UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

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ENGLISH TEACHING MAJOR

"GAMES AS A TECHNIQUE TO TEACH VOCABULARY IN ENGLISH LANGUAGE LEARNERS"

RESEARCH PAPER

As a prerequisite to obtain a:

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Advisor: Msc. Eliana León Abad

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ADVISOR'S APPROVAL

In my role as an Advisor of the research paper under the title **"GAMES AS A TECHNIQUE TO TEACH VOCABULARY IN ENGLISH LANGUAGE LEARNERS",** prepared by José Alejandro González Soriano undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

_____

MSc. Eliana León Abad

ADVISOR

Statement of Authorship

I, **JOSÉ ALEJANDRO GONZÁLEZ SORIANO** with ID number: 0915419840, an undergraduate student from Universidad Estatal Península de Santa Elena, Faculty of Education and Languages, as a prerequisite to attain a bachelor's degree in English, in my performance as the author of the research paper **"GAMES AS A TECHNIQUE TO TEACH VOCABULARY IN ENGLISH LANGUAGE LEARNERS",** I certify that this work is a consequence of my authorship, except for the quotes and statements, reflections properly referenced and used in this research paper.

AUTHOR

_____
José Alejandro González Soriano

DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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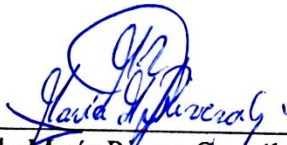**DEAN**
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Dedication

I dedicate this research project to those who followed me throughout my career during my studies and completion of this research project, to my wife and daughter, who always believed in me and supported me to finish successfully. Dear parents, because they kept me in the study process at the university and helped me deal with the given activities and tasks.

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Abstract

The principal objective of this project is to build up vocabulary skills through the implementation of games as technique addressed to students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala". In order to give technical support to the present research project it was necessary to research and develop information throughout the five chapters of the thesis project. The theoretical framework, the research methodology, and the implementation of the proposal, which describes the detailed process during the application of games as a technique applied to the students' performance based on the level to improve the vocabulary.

The proposal of the implementation of games as a technique to improve vocabulary represents the main accomplishment in this project. After the application of games as a technique, it was confirmed that students improved their speaking skills, and the students felt more motivated to participate and learn by means of basic and interactive conversations.

KEY WORDS: games, vocabulary technique.

Resumen

El objetivo principal de este proyecto es fortalecer las habilidades de vocabulario a través de la implementación de juegos como técnica dirigida a los estudiantes de décimo grado de la Unidad Educativa "Prof. Cleofé Apolinario Orrala". Para dar sustento técnico al presente proyecto de investigación fue necesario investigar y desarrollar información a lo largo de los cinco capítulos del proyecto de tesis.

El marco teórico, la metodología de investigación, y la implementación de la propuesta, la cual describe el proceso detallado durante la aplicación de juegos como técnica aplicada al desempeño de los estudiantes en función del nivel para el perfeccionamiento del vocabulario.

La propuesta de la aplicación de juegos como técnica para mejorar el vocabulario representa el principal logro en este proyecto. Después de la aplicación de juegos como técnica, se confirmó que los estudiantes mejoraron sus habilidades de expresión oral, y los estudiantes se sintieron más motivados a participar y aprender por medio de conversaciones básicas e interactivas.

PALABRAS CLAVES: juegos, técnica de vocabulario.

INDEX

Introduction

English is one of the important subjects to be taught in elementary school. Therefore, it is a key for students to explore, to understand this new world. English is a foreign language that is taught in Ecuador schools. Furthermore, English is also significant to be taught at an early age because it is an international language that will become a device for the student to receive, process, and share ideas and information with people from around the world who has different culture and point of view.

Vocabulary can be considered the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an utterance. Learners must have an adequate vocabulary to communicate well.

The recent study was divided into five chapters, which are numerate in the following paragraph:

In Chapter I, the author shows the research topic, problem statement, formulation of the problem, objectives, and justification, meaning the problem for the case study.

In Chapter II, the research defines the theoretical framework using the quotes to define the concepts of the aim vocabulary used to explain the problem.

The author defines in Chapter III the method, techniques, and instruments for data collection, population and sample, and type of research. In this project, the researcher used a printed questionnaire to support the content of the study to conduct on-site interviews with the permission and cooperation of faculty members.

In Chapter IV of the project, the researcher analyzes the findings, explaining the interpretation of data from the interview and questionnaire. At the same time, the interpretation of bibliographic was reviewed in the case of the study and the research process in data collecting.

Finally, the researcher, in Chapter V, exposes the reflections of the study using the data collected and reflections of the bibliographic used in the quotes to detail the support of the research.

The project contains all the information needed to understand the problem statement, supporting it with quotes and methods and contrasting the information with the data collected, bringing the reader a guide to apply in similar situations inside the classroom.

Chapter I

The Problem

1.1 Research Topic

Games as a technique to teach vocabulary in English language learners

1.2 Problem Statement

English has been considered the first language in the world and Education. English is a tool to achieve better but also as a scientific language. The use of English can be easily found. For instance, many books, articles, advertisements, TV programs, and job vacancies use English. Accordingly, by mastering English, people can communicate with others, and they may be included in science, Education, and job vacancies. In Ecuador, English Foreign Language is considered a second language in curriculum. The Ecuadorian government has implemented the English language to improve the quality of Education in public Institutions. (Palma, 2020).

