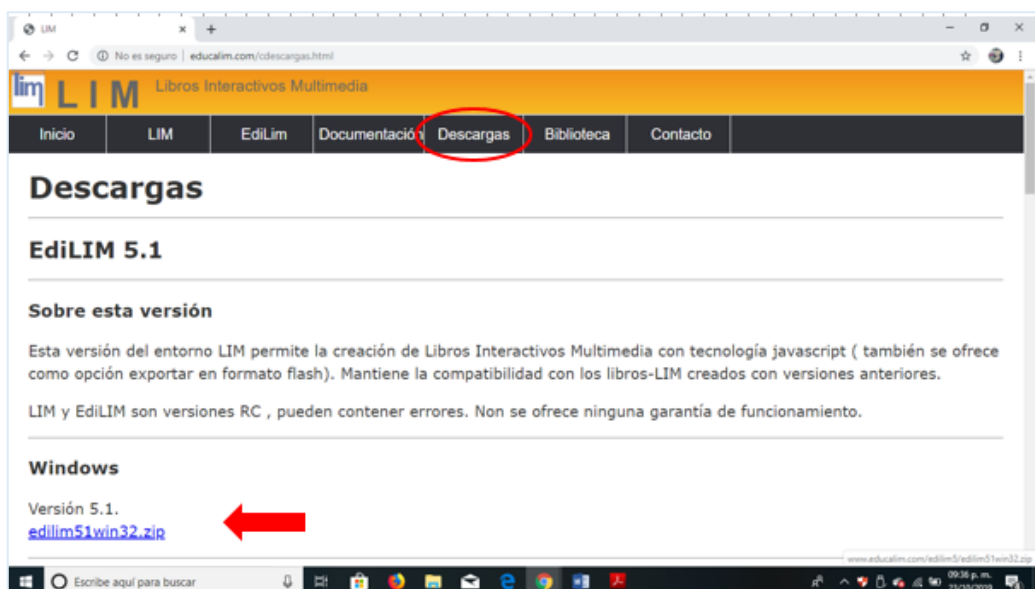


## 4.7.2 HOW TO INSTALL EDILIM?

1. Type in the browser <http://www.educalim.com/cinico.htm>



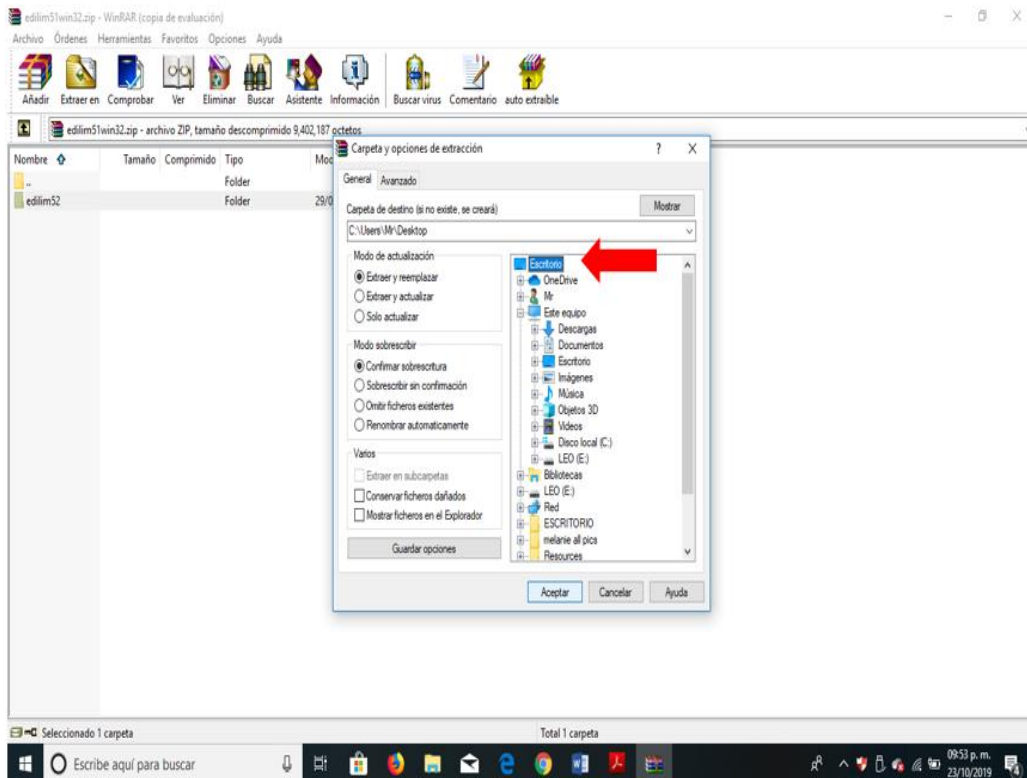
2. Click on the Download option and choose the most recent version of the program.



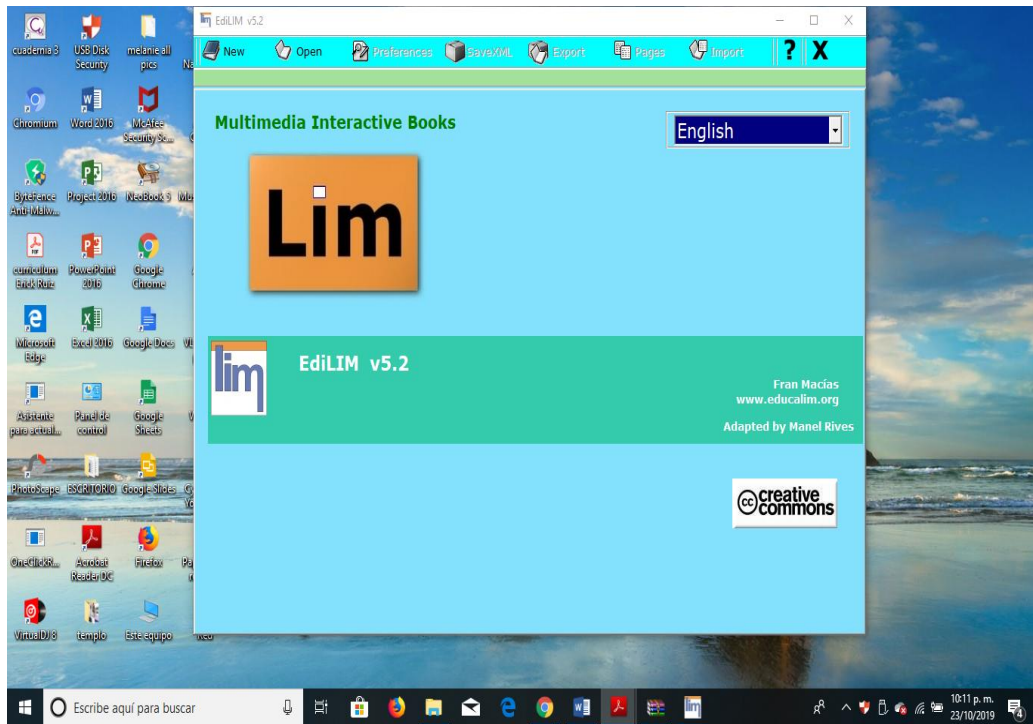
- When downloading you will get a compressed file named edilim zip, which must be decompressed in order to use it.



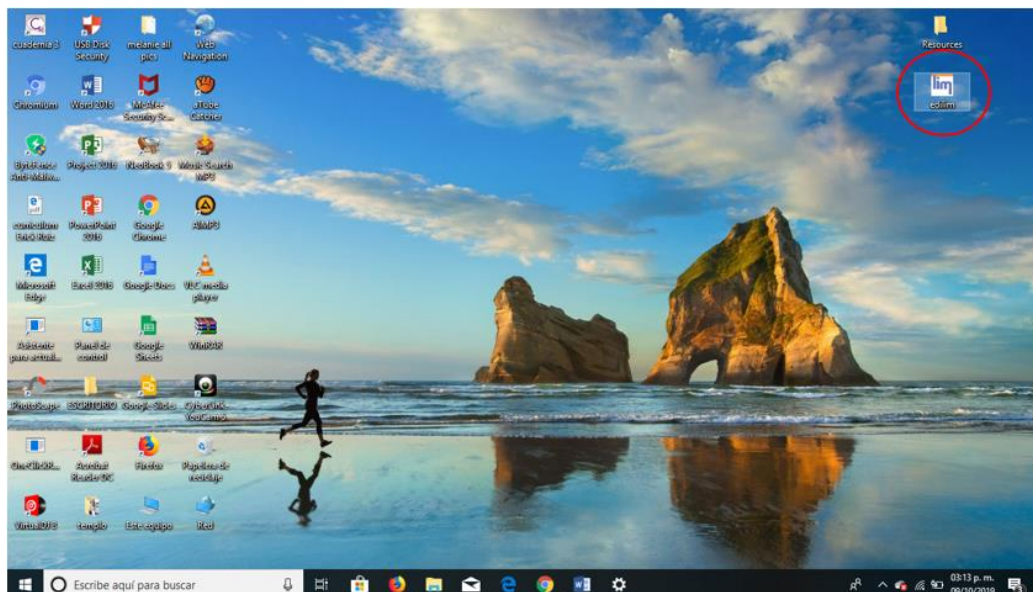
- Select the location on the computer to save the program.



5. Finally, you have installed your program.



6. The icon with the program's shortcut appears on the desktop.

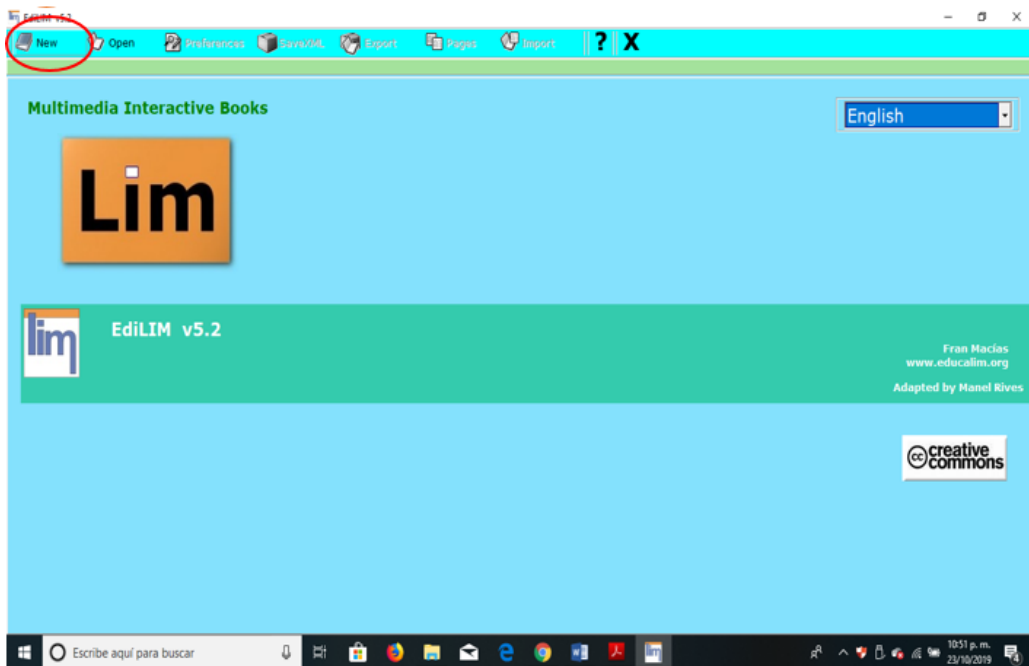


### 4.7.3 HOW TO CREATE AN ACTIVITY IN EDILIM?

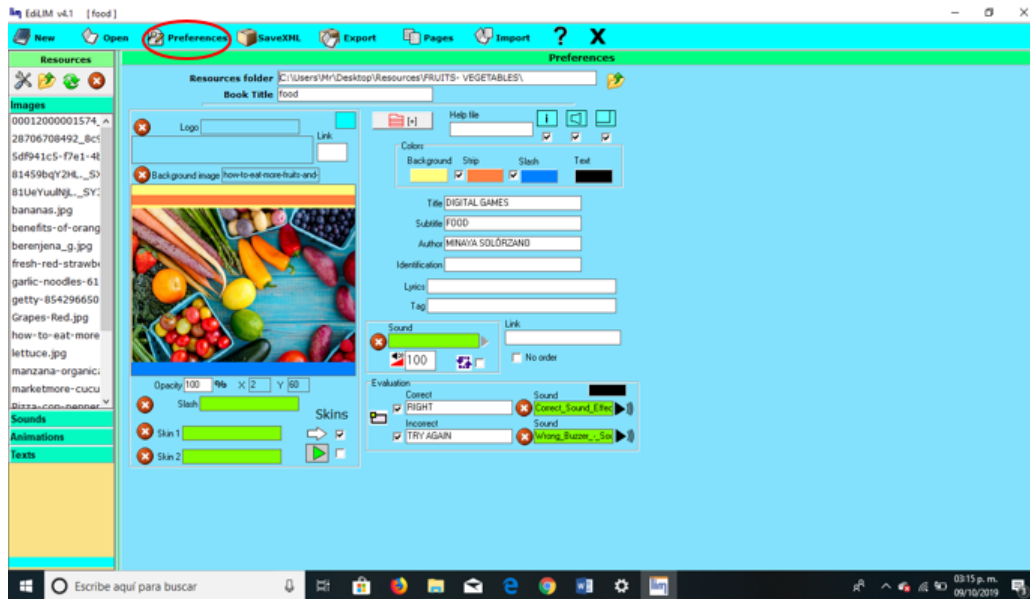
1. To create an activity in Edilim; First, we must create a *folder* with all the *resources* that we are going to implement in our activities.



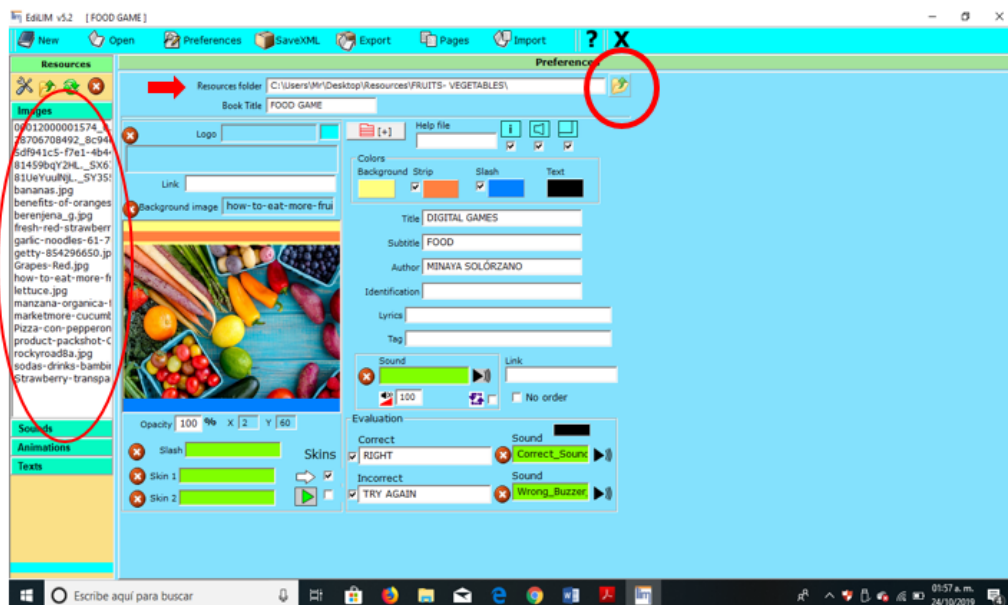
2. Then, we must select the option *new*.



- After that, we must choose the *preferences* option (Here we find all the features related to the game, colors, buttons, etc.)



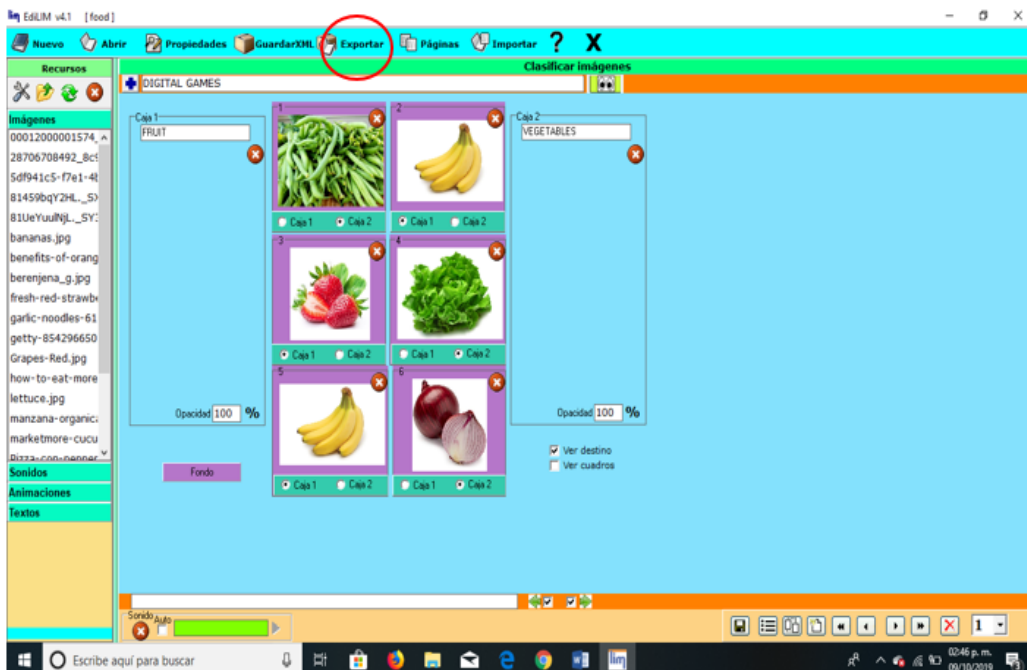
- Click in the *resources* icon and select the *folder* that contain the pictures or audios to create the activity. (The resources content appear to the left side)



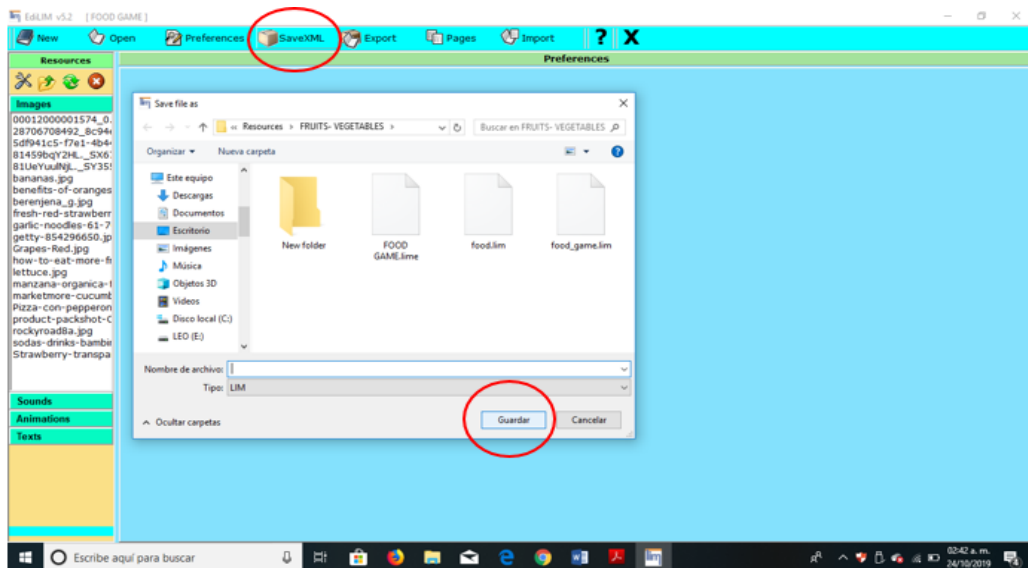
5. Select the *page* tab and choose the theme of the activity from the general list.



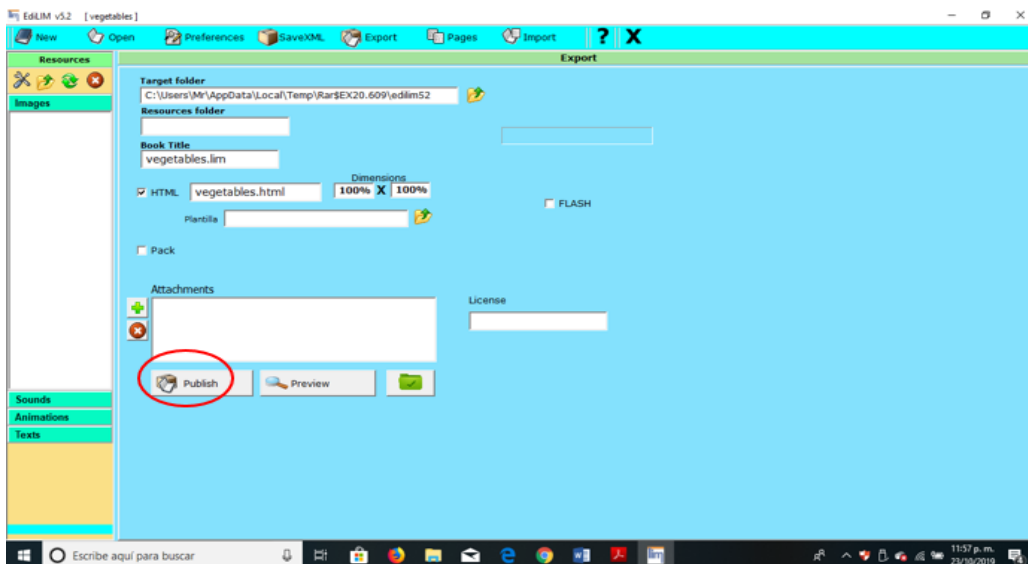
6. When the activity has already been carried out, we must select the option *export*.



7. Click on *Save XML*, select the location where you want to store the file inside the computer and click in *save button*.



8. And, finally we click on *publish*. (To visualize the appearance of the activity click on the *preview button*).



#### 4.7.4 How to access to Edilim Digital Games.

Access to Edilim digital games is free because it is downloaded in a zip version, therefore students and teachers can access the games by clicking on the folder in

which the application was saved and start to work with it. In addition, the digital games were installed in all computers at Unidad Educativa "José Pedro Varela" laboratory so that the students and teachers of the institution work in it.