Ecuadorian students are learning English, and it is essential to develop the four skills: speaking, writing, listening, and reading. This investigation shows that vocabulary is fundamental to communicating in English. It is essential for language acquisition. Students may have to master the four basic language skills: listening, speaking, reading, and writing. (Fernández & Vallejo, 2021).

They also have to master grammar, pronunciation, and vocabulary. Vocabulary is one of the language components needed in primary English; they need grammar and vocabulary. In addition, grammar and vocabulary are essential for communication. With both, people could communicate more. (Thornburg, 2002).

Students need more motivation and spirit to contribute to teaching failure significantly. Additionally, teachers must adequately communicate with each other or teach material they need

to understand about school fully. The teacher should change the methods of English teaching. The teacher should be focused on many problems, not only how to explain and write, but also how to present healthy material. It will be in failure if teachers prepare for it. (Palma, 2020).

Language learning is a complex task that can sometimes be frustrating for many reasons. Throughout a language's teaching and learning process, constant effort is required to understand the language. First, students need more vocabulary. Second, students are not interested in learning English because students find English so hard to understand, and third, students are lazy to open the dictionary. (Elfrieda H. Hiebert, 2016).

Teaching vocabulary in EFL (English as a foreign language) to students has proven challenging to engage and motivate. Therefore, educators are constantly looking for practical tools and cutting-edge strategies to implement in their classrooms to meet the needs of their students. Using games to teach and acquire new vocabulary has proven to be a tactic that works quite well for this pair of learners. (Fernández & Vallejo, 2021).

Using games in teaching seems yet to be widely accepted and implemented. Many teachers still think that using games can be a waste of time. However, some studies have shown that using games can be an effective strategy for teaching vocabulary. Some authors have mentioned the advantages of using games, such as Games providing a context for meaningful communication. The purpose of this work is to find out how the use of games affects the learning of the English vocabulary of tenth graders (Wright et al., 2005).

1.3 Formulation of the problem:

How effective are games in teaching vocabulary to 10th graders?

1.3.1 Questions or specific questions:

1. Why do teachers use these types of games as a technique?

2. What are the suggested effects of using vocabulary games according to experts on the field?

3. How does the use of games help to develop vocabulary in tenth graders students?

1.4. OBJECTIVES

1.4.1. General objective

To analyze the effects of the application of games as a technique to teach vocabulary through the analysis of theory and research to improve the vocabulary of tenth graders at Unidad Educativa Cleofé Apolinario Orrala in the academic year 2017.

1.4.2. Specific objectives

1. To identify why students have difficulties in vocabulary.

2. To collect necessary information about games as a technique from a literature review.

3. To analyze the importance of implementing games as a technique for tenth graders.

Justification

This research focuses on improving vocabulary in the teaching-learning process to develop the knowledge in learners, using games as a technique in the English Foreign Language. It is known that English is a global language that is becoming very important in today's life because it is used as a lingua franca in many countries and has been used in various fields such as technology, diplomacy, science, and tourism. In addition, it significantly impacts society in terms of educational opportunities, professional development, and personal enjoyment. (Elfrieda H. Hiebert, 2016)

The main focus of this research is the application of language games to discard the traditional vocabulary teaching methodology and to promote a new English language learning environment, thus achieving vocabulary improvement, so that learners can communicate freely and without restrictions.

The use of vocabulary is important to develop English skill; anyone who learns to write formally will be a successful student and professional. Learning strategies and the way to use them also teach students to learn by themselves strategies to live life as correct human beings; at school, at home, and in their jobs. Teachers are grateful that anyone could give this knowledge correctly because it is something for all life. It is a skill that will be in our minds and never will go away (Kurnia, 2017).

It may be possible to talk about good language learning and teaching with sufficient vocabulary. However, a good language learner should be able to speak fluently and correctly, write and read correctly, and listen carefully with enough vocabulary. Since vocabulary is primarily considered one of the critical parts of all these language skills, more vocabulary can be needed to improve effective communication; the study focused on teaching vocabulary through games.

Moreover, this study aims to provide the student with a creative, optimal, and sufficient learning environment and leave behind the passivity of traditional learning; that is, to make the classroom a space where the student can learn. This study focuses on solving the problem of vocabulary in students through language games.

Through this study, it is expected that the students will participate better in the activities proposed in the class by applying these games aimed at teaching vocabulary because they increase the didactic activity of the teacher and keep the students' motivation constant and is interested in their learning. And finally, the aim of this study is to provide the student with a creative, optimal, and sufficient learning environment and leave behind the passivity of traditional learning; that is, to make the classroom a space where the student can learn while practicing and playing.