#### 4.7.5 Vocabulary Content

**Chart 20: Vocabulary Content from the Book “Starship English A1.1”**

UNIT	UNIT TOPIC	VOCABULARY TOPIC	VOCABULARY CONTENT
1	What’s your favorite class?	School Supplies	Scissor, crayon, pencil, pen, Sharpener, paintbrush, paper, ruler, notebook, book, eraser, pencil case, glue, calculator, stapler.
2	Let’s paint!	Action Verbs	Jump, run, walk, write, sleep, climb, read, listen, play, cut, swim, fly, study, learn, cook, draw,
3	What do you want to eat?	Food (vegetables/ fruit)	Apple, carrot, banana, tomatoes, potatoes, strawberries, grapes, beans, pear, eggplant, onion, oranges, lettuce.
4	Can you play the piano?	Musical Instruments	Drums, piano, tambourine, guitar, violin, xylophone, hand bell, recorder, triangle, cymbals, harmonica, kazoo.
5	I hurt my nose	Body parts	Body, face, head, eye, ear, mouth, nose, finger, back, neck, arm, hand, leg, thumb, foot, toe, feet, shoulder, knees.
6	I like to jump!	Intransitive Verbs Prepositions	Slide, swings, jungle gym, net, rope, climb, run, jump, boat, playground, tunnel, house, play, like
7	Let’s clean up!	Simple Phrasal Verbs	Whiterboard, desks, chair, English Books, math books, music books, computer books, light, eraser, fan, table.

**Author:** Josselyn Minaya Solórzano.

**Source:** English Book “Starship English” A1.1



## 4.7.6 ACTIVITIES

### Activity N° 1

**Unit N° 1:** What's your favorite class?

**Lesson:** School Supplies

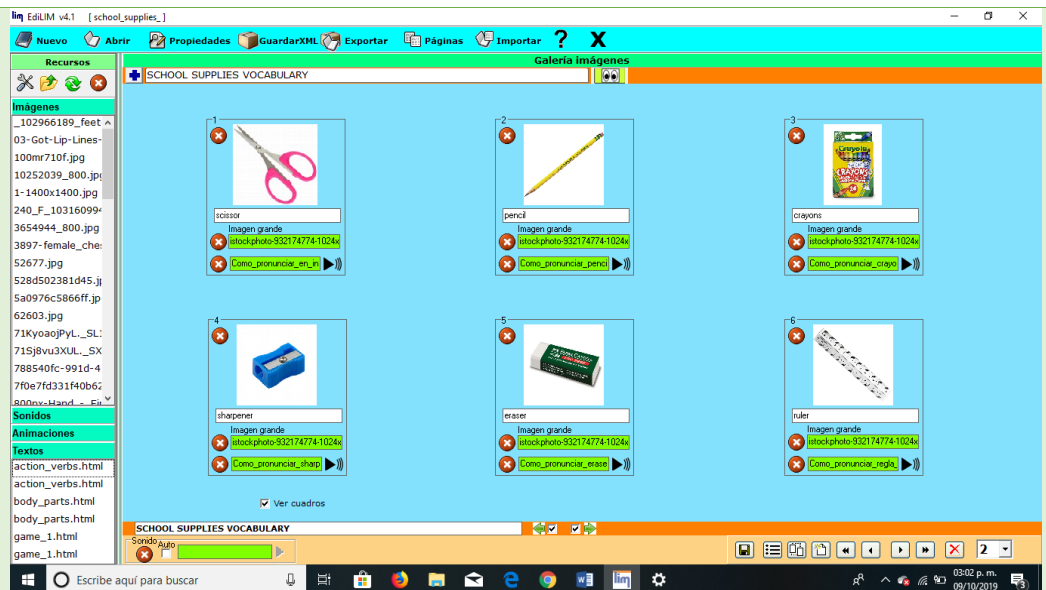
**Course:** Sixth grade.

**Activity:** Matching Exercise

**Resources:** Digital Games

**Time:** 25 min.

**Objective:** To learn vocabulary related to school supplies using digital games in order to be able to identify them.



### INSTRUCTIONS

- Teacher presents the school supply vocabulary using the picture gallery digital games.
- Students listen to the audios with the correct pronunciation of the school supplies.
- Students associate the audios with pictures and select the correct answer.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano

**Source:** Digital Games

## Activity N° 2

**Unit N° 1:** What's your favorite class?

**Lesson:** School Supplies

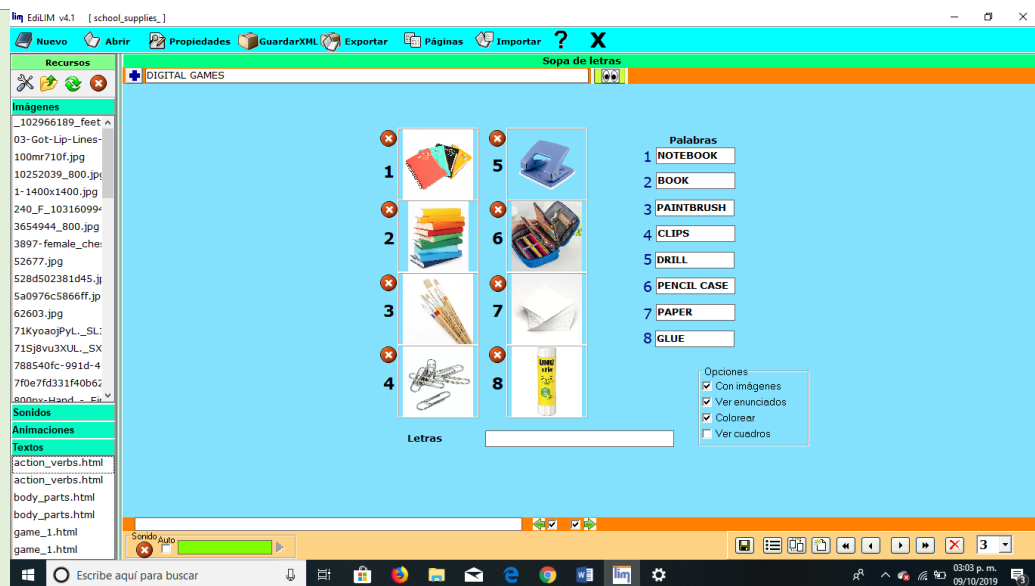
**Course:** Sixth grade.

**Activity:** Wordsearch Exercise.

**Resources:** Digital Games

**Time:** 25 min.

**Objective:** To recognize school supplies vocabulary using digital games in order to be able to identify them inside the classroom.



### INSTRUCTIONS

- Teacher makes vocabulary feedback using digital games as picture gallery.
- Students look at the pictures and use the new vocabulary to describe the school supplies in the classroom.
- Students look for the school supplies vocabulary in the word search.
- Students select the correct answer and check by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

### Activity N° 3

**Unit N° 1:** What's your favorite class?

**Lesson:** School Supplies

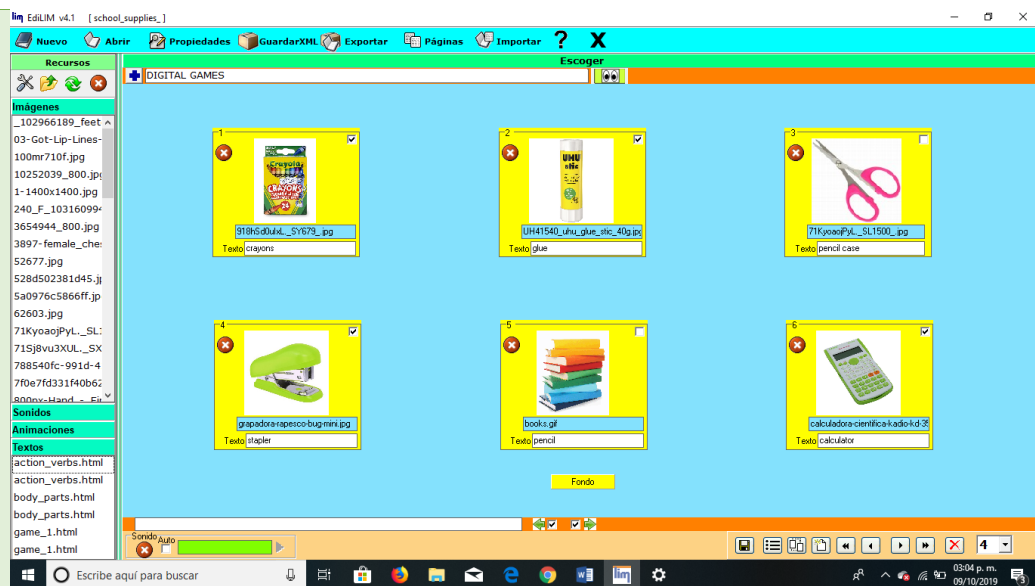
**Course:** Sixth grade.

**Activity:** Choosing Exercise.

**Resources:** Digital Games

**Time:** 25 min.

**Objective:** To recognize school supplies vocabulary using digital games in order to be able to identify them inside the classroom.



### INSTRUCTIONS

- Teacher makes the feedback by asking the students about their school supplies.
- Teacher shows school supplies vocabulary to students using the sound/picture gallery (digital games).
- Students identify the school supplies.
- Students associate the school supplies words with pictures and drag the correct answer.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N°4

**Unit N° 2:** Let´s paint!

**Lesson:** Action Verbs

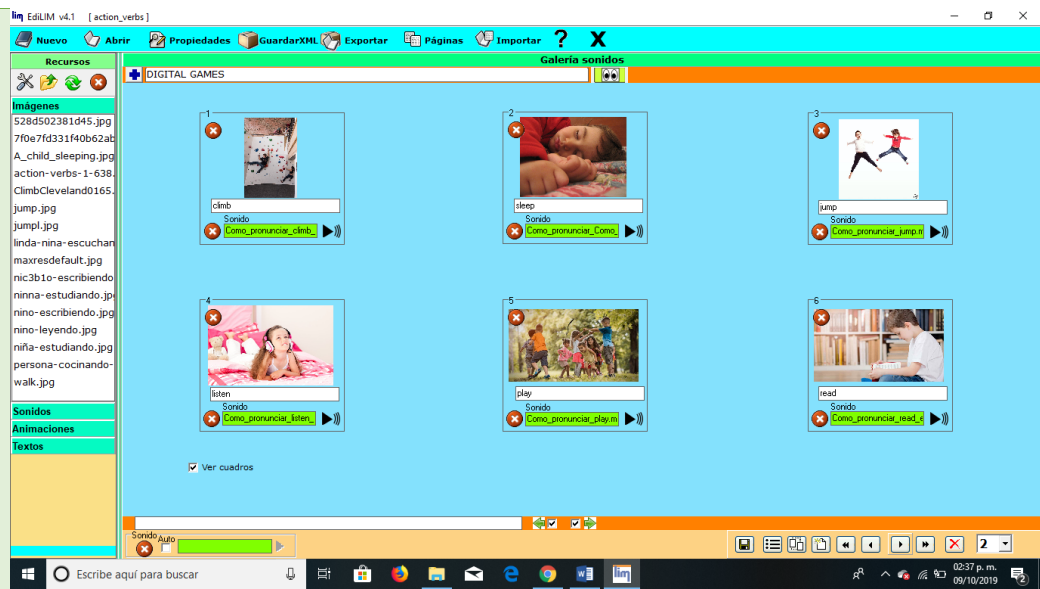
**Course:** Sixth grade.