Chapter II

Theoretical Framework

Background

This research is framed within the qualitative paradigm because it seeks to interpret reality in a specific setting and states that "qualitative research is a multidisciplinary field that supports a multimethodological approach, a naturalistic perspective, and an interpretive understanding of human nature." (Adanón, 2008, p. 204)

Previous starting this study, an in-depth search and evaluation of the existing literature on this topic was conducted. First, published work on vocabulary teaching and learning is presented. Second, information related to games and translation in language learning is discussed. Finally, existing research on word games and word translation will be also discussed.

At the same time, this section presents a definition and description of the main features of the games, also looking at how they are fun. The central part of the chapter focuses on different game types according to the chosen criterion. At the end it focuses on selection, implementation issues, and challenges teachers face when using games.

Vocabulary teaching and learning

The principle of learning English is to make students communicate with other people. How can they communicate well in English if they do not know the vocabulary? Learning a language cannot be separated from learning vocabulary because it is an important part of the language. Vocabulary is one of the components of language along with grammar. Students who want to learn the target language have learned these parts.

The position of vocabulary teaching and learning has changed over the years. Today, most course books contain many sections dedicated to teaching the target vocabulary of the unit,

emphasizing the importance of vocabulary in foreign language learning. However, the teaching of vocabulary has traditionally remained part of the teaching of grammar, especially when structural linguistics and audio linguistics were at the peak of their popularity (Nunan, 1999).

Vocabulary is central to language and is very important to the language learner. Words are the building blocks of language because they represent objects, actions, ideas, without which people cannot convey the intended meaning. Theorists and researchers in the field have recently discovered the important role of vocabulary knowledge in learning a second or foreign language. As a result, the field has adopted many approaches, techniques, exercises, and practices for teaching vocabulary (Regina Morin, 2001).

As noted by Ahmadi, Ismail and Abdullah (2012), Teaching and learning activities are something that cannot be separated from each other, vocabulary learning is a complex process because students must be motivated to learn vocabulary, participate in vocabulary instruction and meet vocabulary learning standards to achieve the required achievement (Ahmadi, 2012).

In other words, vocabulary is the most important of the many aspects of language. When people have extensive knowledge of vocabulary, they automatically improve in many aspects. And they can also be more confident about using their talents. Thus, students must study seriously because without acquiring vocabulary and strategies to use, they will struggle to master English. For example, if someone reads a novel or newspaper in a foreign language, but it is missed the meaning of a sentence or paragraph, this is a hint that he does not understand the story.

The Definition of Vocabulary.

Vocabulary mastery is one of the main components of mastering English as a foreign language in primary, secondary, and postgraduate studies. When learning the four language skills (listening, speaking, reading and writing), vocabulary is one of the main components that must be mastered. Mukoroli defines all the vocabulary belonging to a branch of knowledge or known by an individual. He also states that the vocabulary of a language is its vocabulary which includes words and expressions. (Mukoroli, 2011).

Richards and Renandya said that vocabulary is an important part of language skills and accounts for a large part of how well students speak, listen and write. This means that vocabulary is the basis of language. It is central to communication, self-expression and interpretation. Apart from that, it is also an important aspect that helps students to communicate fluently using different words. (Richards, 2002)

In addition, Tarigan Syamsis also noted the importance of vocabulary in language learning. He states that language knowledge depends mainly on word control. Therefore, the more vocabulary that is mastered, the greater the chance that someone will be able to use the language itself skillfully. (Syamsi, 1998).

Vocabulary is the basic language. It is a means of self-expression, interpretation, and communication. The more words, the more ideas we should have so that we can communicate ideas more effectively. Studying the vocabulary of a foreign language gives the student the following things: the first is to make the right connection to understand the form and meaning of words in the second language, including distinguishing the meaning of closely related words. The second is that learners can use the correct form of a word for the intended meaning.

Importance of vocabulary

Vocabulary is very important for English because, without vocabulary, students cannot understand others or express their thoughts. Teaching vocabulary is a very important task in teaching English. Using successful techniques to learn new vocabulary makes it easier for students to learn and remember words, and they are motivated in class. The importance of vocabulary in learning English as a foreign language cannot be ignored. Many people in this world know that vocabulary control is very important. Vocabulary control is necessary as one language component that affects all language skills, including speaking, listening, reading, and writing. Word checking is necessary for students to understand the content of the learning material.

At the same time, Hiebert and Kamil write that vocabulary is a collection of words to which an individual can give meaning by listening or reading. These are words that students are often less familiar with and less likely to use. (Hiebert, 2005). To acquire all these skills, students must have a good vocabulary. The sufficient number of words that students acquire will help them acquire English language skills easily. With good vocabulary management, it is easier for students to communicate their thoughts in writing and orally and to understand what people are saying.

Also, if someone spends most of their time studying grammar, their English will not improve significantly. However, there is a noticeable improvement, as more words and phrases are learned. These statements show that vocabulary is an important part of language learning. In this case, the role of vocabulary is no less important than grammar. Lack of vocabulary leads to many problems for students in learning English because without good vocabulary, they have difficulty communicating their ideas. (Abdolmajid Hayati, 2002)

The kind of Vocabulary

Vocabulary can be classified in oral and printed form (Hibert and Kamil, (2016). The vocabulary form, when someone speaks orally or read orally, belongs to the oral form. On the other hand, when someone reads silently or writes something, that vocabulary can be classified into two types: productive and receptive vocabulary. (Elfrieda H. Hiebert, 2016)

Those types will be explained below:

Productive Vocabulary.