**Activity:** Matching Exercise

**Resources:** Digital Games

**Time:** 25 min.

**Objective:** To recognize different action verbs using digital games in order to be able to describe what they like to do.



## INSTRUCTIONS

- Teacher presents action verbs vocabulary using digital games, gestures and movements.
- Students listen to the audios.
- Students associate the audios with pictures and select the correct answer.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 5

**Unit N° 2:** Let´s paint!

**Lesson:** Action Verbs

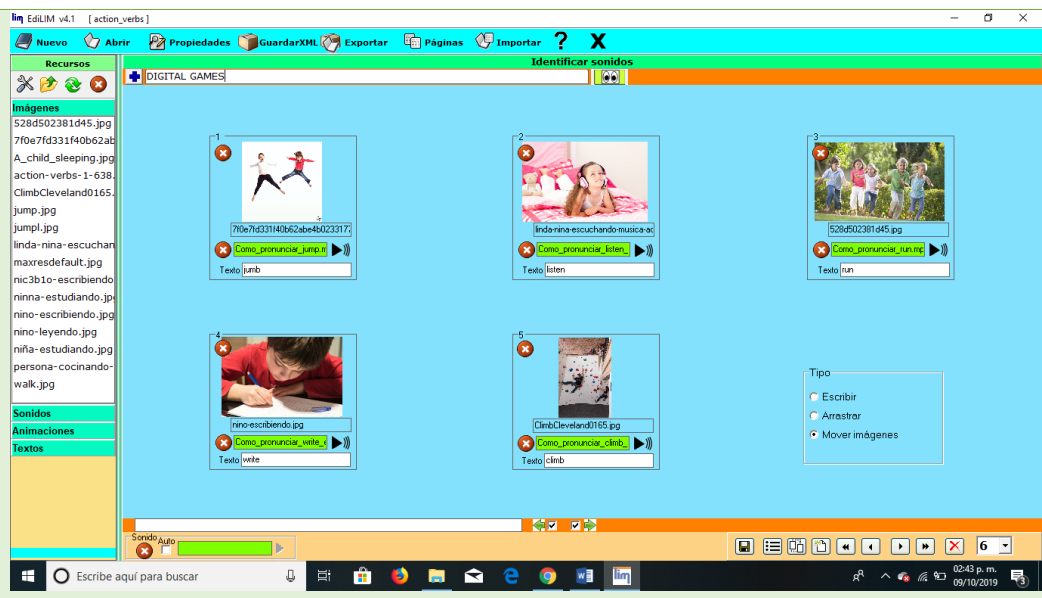
**Course:** Sixth grade.

**Activity:** Identifying Exercise.

**Resources:** Digital Games

**Time:** 25 min.

**Objective:** To find the action verbs using digital games in order to differentiate and be able to describe what they like to do.



## INSTRUCTIONS

- Teacher makes the feedback by asking the students about their favorite things to do.
- Students using action verbs vocabulary to express the things they like to do.
- Students look at the pics and read the action verbs words.
- Students associate the action verbs words with pictures and drag the correct answer.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 6

**Unit N° 2:** Let´s paint!

**Lesson:** Action Verbs

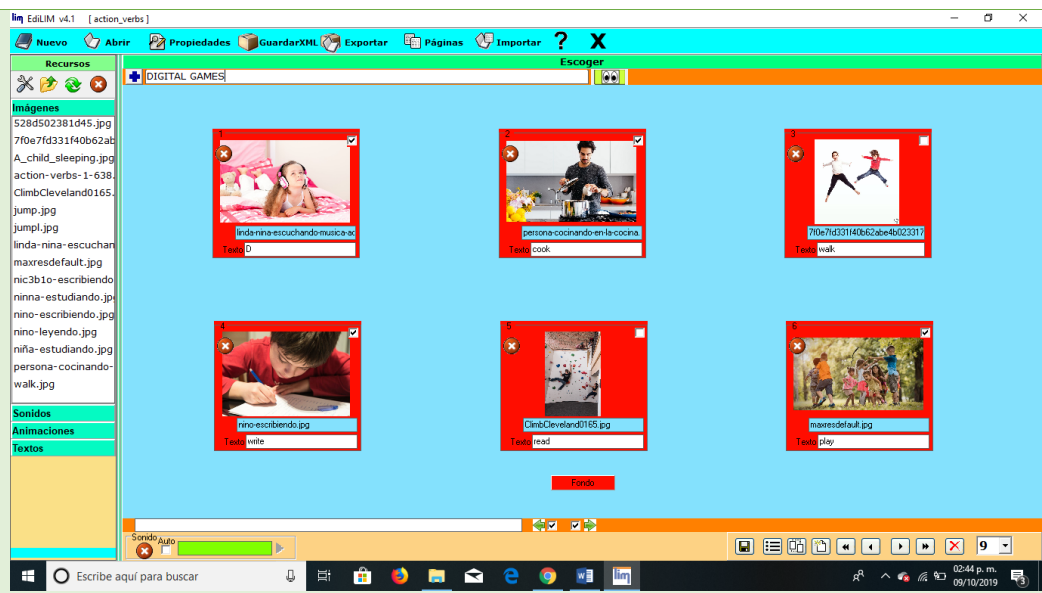
**Course:** Sixth grade.

**Activity:** Choose Exercise.

**Resources:** Digital Games

**Time:** 25 min.

**Objective:** To identify action verbs using digital games in order to differentiate and be able to describe what they like to do.



## INSTRUCTIONS

- Teacher makes the feedback by asking the students about their favorite things to do.
- Teacher shows action verbs vocabulary to students using the sound/ picture gallery (digital games).
- Students associate the action verbs words with pictures and drag the correct answer.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 7

**Unit N° 3:** What do you want to eat?

**Activity:** Classify Exercise.

**Lesson:** Vegetables and Fruits.

**Resources:** Digital Games.

**Course:** Sixth grade.

**Time:** 25 min.

**Objective:** To categorize a group of vegetables and fruits in order to be able to talk about different kinds of food.



## INSTRUCTIONS

- Students examine the pictures about food.
- Students sort and drag the vegetables and fruits pictures.
- Students categorize and form two groups (1) vegetable group (2) fruit group.
- Students justify why they grouped some foods together and other foods separately
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 8

**Unit N° 3:** What do you want to eat?

**Activity:** Multiple answer.

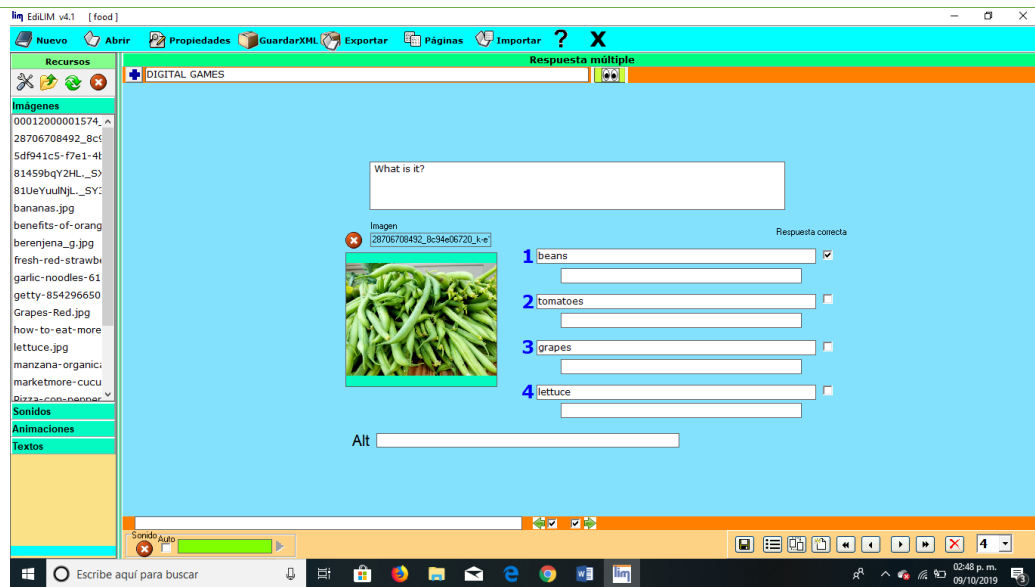
**Lesson:** Vegetables and Fruits.

**Resources:** Digital Games.

**Course:** Sixth grade.

**Time:** 25 min.

**Objective:** To identify different kinds of food (vegetables and fruits) in order to be able to talk about them.



## INSTRUCTIONS

- Students look at the pictures about fruits or vegetables.
- Students read the questions and answers.
- Students select of the drop-down list the correct answer.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.



## Activity N° 9

**Unit N° 3:** What do you want to eat?

**Activity:** Wordsearch Exercise.

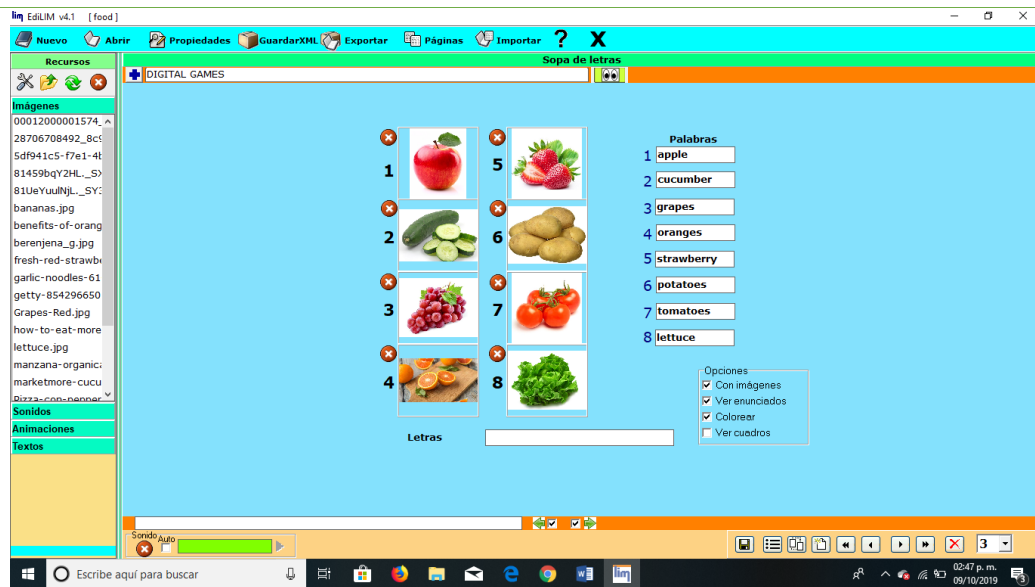
**Lesson:** Vegetables and Fruits.

**Resources:** Digital Games.

**Course:** Sixth grade.

**Time:** 25 min.

**Objective:** To categorize a group of vegetables and fruits in order to be able to talk about different kinds of food.



## INSTRUCTIONS

- Teacher makes the feedback showing students the picture gallery of food.
- Students examine the pictures about food and use the new vocabulary to express likes and dislikes.
- Students look at the pictures and recognize the food (vegetables/ fruits) presented in the digital game.
- Students look for the food in the wordsearch.
- Students select the correct answer and check by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 10

**Unit N° 4:** Can you play the piano?

**Activity:** Picture/ Gallery Exercise

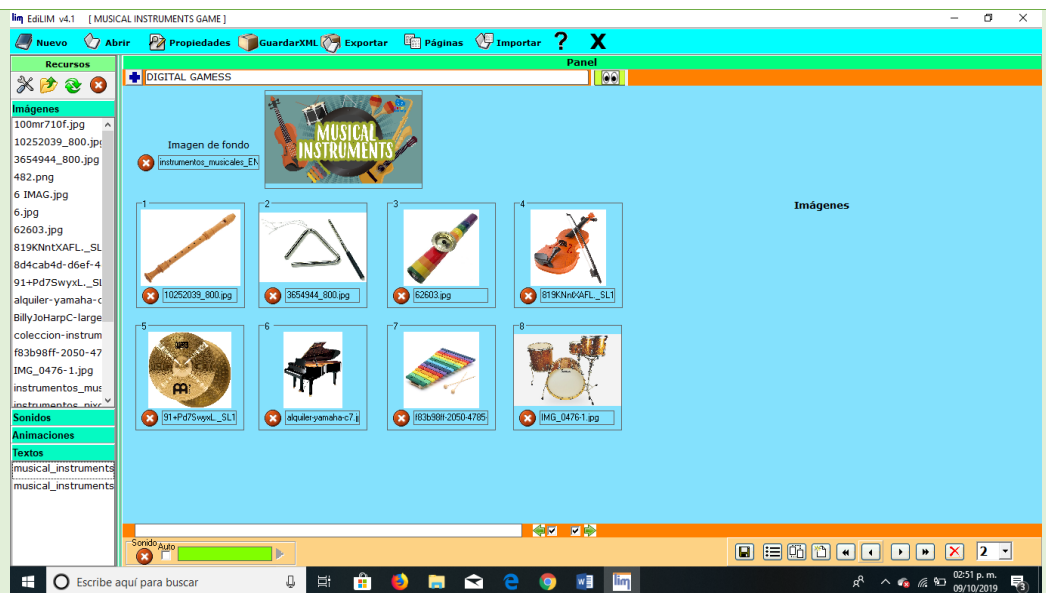
**Lesson:** Musical Instruments

**Resources:** Digital Games

**Course:** Sixth grade.

**Time:** 25 min.

**Objective:** To recognize different musical instruments using digital games in order to be able to talk about musical preferences.



## INSTRUCTIONS

- Teacher presents musical instruments vocabulary to students using the picture gallery (digital games).
- Students see the musical instruments vocabulary pictures, identify and comment about them.
- Students play the audios about musical instruments and listen the different sounds that each one produce.
- Students associate the sounds with the pictures.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 11

**Unit N° 4:** Can you play the piano?

**Activity:** Labels Exercise

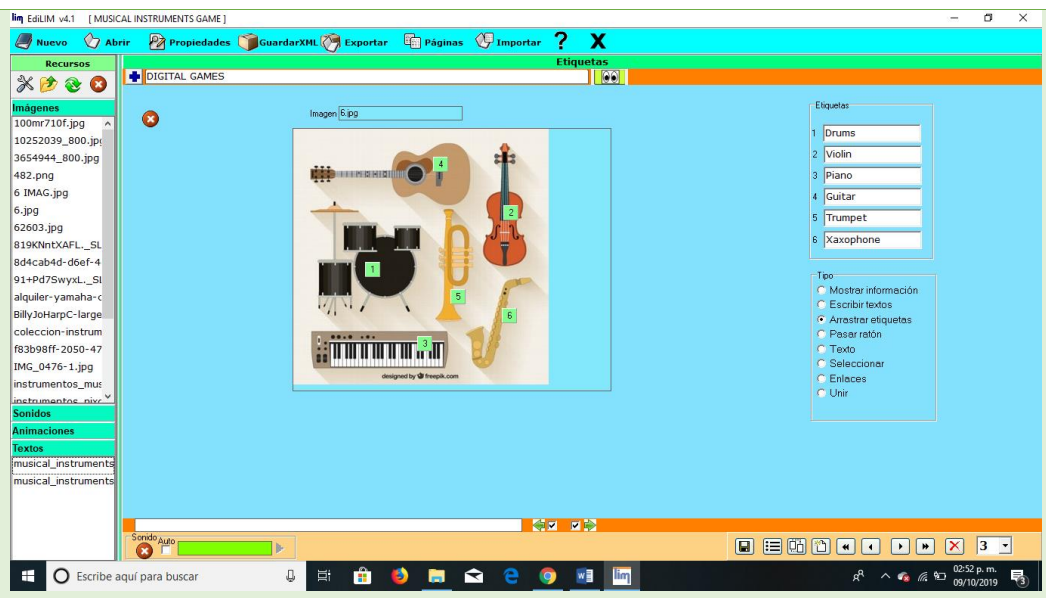
**Lesson:** Musical Instruments

**Resources:** Digital Games

**Course:** Sixth grade.

**Time:** 20 min.

**Objective:** To identify different musical instruments using digital games in order to be able to talk about musical preferences and express abilities.



### INSTRUCTIONS

- Students see the graphics in the game and identify musical instruments.
- Students read the words and label the pictures.
- Students associate the words with the pictures.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 12

**Unit N° 4:** Can you play the piano?

**Activity:** Word search Exercise

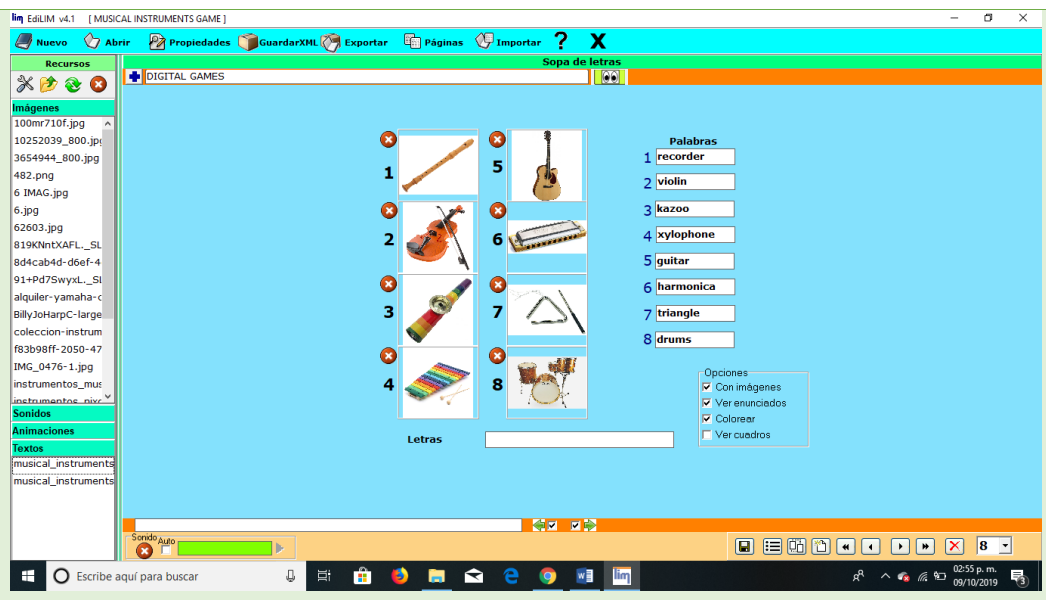
**Lesson:** Musical Instruments

**Resources:** Digital Games

**Course:** Sixth grade.

**Time:** 20 min.

**Objective:** To identify different musical instruments using digital games in order to be able to talk about musical preferences and express abilities.



## INSTRUCTIONS

- Teacher makes the feedback showing students the picture gallery of musical instruments.
- Students use the new vocabulary to express; What musical instrument do they prefer and why?
- Students look at the pictures and try to recognize each musical instrument presented in the digital game.
- Students look for the musical instruments in the wordsearch.
- Students select the correct answer and check by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 13

**Unit N° 4:** I hurt my nose

**Activity:** Picture/ Sound Gallery

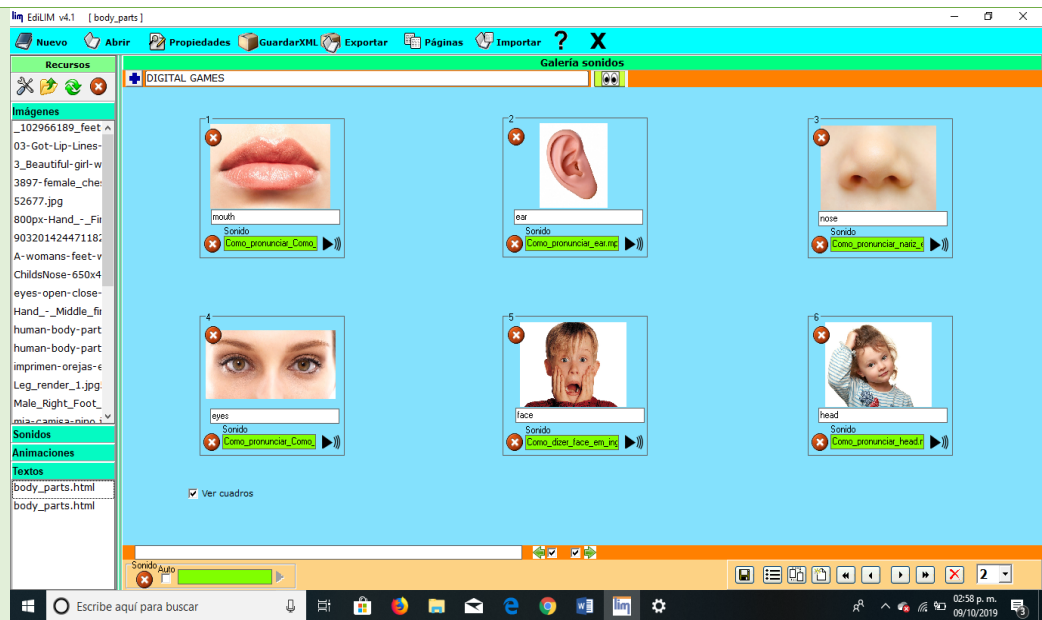
**Lesson:** Body Parts

**Resources:** Digital Games

**Course:** Sixth grade.

**Time:** 20 min.

**Objective:** To identify the different Parts of the Body in order to know the function of each them.



## INSTRUCTIONS

- Teacher makes students recognize the body parts pictures in the gallery of the digital games.
- Students see the pictures of the new vocabulary and comment about each body parts function.
- Students play associating the sounds with the pictures.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 14