Productive vocabulary is usually used when someone speaks or writes something, they usually use familiar words. Such words belong to the productive vocabulary. According to Hiebert and Kamil (2016), productive vocabulary is a set of words that a person can use in writing or speaking. These are words that are well-known, familiar, and often used. Haycraft Hacth and Brown (Be adjective very little with grammar, but without words, you can say nothing. 2016)stated that productive vocabulary is words that a student understands, pronounces correctly, and uses constructively in speaking and writing.

Receptive Vocabulary.

Receptive vocabulary is a collection of words to which a person can assign meanings while listening or reading. These are words that students often know less and use less often; receptive vocabulary is words that students recognize and understand when they occur in context but which they cannot produce correctly (Brown, 2016) (Elfrieda H. Hiebert, 2016).

Games and Language Teaching

Language games can add fun and variety to a conversation if the participants enjoy the games. Games are especially refreshing after demanding conversational activities such as debates

or speeches. Here, the change of pace from serious to atmospheric forced the students to learn, although language games fit quite well in any guided conversation program.

Some teachers believe that languages are more appropriate in the manipulative phase than in the communicative phase of language learning. However, most teachers find language games valuable at both stages. In the manipulative phase, the game is an excellent way to break the routine of the classroom, providing relaxation without moving away from the framework of language learning. During the communication phase, the game can be stimulating and entertaining, and when the participants have finished playing the game, you can use it as a stimulus for further discussion. A teacher who understands games in this way is much more likely to find or create games that help students learn something while playing.

Halliwell argued that because of the creative language skills of young learners, teachers must provide them with a communicative atmosphere in which they can express themselves. Furthermore, since the language used in any activity is unpredictable, teachers must encourage them to actively construct their own language. That is why games are important and useful. Using games to teach vocabulary to young learners requires trained teachers who engage children in the game and master the linguistic part of the language. (Vocabulary, 2017)

Rixon stated that understanding games help teachers find and create games that engage students in learning through play. This section explains the definition of a word game and outlines the reasons for using games in teaching young students. Advantages and disadvantages of using games to teach vocabulary. (Hanani Shamsudin, 2018).

Definition of Games

Games are fun activities that require skill. Wright et al., as cited Rizki and Wirhayati (2017) state that "a game is an activity that can be interesting, entertaining and also challenging and can interact with each other. In classroom learning, game rules are usually designed and maintained by the teacher to that the teacher can explore each of the student's abilities (Muhammad Anwar Rosyidi, 2022).

Games can be a good way to practice language because they provide a model of what language learners use in real life. Teachers usually use games to make students interested in learning, who are often lazy to learn, to make learning more interesting, fun, and not boring. Games are also useful for introducing vocabulary to students. Teaching vocabulary through games makes learning fun.

According to Pajo, games facilitate teaching and learning. This means that the game brings teachers and students closer together, game is an activity where students play and interact with friends and teachers. It is clear that games help students play, explore, experiment, and interact with their friends and teachers. The game has the potential as a teaching tool in literature education and can motivate and make students, especially quiet and passive ones, participate in the whole learning process (Pajo, 2017).

Language games are not activities whose main purpose is to break the ice between students or kill time. Byrne (1995) defined games as a rule-driven form of play. They are enjoyable and having fun. They are not just distractions, a break from routine activities, but a way to make the student use the language while playing. Similarly, Jill Hadfield (1990, p. 5) defined games as "an activity with rules, purpose and fun".

Therefore, games have many factors: rules, competition, relaxation, and especially learning. The main focus of using games in the classroom is to help students learn and have fun. By playing, students can have fun, relax, exercise, and tease their friends. In addition to having fun, students learn at the same time. They acquire new vocabulary and its spelling and pronunciation. Students begin to understand that they must speak or enunciate words clearly if they want others to understand what they are saying.

Using games in foreign language learning can be an interesting method that makes students engaged in the lesson. A review of previous studies mentions a number of studies related to the same topic. These studies used games to teach English vocabulary. They can be used as references in this study.

The Advantages of Games in the Classroom

According to Kapp (2014), Game-Based Learning (GBL) refers to a teaching method where both digital and non-digital games are integrated into the teaching of knowledge and skills. In this teaching method, games are used as tools to convey the learning content to the students of each subject. Although this approach is based on the use of games in teaching, it is designed not only to make students more fun while learning, but also to show what students need to learn to achieve the learning goals (Pho and Dinscore, 2015) (Kapp, 2014)

The concept of game-based learning is centered on incorporating gaming elements into a course or subject matter. The primary objective of this integration is to enhance learner engagement, interactivity, and motivation. (Abdous, Facer, Yen, and Baker, 2018). The educational technique of game-based learning involves harnessing video games to impart knowledge, sharpen analytical insight, and enhance problem-solving prowess. (Ke, 2018) Game-

based learning refers to using games or gamification to facilitate the learning process, aiming to boost students' motivation and engagement levels. (Vogel, Krebs, and Klimmt, 2016).

According to Huyen (2003), games have advantages especially in teaching vocabulary: "First, games bring students relaxation and fun, which helps them learn and retain new words more easily. Second, games usually involve friendly competition and keep students interested. They create motivation for English language students to participate and actively participate in learning activities. Third, word games bring real-world context into the classroom and improve students' use of English in a flexible and communicative way. Based on the above argument, games are very useful for students to learn English. Learning English can be easier and students can be open. Even if they don't understand the meaning of the games, it can make students try to understand how the game is played. So, all students participate in the game.

Games can make learning vocabulary more engaging and enjoyable for students, increasing their motivation to learn (Kuo & Anderson, 2010). Increased retention: Games can help students to remember new vocabulary words by providing repeated exposure in a fun and engaging way. Games can provide students with hands-on learning experiences that require them to actively use and practice new vocabulary words in context (Huang, 2011). (Kuo & Anderson, 2010).

Games can be designed to provide students with individualized feedback and support, helping them to learn at their own pace and in their own way. Multiplayer games can promote collaboration and teamwork skills, as students work together to achieve common goals and solve problems related to vocabulary. Games can help to develop students' language proficiency by providing opportunities to practice vocabulary words in context and to engage in meaningful communication (Huang, 2011) (Kuo & Anderson, 2010).

Chapter III

Methodological Framework

Methods

The research cited by Argo, plays an important role in research, research sites must be organized before researchers are ready to collect data. The structure of the present study is based on a qualitative methodology that allows obtaining concrete results in improving the independent study of students of the 10th graders of Unidad Educativa Prof. Cleofe Apolinario Orrala, according to these methodologies, the researcher finds the problem that the students have while learning new words or new English vocabulary. (Argo, L. B., Tirtanawati, M. R., & Purnama, Y. I., 2020).

The purpose of this qualitative study is to assess students' attitudes and perceptions about how they perceive and respond to game-based learning. Game-based learning (GBL) can provide insights for educators who may be interested in modifying curriculum and design to match the curriculum. This chapter describes the qualitative research methods, sampling techniques, data collection and analysis methodology used in this study.

Qualitative

This method was necessary during this study because this study was based on data collection. It often classified the data into patterns, which are the main basis for organizing and reporting results. This article therefore used a qualitative method to obtain information about the teaching-learning of English and the use of game-based learning; Teacher and experts: directors, managers, lecturers, and students.

Deductive Method

The introduction of a deductive method allowed the researcher to collect all general and useful information about the importance of vocabulary learning in the acquisition of a second or foreign language. This information has been collected from various sources such as online books, newspapers, magazines etc. and then all the information was simplified in this research.

Technique and instruments for data collection

Descriptive research defines the essential characteristics of the research object and answers the who, where, when, how and why. Similarly, it aims to measure or evaluate the most important aspects, dimensions or components of the phenomenon or phenomena being studied, formulating specific questions to be answered and based on the measurement of one or more described characteristics. (Zaruma Andrade, 2020).

Collection techniques and tools are tools that enable data collection; Since the research is descriptive, this time they used the secondary sources found, previous studies and the application of the survey to a limited group of people whose opinions are interesting for the research. Therefore, the following documentation techniques are used: Scientific readings: University digital archives were read and websites of interest containing information on academic content such as indexed journals, research articles, publications and studies were read.

Interview: The author interviewed different English teachers to collect data and experiences to contrast information to interpret and analyze data.

Questionnaire: The researcher did an interview questionnaire with four questions for English teachers.

In this project, the researcher used a printed questionnaire to support the content of the study to conduct on-site interviews with the permission and cooperation of faculty members. The

questionnaire helps to know the opinions, experiences of the English language teacher and collect information that the English language teacher can give in this study and bring information to the writer to interpret and analyze the data to obtain results and conclusions that guide the teachers.

During the month of February 2023, the author collects information and experiences related to the research topic of interviewing different English language teachers. Therefore, the author uses a camera-printed questionnaire for teachers of English language, which contains five open-ended questions. Then, the obtained data is interpreted and analyzed.

A questionnaire is a research instrument consisting of several questions to collect information from the respondent. The survey can be considered as a written interview. This can be done in person, by phone, computer or email. Questionnaires provide a relatively cheap, quick and effective way to obtain a large amount of information from a large group of people (McLeod, 2018).

Interviews are a form of listening in which the researcher tries to understand something expressed by someone. They are made to collect certain information; it turns the interview into an interactive process where someone asks questions to gather information. Interviews are one of the many data collection methods used by qualitative researchers. They are better than other methods because of specific features that make them stand out. As such, this study explores interview questions that are important for generating qualitative data. These questions include the importance of interviews in qualitative data collection (Adhabi and Anozie, 2017).

All studies arise from practical situations and problems. From that perspective, the research underlying this research is qualitative, starting from the research of descriptive data collection methods to the discursive discovery of some conceptual categories. Considering the nature of the

approach and research chosen for this study, interviews and surveys are the most typical data collection methods used to collect data for this study (Ramos Rodríguez and Toloza Blanco, 2018).