**Unit N° 4:** I hurt my nose

**Activity:** Label exercise.

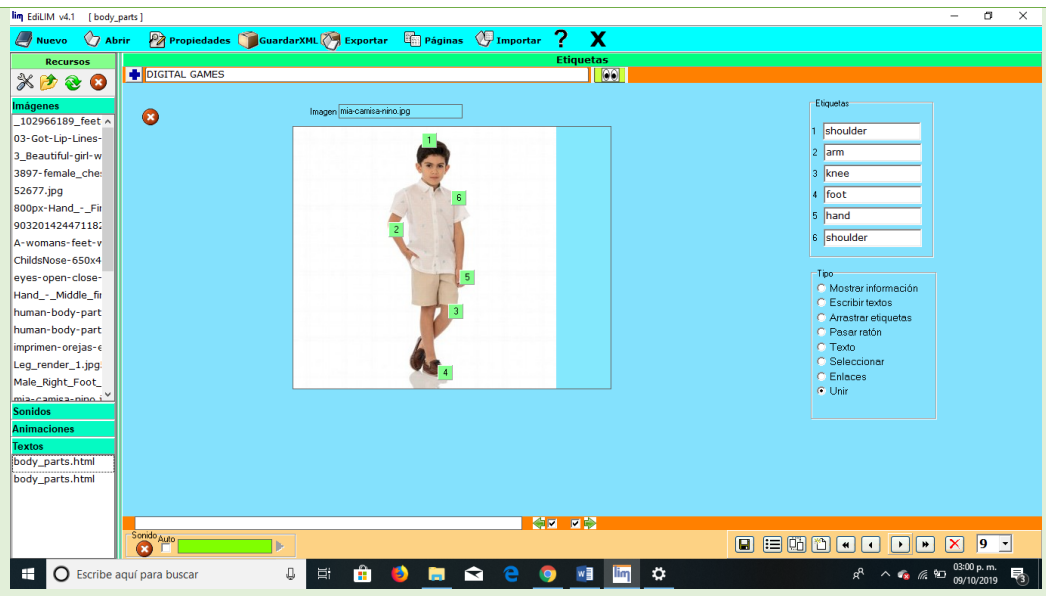
**Lesson:** Body Parts

**Resources:** Digital Games

**Course:** Sixth grade.

**Time:** 25 min.

**Objective:** To identify the different Parts of the Body in order to know the function of each them.



## INSTRUCTIONS

- Students see the graphics and identify the parts of the body in the digital game.
- Students read the body parts vocabulary words and label the pictures.
- Students play associating the words with the pictures.
- Students get fun playing in the multimedia tool.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## Activity N° 15

**Unit N° 4:** I hurt my nose

**Activity:** Label exercise.

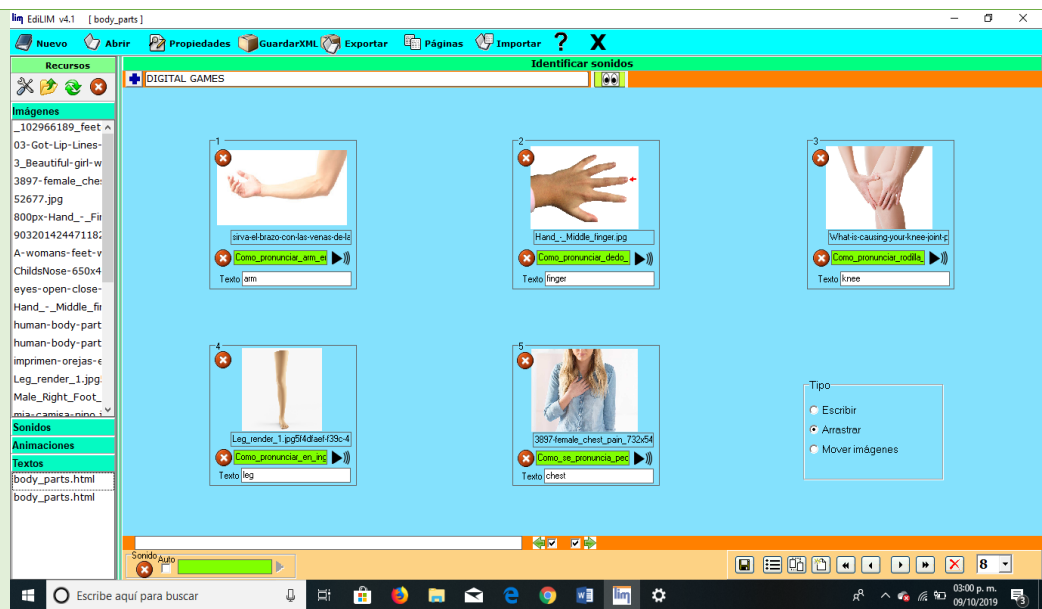
**Lesson:** Body Parts

**Resources:** Digital Games

**Course:** Sixth grade.

**Time:** 25 min.

**Objective:** To identify the different Parts of the Body in order to know the function of each them.



## INSTRUCTIONS

- Teacher presents students the body parts vocabulary using digital games.
- Students listen to the audios about body parts pronunciation.
- Students play associating the audios with pictures and select the correct answer.
- Students get fun playing in the multimedia tool.
- Students check the answer by clicking in the information button.

**Author:** Josselyn Minaya Solórzano.

**Source:** Digital Games.

## 4.8 STRATEGIES OF IMPROVEMENT

Chart 21: Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"><li>• Vocabulary lessons without applied technological tools.</li><li>• Old Methodology in teaching English vocabulary lessons.</li><li>• Low knowledge of basic English vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Students develop their vocabulary through the use of digital games as technological tool.</li><li>• Modern English vocabulary teaching environment applying technological tool.</li><li>• Students increased significantly their English vocabulary knowledge .</li></ul>

**Author:** Josselyn Minaya Solórzano.

## 4.8 EVALUATION

For the development of this research project, the constant evaluation of the students was essential, to know the advance of the English vocabulary level, therefore at the beginning of this investigation a diagnostic test was applied and it was established that the students had difficulties in the development of the vocabulary in English.

At the end of this research project, the students were reassessed and a significant improvement in the acquisition of basic English vocabulary knowledge could be seen.



#### 4.8.1 Results of Implementation

Chart 22: Results of Students' Diagnostic Test and Final Test

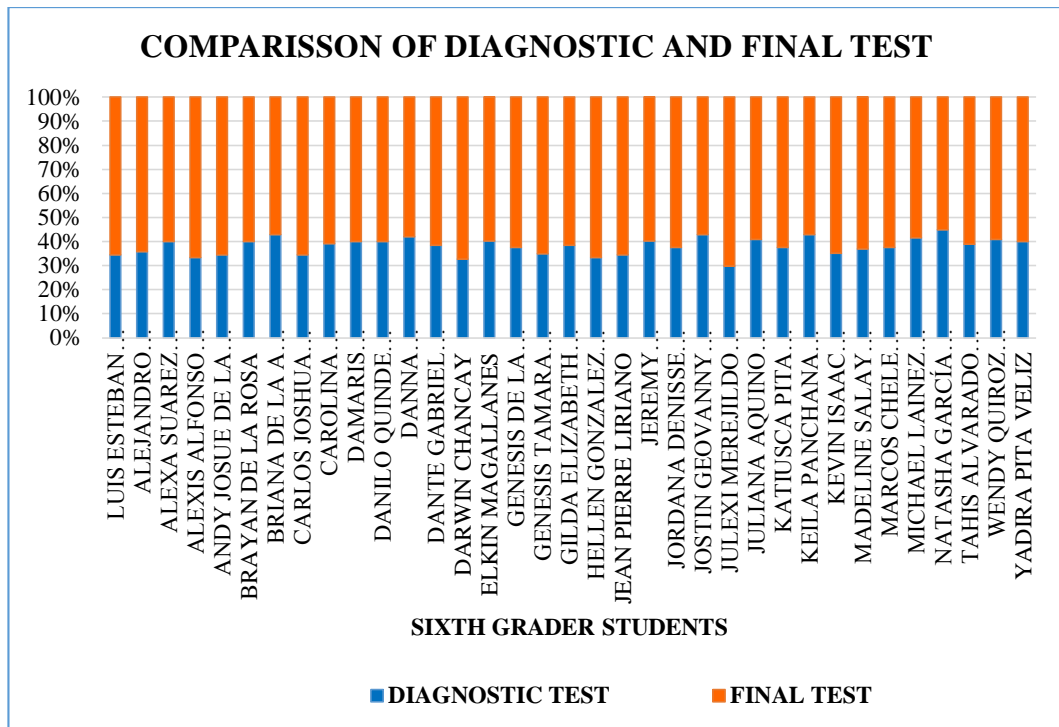
N°	NAMES	DIAGNOSTIC TEST	FINAL TEST
1	LUIS ESTEBAN PALMA CARVAJAL	5,25	10,00
2	ALEJANDRO GUEVARA VELASQUEZ	5,00	9,00
3	ALEXA SUAREZ MENOSCAL	6,00	9,00
4	ALEXIS ALFONSO VILLAO DE LA CRUZ	5,00	10,00
5	ANDY JOSUE DE LA CRUZ	5,25	10,00
6	BRAYAN DE LA ROSA	6,00	8,75
7	BRIANA DE LA A GUALE	6,75	9,00
8	CARLOS JOSHUA ALEJANDRO MEJILLÓN	5,25	10,00
9	CAROLINA VALENCIA GUALE	6,25	9,75
10	DAMARIS MENOSCAL SÚAREZ	6,00	9,00
11	DANILO QUINDE BAQUERIZO	6,00	9,00
12	DANNA PILLASAGUA RAMOS	6,50	9,00
13	DANTE GABRIEL ALVARADO CRUZ	6,25	10,00
14	DARWIN CHANCAY	4,75	8,75
15	ELKIN MAGALLANES	6,75	8,00
16	GENESIS DE LA CRUZ TOMALÁ	6,00	10,00
17	GENESIS TAMARA DE LA CRUZ	5,25	9,75
18	GILDA ELIZABETH MALAVE MALAVE	6,25	10,00
19	HELLEN GONZALEZ REYES	5,00	9,25
20	JEAN PIERRE LIRIANO	4,75	9,00
21	JEREMY EMANNUEL RODRIGUEZ	6,25	9,25

<b>N°</b>	<b>NAMES</b>	<b>DIAGNOSTIC TEST</b>	<b>FINAL TEST</b>
22	JORDANA DENISSE TOALA	6,00	10,00
23	JOSTIN GEOVANNY PROAÑO	6,75	9,00
24	JULEXI MEREJILDO REYES	4,25	10,00
25	JULIANA AQUINO TOMALÁ	6,25	9,00
26	KATIUSCA PITA VELIZ	6,00	9,75
27	KEILA PANCHANA DE LA O	6,75	9,00
28	KEVIN ISAAC HERMENEJILDO	5,00	9,25
29	MADLINE SALAY SALVATIERRA	5,25	9,00
30	MARCOS CHELE VILLÓN	6,00	10,00
31	MICHAEL LAINEZ CASTILLO	6,25	8,75
32	NATASHA GARCÍA CEDEÑO	6,75	8,25
33	TAHIS ALVARADO POZO	5, 75	8,00
34	WENDY QUIROZ GABINO	4,25	9,00
35	YADIRA PITA VELIZ	6,00	9,00

**Source:** Sixth graders students.

**Author:** Josselyn Minaya Solórzano.

**Graphic 11: Students' Improvement - Sixth grade students**



**Source:** Sixth graders students.

**Author:** Josselyn Minaya Solórzano.

#### 4.8.2 Analysis of Diagnostic and Test Results of Students

As it is shown in the table above, most of the students obtained low scores on the diagnostic test that was performed to know the level of vocabulary knowledge of sixth grade students at Unidad Educativa “José Pedro Varela”. The lowest score was 4.25 over 10, while the highest score was 6.75 over 10.

Taking into account the results of the diagnostic tests, it can be concluded that English vocabulary knowledge acquired by sixth grader students is not appropriate for the oral and written production of the English language.

Once the project was fully implemented, a final test was conducted to recognize the progress and improvements of students in the development of English vocabulary. The final test that was performed on the students consisted of five items in which the students had to complete vocabulary exercises that were developed during the

implementation of this proposal. Most students, unlike the diagnostic test, scored higher and only a few scored less than ten points.

The above scores are clear proof that students managed to increase their knowledge in English vocabulary by applying digital games through actively participation in the teaching - learning vocabulary process.

## **4.9 CONCLUSIONS AND RECOMMENDATIONS**

### **4.9.1 CONCLUSIONS**

1. Vocabulary plays a fundamental role in the process of acquiring the English language. The knowledge of the basic English vocabulary of sixth grade students at Unidad Educativa "José Pedro Varela" improved due to the implementation of digital games.
2. The application of ICT in the classroom is vital because it supports the teaching-learning process. English vocabulary in sixth grade students at Unidad Educativa "José Pedro Varela" increased due to the use of technology during class development.
3. The application of digital games is an excellent option for improving the basic English vocabulary. Students had the opportunity to learn and acquire the new knowledge through the application of digital games as an educational strategy in the teaching-learning process in sixth grade students.

### **4.9.2 RECOMMENDATIONS**

1. It is recommended that English teachers pay more attention in their vocabulary lessons since words are highly useful for producing the target language, oral or written.

2. It is suggested that teachers update their teaching methods and strategies and innovate in the use of teaching resources for practicing the content of classes. Thus, teachers are invited to implement ICT in their lessons in order to catch students' attention in a different way.
  
3. It is recommended that English teachers take their time for the design and creation of digital games since it was evident that they provide students the opportunity to assimilate new words in a more didactic way. It is necessary to mention that the time we spend for the creation of these didactic and technological teaching resources is worthwhile because students are the main beneficiaries.

## 5 TIMETABLE

Chart 23: Timetable

ACTIVITIES	MONTHS														
	AUGUST			SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER		
1. Development of proposal Project work			X												
2. Delivery of proposal of proposal Project work				X											
3. Development and delivery of chapter I( The problem)					X										
4. Development Chapter II (Theoretical -Basis)						X									
5. Development and delivery of chapter II							X								
6. Development Chapter III (Research Methods)							X								
7. Development and delivery of chapter III								X							
8. Development chapter IV (Research Proposal)									X						
9. Development and delivery of chapter IV										X					
10. Development of the preliminary pages, abstract, etc.											X				
11. Delivery of final project.												X			
12. Distribution to members of the court													X		
13. Project defense														X	

## 5.1 RESOURCES

**Chart 24: Human Resources**

<b>HUMAN RESOURCES</b>				
<b>N°</b>	<b>DESCRIPTION</b>	<b>TIME</b>	<b>UNIT COST</b>	<b>TOTAL</b>
1	Students of six grade		\$0.00	\$0.00
2	Teachers		\$0.00	\$0.00
3	Advisor		\$0.00	\$0.00
4	Director		\$0.00	\$0.00
<b>SUBTOTAL</b>				<b>\$0.00</b>

**Chart 25: Institutional resources**

<b>INSTITUTIONAL RESOURCES</b>				
<b>N°</b>	<b>DESCRIPTION</b>	<b>TIME</b>	<b>UNIT COST</b>	<b>TOTAL</b>
1	Unidad Educativa “” José Pedro Varela		\$0.00	\$0.00
<b>SUBTOTAL</b>				<b>\$0.00</b>

**Chart 26: Technological Resources**

<b>TECHNOLOGICAL RESOURCES</b>				
<b>N°</b>	<b>DESCRIPTION</b>	<b>QUANTITY-TIME</b>	<b>UNIT COST</b>	<b>TOTAL</b>
1	Internet	3 months	\$22	\$66.00
2	Laptop	1	\$1200.00	\$1200.00
3	Speakers	1	\$20.00	\$20.00
4	Flash memory	1	\$15.00	\$15.00
<b>SUBTOTAL</b>				<b>\$1,301.00</b>

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# APPENDIX

**Attachment 1: Questionnaire for the Principal's interview**



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER

<b>PERSONAL INFORMATION</b>	
<b>Full name:</b>	
<b>Age:</b>	
<b>Degree:</b>	
<b>Professional experience:</b>	

Dear principal, this questionnaire will help to obtain important input for a research paper titled “**Digital Games to develop English basic vocabulary for sixth graders students of Unidad Educativa José Pedro Varela, La Libertad, Santa Elena province, 2018-2019**”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**1. What is your criteria about today's English education in Ecuador?**

---

**2. What is your personal opinion about the English Teaching and Learning process?**

---

**3. What do you think the main problems in the English Teaching- Learning Process are?**



---

**4. According to your professional experience, do you consider that teaching vocabulary is important in English Teaching- Learning Process?**

---

**5. What is your criterion about the use of digital games to improve teaching vocabulary?**

---

**6. According to your criterion, teachers are able to use digital games in the classroom to develop English basic vocabulary?**

---

**7. What is your appreciation about the advantages of the use of Digital Games during the Teaching-Learning Process?**

---

**8. What suggestions would you give teachers that want to implement Digital Games in the classroom?**

---

**9. Do you agree with the implementation of Digital Games in Sixth graders students? Why?**

---

Attachment 2: Questionnaire for the Specialist' interview



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

<b>PERSONAL INFORMATION</b>	
<b>Full name:</b>	
<b>Age:</b>	
<b>Degree:</b>	
<b>Professional experience:</b>	

Dear specialist, this questionnaire will help to obtain important input for a research paper titled **“Digital Games to develop English basic vocabulary for sixth graders students of Unidad Educativa José Pedro Varela, La Libertad, Santa Elena province, 2018-2019”**, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**1. Why do you consider that English is important in today's education?**

---

**2. According to your criteria, do you consider that teachers use appropriate didactic resources in their English classes?**

---

**3. According to your criteria, does vocabulary play an important role in the English language process? Why?**

---

**4. According to your criteria, what techniques, methods or didactic resources can be used to develop the Basic English vocabulary on students?**

---

**5. What is your appreciation about digital games as a helpful resource for teachers and students in the teaching learning process?**

---

**6. Have you ever used digital games to strengthen students' vocabulary in your English classes?**

---

**7. In your opinion, could the use of digital games develop the teaching of vocabulary? In what aspects?**

---

**8. According to your criterion are teachers able to use digital games in the classroom to enhance English basic vocabulary?**

---

**9. According to your professional experience, would you recommend the use of digital games in English classes to improve vocabulary acquisition? Why or why not?**

---

**Attachment 3: Questionnaire for teacher's interview**



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER

<b>PERSONAL INFORMATION</b>	
<b>Full name:</b>	
<b>Age:</b>	
<b>Degree:</b>	
<b>Professional experience:</b>	

Dear teacher, this questionnaire will help to obtain important input for a research paper titled “**Digital Games to develop English basic vocabulary for sixth graders students of Unidad Educativa José Pedro Varela, La Libertad, Santa Elena province, 2018-2019**”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**1. What is your criteria about English Education in Ecuador?**

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**2. How do you describe the use of didactic resources applied to the Teaching Learning Process?**

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**3. What kind of didactic resources do you use in your classes?**

---

**4. What are the benefits of using didactic resources during the vocabulary instruction?**

---

**5. What is your opinion about the implementation of digital games to develop the English basic vocabulary in sixth graders students?**

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**6. Could you mention the benefits of the use of Digital Games during the Teaching Learning process?**

---

**7. Would you recommend the use of digital games to develop the acquisition of vocabulary in sixth graders students?**

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**8. What suggestions would you give to teachers that want to implement Digital games in English classes?**

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#### Attachment 4: Questionnaire for Students' survey



### PENINSULA OF SANTA ELENA STATE UNIVERSITY

#### FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER

**Objective:** The objective of this survey is to know your opinion about the significance of developing the English Basic Vocabulary through the implementation of Digital Games in the classroom.

**Instructions:** Read the questions below and then choose one option (X).

#### 1. How do you consider English Vocabulary?

N°	ALTERNATIVES	RESPONSES
1.1	Very Important	
1.2	Important	
1.3	Unnecessary	
1.4	Useless	

#### 2. How can you define your English Vocabulary knowledge?

N°	ALTERNATIVES	RESPONSES
2.1	Excellent	
2.2	Above average	
2.3	Average	
2.4	Below average	
2.5	Poor	

**3. Do you consider that strategies applied by your English teacher encourage you to develop your English Vocabulary?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>3.1</b>	Strongly agree	
<b>3.2</b>	Agree	
<b>3.3</b>	Undecided	
<b>3.4</b>	Disagree	
<b>3.5</b>	Strongly disagree	

**4. Do you consider that the use of technology is an important tool to develop the Vocabulary skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>4.1</b>	Strongly agree	
<b>4.2</b>	Agree	
<b>4.3</b>	Undecided	
<b>4.4</b>	Disagree	
<b>4.5</b>	Strongly disagree	

**5. How often does your English teacher use technology to develop the Vocabulary skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>5.1</b>	Always	
<b>5.2</b>	Often	
<b>5.3</b>	Sometimes	
<b>5.4</b>	Rarely	
<b>5.5</b>	Never	

**6. How often do you use the ICTs for practicing English Vocabulary outside the classroom?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>6.1</b>	Always	
<b>6.2</b>	Often	
<b>6.3</b>	Sometimes	
<b>6.4</b>	Rarely	
<b>6.5</b>	Never	

**7. Have you ever worked with digital games to develop the English Vocabulary Skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>7.1</b>	Yes	
<b>7.2</b>	No	
<b>7.3</b>	Rarely	

**8. Would you like to use digital games in order to develop your Vocabulary skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>9.1</b>	Yes	
<b>9.2</b>	No	
<b>9.3</b>	Maybe	

**9. Do you consider that digital games could support you to develop your Vocabulary skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>8.1</b>	Strongly agree	
<b>8.2</b>	Agree	
<b>8.3</b>	Undecided	
<b>8.4</b>	Disagree	
<b>8.5</b>	Strongly disagree	



**10. According to your criteria, which of the following characteristics should digital games have?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
<b>7.1</b>	Illustrative	
<b>7.2</b>	Motivating	
<b>7.3</b>	Original	
<b>7.4</b>	Practical	
<b>7.5</b>	Dynamic	
<b>7.6</b>	Others	

**Thanks for your collaboration**

**Attachment 5: Diagnostic test implemented to Sixth Grade Students**











**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER

<b>STUDENT'S NAME:</b>	
<b>GRADE:</b>	Sixth grade students
<b>DATE:</b>	
<b>SCORE</b>	
<hr/> <b>10</b>	

**1. LOOK AT THE PICTURES BELOW, READ THE THREE OPTIONS AND CIRCLE THE CORRECT ONE. (0,50 each item) (/3.50)**

 a) Ruler b) Scissor c) glue	 a) market b) book c) clip	 a) stapler b) marker c) eraser	 a) pencil b) marker c) scissor
 a) glue b) marker c) scissor	 a) stapler b) glue c) pen	 a) glue b) clip c) calculator	 a) book b) glue c) ruler

**2. READ THE STATEMENTS BELOW AND CIRCLE THE ACTION VERB (0.50 EACH ITEM). ( /2.50)**

Example: Jose's best friend **thinks** of a plan.

- 1) Pablo listens to his favorite song.
- 2) Harold finds a purple crayon.
- 3) Mayumi sleeps on the sofa.
- 4) Peter and his wife cook dinner.
- 5) Maria reads The Adventures of Tom Sawyer.