Population and sample

The population is the object of study. A population is a group of individuals (or groups of organizations) that share common characteristics that researchers can identify and study. Sampling means selecting a statistically representative sample from the population of interest. Sampling is an essential tool in research because the target group is usually too large to participate in a research project. An adequate sample is a statistical representation of the population of interest that is large enough to answer the survey question (Majid, 2018).

To get the results five English teachers from Escuela de Educación Básica "Prof. Cleofé Apolinario Orrala" participated in the interviews. It is important to underline that there are ten English teachers on the institution, but five cannot participate in studies due to illness and personal problems.

Type of Research

Information on preferences and use of games as technology as a method for learning English. Vocabulary is collected by taking a survey and gathering demographic data. It can also help make the necessary changes based on the preferences of the demographic group. This comprehensive descriptive study helps us to organize and analyze the collected data.

Starting the research, the researcher looked for information related to the subject, among other things, in e-books, books, articles, the internet - in addition to interviews aimed at teachers of Unidad Educativa "Prof. Cleofe Apolinario Orrala". Using the collected data, the researcher analyzes and compares the collected data and previously reviewed theory, bringing to the readers recommendations and conclusions for the application of this method in the classroom.

Chapter IV

Analysis of Findings

Teaching English language learners in the 10th grade at Unidad Educativa Prof. Cleofé Apolinario O. It is challenging, and finding effective ways to help students learn and remember vocabulary can be complex. Five English teachers were interviewed to explore how games could teach these students vocabulary. The results revealed that games could be an effective and enjoyable way to teach vocabulary. All the teachers reported that games help engage students, make learning more fun, and provide an effective way for students to practice and review vocabulary.

They also agreed that games can be challenging to manage in a classroom setting but that the benefits of using games outweighed any issues. Furthermore, the teachers noted that games effectively assess student understanding and help promote teamwork. The teachers all agreed that using this technique effectively engages students and provides an enjoyable way to learn and practice vocabulary, helps students and fosters their auto-knowledge guided by teachers funnily.

Games also helped to promote teamwork and assess student understanding. As such, games are a valuable technique to teach vocabulary to English language learners in the 10th grade.

This analysis focuses on the use of games as a technique to teach vocabulary to English language learners for 10th graders at Unidad Educativa Prof. Cleofé Apolinario O. To gain insight into this topic, an interview with five English teachers was conducted. The results of the interviews revealed that games are an effective way to teach vocabulary to 10th-grade English learners. All teachers reported that games help engage students and make learning more fun. Additionally, they all agreed that games provide an effective way for students to practice and review vocabulary, helping them better understand and remember new words. Furthermore, while they noted that

games could sometimes be challenging to manage in a classroom setting, they all agreed that the benefits of using games to teach vocabulary outweighed any issues. The analysis found that games are a valuable and effective technique for teaching vocabulary to 10th-grade English language learners.

Interpretation of data from the interview

In the interview, teachers agreed with the proposal but needed more preparation in this topic to teach English as a Second Language at this level. Furthermore, they will learn and apply these techniques in the classroom. However, government and principals must give guidelines and laws to foster good techniques and methods to apply and teach- learning vocabulary to pupils.

To continue, the author relates the five questions to the interview with English teachers considering their answers.

Question 1: How do students develop their English vocabulary?

The most frequent words: Vocabulary, techniques, assessment, games, and motivation.

Analysis: In this question, teachers explain that games can be an effective and fun way for students to learn English in the classroom. It helps to break up a lesson and make it more engaging. Games encourage students to practice and review vocabulary, improving their comprehension and memory. Games can also promote teamwork, as students can work together to complete tasks and achieve goals. Games can also act as a form of assessment, allowing students to demonstrate their understanding of the material. Finally, playing games can provide a more relaxed and enjoyable atmosphere, helping to make English classes more enjoyable and increasing student motivation.

Question 2: What are the challenges students face with the application of vocabulary in the classroom?

The most frequent words: Challenges, learning, classroom, vocabulary, and spelling.

Analysis: One of the biggest challenges students face when applying vocabulary in the classroom is ensuring they understand and remember the words they are learning. Students often need help remembering the correct spelling and usage of the words they are learning, which can lead to confusion and difficulty using them correctly in conversations or written pieces. Additionally, students may need help understanding the meaning of words in context, causing them to misinterpret what they read or hear. Lastly, students may need help recognizing the subtle differences in meaning between similar words, which can lead to confusion and difficulty when understanding conversations and written pieces. These challenges can make it difficult for students to use vocabulary in the classroom effectively.

Question 3: How often does the teacher implement games as a technique in the class?

The most frequent words: Teachers, games, enjoyable, teamwork, and classroom.

Analysis: According to the results of the interview with five English teachers, games are used fairly regularly as a technique in the classroom. All teachers reported that games are used at least once a month, with some teachers using them more often. The teachers noted that games could be used to engage students, make learning more enjoyable, and provide an effective way for students to practice and review vocabulary. The teachers also mentioned that games are an excellent tool for assessing student understanding and promoting teamwork. All teachers agreed that games are an effective and enjoyable way to teach vocabulary and should be used regularly in the classroom.

Question 4: Which games do you consider as a technique that could help students to develop their English vocabulary?

The most frequent words: Vocabulary, students, games, strategies, and integrated activities.

Analysis: Concerning the fourth question, the interviewees answered that teachers should consider their students' learning styles, interests, and language proficiency levels when selecting games to incorporate into their vocabulary instruction. Additionally, games should be integrated into a broader vocabulary development program that includes a variety of strategies, such as reading, writing, and speaking activities, to ensure that students are developing a well-rounded understanding of English vocabulary.

Question 5: Why is it important to use games as a technique to learn in English class?

The most frequent words: Learning, games, teachers, skills, and creativity.

Analysis: To answer this question, teachers agree that the use of games in English class can help to create a positive and productive learning environment by promoting a sense of community, reducing stress and anxiety, and fostering creativity and critical thinking skills. By incorporating games into their instruction, English teachers can enhance the quality and effectiveness of their teaching while also providing students with a valuable and engaging learning experience.

Interpretation of bibliographic review

This research is related to defining vocabulary as central to language and is very important to the language learner. Words are the building blocks of language because they represent objects, actions, and ideas, without which people cannot convey the intended meaning. Theorists and researchers in the field have recently discovered the critical role of vocabulary knowledge in

learning a second or foreign language. As a result, the field has adopted many approaches, techniques, exercises, and practices for teaching vocabulary (Regina Morin, 2001).

In a previous study, the game was defined as a fun activity that requires skill. Wright et al., as cited by Rizki and Wirhayati (2017) state that a game is an activity that can be interesting, entertaining, challenging, and can interact with each other. In classroom learning, game rules are usually designed and maintained by the teacher so that the teacher can explore each student's abilities (Muhammad Anwar Rosyidi, 2022).

At the same time, in this recent research, the author explains how games facilitate teaching and learning. It means that the game brings teachers and students closer together. A game is where students play and interact with friends and teachers. Games help students play, explore, experiment, and interact with their friends and teachers. The game has the potential as a teaching tool in literature education and can motivate and make students, hushed and passive ones, participate in the whole learning process (Pajo, 2017).

Analysis and discussion of the interview or focus group vs bibliographic review.

When analyzing the effects of the application of games as a technique to teach vocabulary in English, interviews and bibliographic reviews can provide valuable insights. An interview can offer a more personalized perspective, as it involves directly engaging with students and teachers to gather their thoughts and experiences by using games as a technique in the classroom. It can provide a more nuanced understanding of how games are perceived and used by students and teachers, as well as any challenges or limitations they may have encountered.

On the other hand, a bibliographic review can offer a more comprehensive and objective view of the effectiveness of games in teaching vocabulary to English language learners, 10th graders. By synthesizing the findings of a range of studies and academic articles, a bibliographic

review can provide a broader understanding of the benefits and limitations of using games as a technique and any best practices or guidelines that have been identified.

Ultimately, both interview or focus group studies and bibliographic reviews have strengths and limitations. Combining both approaches may provide a complete understanding of games' effectiveness in teaching vocabulary to English language learners for 10th graders. By incorporating a variety of perspectives and sources of information, teachers and researchers can gain a more well-rounded understanding of how to effectively use games in the classroom to enhance students' English language skills.

As a result, we can infer that the theory and data obtained in this research share similarities because they are linking one-by-one, but they also have differences in their application method inside the classroom. It is said that games can be used to teach English with an adequate strategy and method to achieve the goals with students' knowledge.

All these aspects were part of this study and help to obtain data and let analyze the results provided by English teachers in the interviews; linking the theory and the answer can infer that importance about games as a technique to teach vocabulary in English to help learners to develop their productive and receptive vocabulary achieving know adequate strategies to teaching-learning English vocabulary at pupils.

Chapter V

Reflexions of the Study

The importance of games as learning is based on the need to develop students' vocabulary through innovative teaching methods in the classroom. These methods aim to strengthen the students' weakness in speaking ability so that they can deal with various English topics and complete speaking tasks so that they can speak English more fluently and confidently with other people.

To do this, the teacher should apply games and focus on applying the most effective teaching methodologies outlined earlier, such as practicing basic conversations to develop vocabulary. Students need to be more confident when starting a dialogue with their classmates.

In this study, the author found relevant theories and opinions about games as a technology, especially through interviews where the English teacher answers questions and shares his experiences in the classroom. To analyze the data, the researcher must match the theory and the information collected in the interviews to obtain the research results.

These techniques help answer the problem and specific questions in Chapter 1. Games help students develop their vocabulary, reading, and writing skills. Using games as a technical, advanced vocabulary tool can make learning a new language easier. In order to effectively learn vocabulary and develop students' skills, classroom teachers should introduce classroom games. These techniques allow students to understand learning through games.

Using games to teach vocabulary can be an effective and engaging approach to language learning. Games can provide a fun and interactive way for students to learn new words and practice using them in context.

One of the main benefits of using games to teach vocabulary is that they can make learning more enjoyable and engaging. When students are having fun, they are more likely to stay motivated and focused on the task at hand. Games can also provide a sense of competition, which can be a motivating factor for some students.