**3. FIND THE BODY PARTS FROM THE LIST IN THE WORDSEARCH AND WRITE. (0.50 each item). ( /2,50)**

R	E	U	K	G	H	J	L	D	F
H	A	N	D	P	N	G	D	S	I
Q	R	D	G	R	S	Y	T	R	N
N	T	A	E	R	M	B	N	J	G
U	T	D	A	S	O	M	E	Y	E
M	W	E	R	G	U	Y	J	L	R
T	S	D	A	I	T	<b>L</b>	O	P	N
H	Y	R	T	C	H	<b>E</b>	A	D	N
Y	A	Q	X	B	M	<b>G</b>	L	Ñ	P
B	T	U	S	E	I	F	D	H	K
S	H	O	U	L	D	E	R	U	O

WORDS
Ex: Leg
1.
2.
3.
4.
5.

4. LOOK AT THE PICTURES, UNSCRAMBLE AND WRITE THE CORRECT FOOD WORD. (0.30 each item). ( /1.50)

**N O I O N**



<i>o</i>	<i>n</i>	<i>i</i>	<i>o</i>	<i>n</i>
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**NAO RESG**



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**TRARRIWBEI ESS**



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**CUMBERCU**



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**LANTGGEP**



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**RRICHESE**



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**Attachment 6: Final Test Implemented to Students of Sixth Grade**



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CAREER

<b>STUDENT'S NAME:</b>	
<b>GRADE:</b>	Sixth grade students
<b>DATE:</b>	
<b>SCORE</b>	
<hr/>	
<b>10</b>	

**1. LOOK AT THE PICTURES, READ AND MATCH WITH THE CORRECT ANSWER. (0.50 EACH ITEM). ( /2.50)**



I've got three books, two pencils and a pen.

I've got two books, an eraser and one pencil.

I've got one sharpener, three pencils and one ruler

I've got one stapler and two scissor.

I've got one book, one pencil and a paintbrush.



2. WRITE A SENTENCE WITH AN ACTION VERB TO DESCRIBE EACH PICTURE. UNDERLINE THE ACTION VERB. (0.50 EACH ITEM). ( /2.50)



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3. FIND THE VOCABULARY RELATED TO FOOD (VEGETABLES / FRUITS) IN THE WORDSEARCH AND WRITE IT IN THE NEXT BOX. (0,50 each item) ( /3.50)

E	G	G	P	L	A	N	T	W	C
Q	R	B	M	H	P	L	O	I	H
L	A	M	Y	A	P	S	M	D	E
A	P	F	S	T	L	W	A	Q	R
G	E	S	A	L	E	O	T	J	R
K	S	F	S	R	Q	B	O	I	Y
W	A	G	S	N	C	U	I	P	M
N	Y	R	S	A	N	O	I	N	O
S	C	U	C	U	M	B	E	R	P
R	M	L	E	T	T	U	C	E	H
Y	R	R	E	B	W	A	R	T	S

WORDS
Ex: Apple
1.
2.
3.
4.
5.
6.
7.
8.

4. LOOK AT THE PICTURES AND WRITE CORRECTLY THE MUSICAL INSTRUMENTS WORDS FROM THE BOX. (0.30 each item). ( /1.50)

kazoo harmonica triangle piano flute violin



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

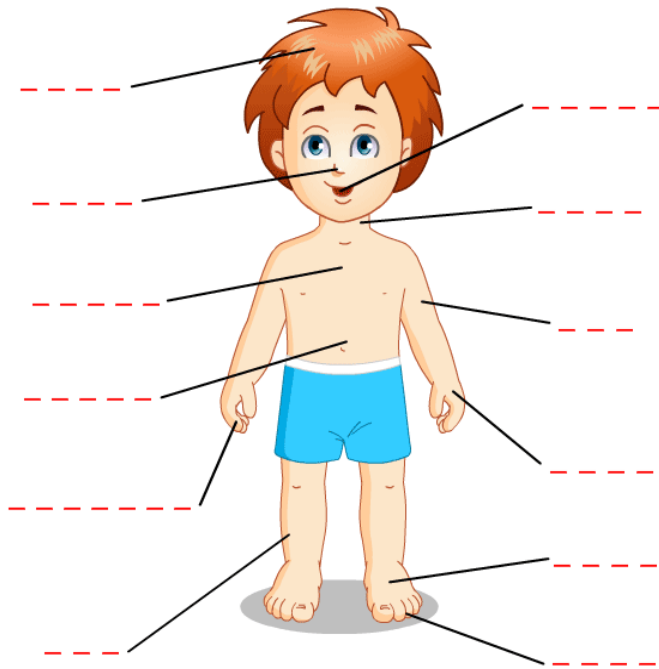


\_\_\_\_\_



\_\_\_\_\_

**5. LABEL THE DIFFERENT PARTS OF THE BODY USING THE WORDS FROM THE BOX.**

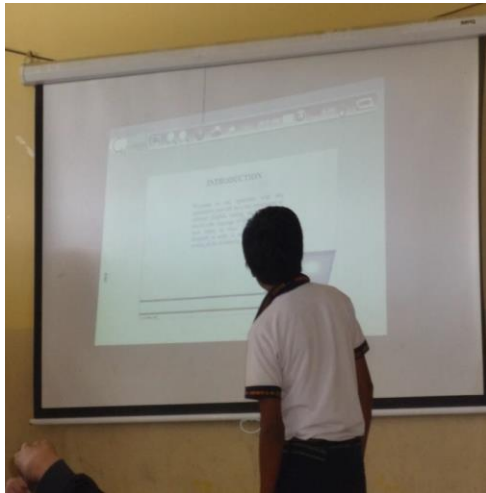


- head
- mouth
- chest
- fingers
- arm
- foot
- nose
- neck
- leg
- hand



**Attachment 7: Evidence of the Implementation**





**Attachment 8: Articles from the Legal Basis**

<b>CONSTITUTION OF ECUADOR</b>	
<b>ARTICLE</b>	<b>DESCRIPTION</b>
Art. 26.	Education is a right of people throughout life and an unavoidable and inescapable duty of the State. Is a priority area of public policy and government investment, ensuring equality and social inclusion and essential for good living standards. Individuals, families and society have the right and responsibility to participate in the educational process.
Art. 27	Education will focus on the human being and ensure their holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equality, justice, solidarity and peace; stimulate critical thinking, art and physical education, individual and community initiative and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.
<b>ORGANIC LAW OF INTERCULTURAL EDUCATION</b>	
<b>ARTICLE</b>	<b>DESCRIPTION</b>
6	e. To ensure a continuous improvement of the quality of education f. To ensure that all educational institutions develop a comprehensive education, coeducational, with a transversal vision and focus on rights.
38	The article establishes that people less than fifteen years old with unconcluded school studies have the right to a basic general education and schooled bachillerato; in the same way, it is established that citizens with unconcluded school studies will receive a basic general education which includes alphabetization.



Escuela de Educación Básica  
"José Pedro Varela"  
Fundado el 8 de Octubre de 1950  
Telefono: cantroeduc.varela@hotmail.com  
La Libertad- Ecuador



La Libertad, 21 de Octubre del 2019.

## CERTIFICO

Que la Srta. JOSSELYN KATHERINE MINAYA SOLÓRZANO con cédula de Identidad N° 094057486- 6, Egresada de la Universidad Estatal Península de Santa Elena, Facultad de Ciencias de la Educación e Idiomas, Carrera de Licenciatura en inglés; desarrollo en nuestra institución educativa su trabajo de investigación previo a la obtención del título de Licenciado en inglés con el tema: " DIGITAL GAMES TO DEVELOP THE BASIC ENGLISH VOCABULARY AT UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, PROVINCE OF SANTA ELENA, 2018 – 2019".

Se expide la presente solicitud de la egresada, para los fines que crea conveniente.

Educación  
Lcda, Angela Reyes Quimis, MSc

"La educación es fortuna, que no se gasta, que no se pierde, que perdura siempre"

La Libertad- Calle 27 entre Avenida 14 y 15  
Correo electrónico: centreeduc.varela@hotmail.com




La Libertad, 28 octubre del 2019.

**CERTIFICADO ANTIPLAGIO**  
**002 - TUTOR – KWLZ – 2019**

En calidad de tutor del trabajo de titulación denominado **“DIGITAL GAMES TO DEVELOP ENGLISH BASIC VOCABULARY FOR SIXTH GRADE STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA, 2018 - 2019”**, elaborado por la estudiante **MINAYA SOLÓRZANO JOSSELYN KATHERINE**, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplidos con los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **1 %** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



MSc. KLEBER WALTER LOOR ZAMBRANO  
CI.0917405235  
DOCENTE TUTOR

# UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

## REPORTE URKUND

The screenshot shows the URKUND report interface for a document titled "CHAPTER IV SOLO TEXTO.docx". The interface includes a navigation bar with "BACK TO ANALYSIS OVERVIEW", "FINDINGS", "SOURCES", and "ENTIRE DOCUMENT" tabs. The "ENTIRE DOCUMENT" tab is active. Below the navigation bar, there are controls for "SHOW IN TEXT" with options for "Quotes", "Brackets", and "Detailed text differences", all of which are currently disabled. The main content area displays the following text:

CHAPTER IV  
PROPOSAL  
4.1 Name of the proposal  
"DIGITAL GAMES BASED ON MULTIMEDIA TOOL TO DEVELOP BASIC ENGLISH VOCABULARY IN SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018-2019".  
4.2 Description of the proposal  
4.2.1 Information and Location  
This research project, which includes digital games as a strategy to develop vocabulary in sixth graders students, was applied at Unidad Educativa "José Pedro Varela" located in La Libertad, Santa Elena Province.  
Illustration 1. Location of Unidad Educativa "José Pedro Varela"

<https://secure.orkund.com/view/56099654-888451-704149#/details/fulltext>

The screenshot shows the URKUND report interface for a document titled "CHAPTER II JOSSELYN MINAYA.docx". The interface includes a navigation bar with "BACK TO ANALYSIS OVERVIEW", "FINDINGS", "SOURCES", and "ENTIRE DOCUMENT" tabs. The "ENTIRE DOCUMENT" tab is active. Below the navigation bar, there are controls for "SHOW IN TEXT" with options for "Quotes", "Brackets", and "Detailed text differences", all of which are currently disabled. The main content area displays the following text:

CHAPTER II  
THEORETICAL BASIS  
2.1 Definition of Key Terms  
2.1.1 English as a Second/Foreign Language

<https://secure.orkund.com/view/56096154-563471-929427#/details/fulltext>

BACK TO ANALYSIS OVERVIEW

SUBMITTER: jsskathminay@gmail.com | FILE: CHAPTER IV SOLO TEXTQ.docx | SIMILARITY: 0 %

FINDINGS | SOURCES | **ENTIRE DOCUMENT**

SHOW IN TEXT

Quotes  Brackets  Detailed text differences

CHAPTER IV  
PROPOSAL  
4.1 Name of the proposal

"DIGITAL GAMES BASED ON MULTIMEDIA TOOL TO DEVELOP BASIC ENGLISH VOCABULARY IN SIXTH GRADERS STUDENTS OF UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, LA LIBERTAD, SANTA ELENA PROVINCE, 2018-2019"

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Illustration 1. Location of Unidad Educativa "José Pedro Varela"

CHAPTER-IV-SS...docx

11:46 26/10/2019

<https://secure.orkund.com/view/56099654-888451-704149#/details/fulltext>