Another advantage of using games is that they can be easily customized to suit the needs and abilities of different learners. Teachers can adjust the difficulty level of the games and tailor them to specific vocabulary lists or learning objectives. It allows students to work at their own pace and ensures they practice the vocabulary they need to learn.

Games can also provide a way for students to practice using new words in context. Many language games involve role-playing or storytelling, which can help students to see how new words can be used in real-life situations. It helps reinforce their understanding of the vocabulary and makes it more memorable.

However, it is important to remember that games should supplement other language-learning activities, not replace them. While games can effectively teach vocabulary, they should be used with other methods such as reading, writing, and speaking practice.

Games can be a useful technique to teach vocabulary, providing an engaging and effective way to practice new words and reinforce language skills.

In the development of this study, the researcher involved five English teachers from the Unidad Educativa Prof. Cleofé Apolinario O. It is important to underline that the school has good groups of English language teachers. As it was impossible to reserve an interview day due to the busy schedule of school teachers, the interview had to be conducted on Zoom. That is why the discussions were postponed and carried out late.

After conducting a study on the use of games as a technique to teach vocabulary to English language learners at the 10th-grade level in Unidad Educativa Prof. Cleofé Apolinario O., it is clear that games can be an effective and engaging tool for language learning.

One of the key benefits of using games to teach vocabulary is that they can be customized to meet the needs and abilities of individual students. Teachers can adjust the difficulty level of the games and target specific vocabulary words or concepts, making it easier for students to focus on the areas where they need the most help.

However, the study also highlighted the importance of using games to supplement other language-learning activities. While games can effectively teach vocabulary, they should not be the sole focus of language instruction. Students must still engage in reading, writing, and speaking activities to fully develop their language skills.

In conclusion, the study demonstrates that games can be a valuable technique for teaching vocabulary to English language learners. Games provide an engaging and interactive way for students to practice their vocabulary skills and can be customized to meet the needs of individual learners. However, it is important to use games as a supplement to other language learning activities to ensure that students develop a well-rounded set of language skills.

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Annexes

Teacher's Interview.

Question 1.- How do students develop their English vocabulary?

Teacher 1.- Reading different kinds of books, magazines, and other literature is a great way to learn new words and understand their meanings.

Techer 2.- Watching movies and TV shows in English can help you pick up new words and phrases which can be useful to you.

Teacher 3.- Writing regularly helps you understand how to use words in a sentence and expands your vocabulary.

Teacher 4.- Memorizing new words and phrases can help add to your vocabulary.

Teacher 5.- Taking English classes such as language courses or tutoring sessions can help you learn more words and teach you proper pronunciation

Question 2.- What are the challenges students face with the application of vocabulary in the classroom?

Teacher 1.- Applying words correctly in different contexts is a challenge for many students.

Teacher 2.- Students need to find the right words to convey their thoughts and ideas effectively.

Teacher 3.- Students need to make accurate connections between words and their meanings for better understanding.

Teacher 4.- Retaining new words is a major challenge for students as they need to practice and use the words regularly.

Teacher 5.- Understanding the tone and context of words and phrases is important for effective communication

Question 3.- How often does the teacher implement games as a technique in the class?

Teacher 1.- Games are used frequently and regularly as a teaching technique in the classroom.

Teacher 2.- Games are used occasionally as a way to break up a lesson or to review a topic.

Teacher 3.- Games can be used as a motivator to get students engaged and interested in a lesson.

Teacher 4.- Games can be used as a reward for completing a task or achieving a goal.

Teacher 5.- Games can be used as part of a unit in order to help students learn and review a particular topic

Question 4.- Which games do you consider as a technique that could help students to develop their English vocabulary?

Teacher 1.- Word games such as Scrabble, Boggle, and Hangman are great for helping students learn and review vocabulary.

Teacher 2.- Crossword puzzles help students learn and review vocabulary through a fun and engaging activity.

Teacher 3.- Word searches are an excellent way for students to practice and review vocabulary in a fun and interactive way.

Teacher 4.- Charades is a great game for helping students to learn and review words in a fun and competitive way.

Teacher 5.- Picture games such as Pictionary or Word Whomp can help students to learn and review words in a fun and visual way

Question 5.- Why is it important to use games as a technique to learn in English class?

Teacher 1.- Games can provide a fun and engaging way for students to learn English by helping to break up a lesson and make it more enjoyable.

Teacher 2.- Games can help to improve students' vocabulary by providing an engaging way to learn new words.

Teacher 3.- Games can help students to better understand and comprehend the material they are learning.

Teacher 4.- Games can help to improve students' memory by providing an engaging and interactive way to learn and review material.

Teacher 5.- Games can help to promote teamwork by allowing students to work together to complete tasks and achieve goals.

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En calidad de tutora del Trabajo de Investigación denominado "GAMES AS A TECHNIQUE TO TEACH VOCABULARY IN ENGLISH LANGUAGE LEARNERS " elaborado por el estudiante Gonzalez Soriano José Alejandro, de la Carrera de Licenciatura en Inglés, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 10 % de la valoración permitida, por consiguiente se procede a emitir el informe.

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