PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

TOPIC:

"DIGITAL GAMES TO IMPROVE ENGLISH BASIC VOCABULARY SKILLS TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR: KATTY ALEXANDRA ROCA MATÍAS

ADVISOR: LCDA. JEANNETTE CEVALLOS ALCÍVAR, MSc.

LA LIBERTAD-ECUADOR

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CARRERA DE LICENCIATURA EN INGLÉS

TEMA:

"DIGITAL GAMES TO IMPROVE ENGLISH BASIC VOCABULARY SKILLS TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"

TRABAJO DE TITULACIÓN

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AUTORA: KATTY ALEXANDRA ROCA MATÍAS

TUTORA: LCDA. JEANNETTE CEVALLOS ALCÍVAR, MSc.

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **"DIGITAL GAMES TO IMPROVE ENGLISH BASIC VOCABULARY SKILLS TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"** prepared by Katty Alexandra Roca Matías, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

Sincerely,

_____

Lcda. Jeannette Cevallos Alcívar, MSc.

Advisor

La Libertad, August 19th 2016

STATEMENT OF AUTHORSHIP

I, Katty Alexandra Roca Matías with ID number 092367254-7, undergraduate student from the Península of Santa Elena State University, Faculty 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 IMPROVE ENGLISH BASIC VOCABULARY SKILLS TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"** certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

_____

Katty Alexandra Roca Matías

ID: 092367254-7

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DEDICATION

I dedicate this work to all people who have been part of the successful finalization of this work; especially, to my father, who has been my main strength and the sample of person to follow. This work is also dedicated to my mother for being my sample of responsible woman with ethical and moral values. To my husband, for being a wonderful, loyal and comprehensible man; he has been the motor for persevering and achieving this important goal.

Katty

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Katty

DECLARATION

The content of the following graduation work is my responsibility; the intellectual

property belongs to Península of Santa Elena State University.

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Katty Alexandra Roca Matías

ID: 092367254-7

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ABSTRACT

At the moment of starting learning English as a second/foreign language, it is essential that learners gradually improve in the four main English language skills: listening, speaking, reading and writing. However, for achieving the complete domain of these skills, learners need to acquire as much vocabulary as possible because without vocabulary learners will never be able to listen, speak, read nor write in English. Therefore, it is fundamental to mention that vocabulary is the basis in the English language acquisition.

As it was established, vocabulary is really needed for the entire English langaue acquisition and this research attempts to improve the vocabulary instruction of students of eighth grade at Unidad Educativa "La Libertad" through the application of digital as a dynamic and technological proposal. Nowadays, technology is being more used in classrooms in order to enhance the teaching and learning process.

Moreover, this investigation followed the qualitative and quantitative methods because the researcher applied different techniques and instruments, such as interviews to English language teaching experts, observation sessions, questionnaires, observation guide in order to collect information, then analyze it and finally summarized it in this paper. This investigation is also quantitative because the researcher applied surveys to eighth grade students and English teachers in order to collect useful information from the direct beneficiaries and then present results in statistical graphics and charts. Finally, it was demonstrated that the application of digital games improved the English vocabulary instruction

and students had the opportunity to practice and increase their vocabulary knowledge in a technological and motivational way.

Keywords: vocabulary, English language teaching and learning, digital games.

INTRODUCTION

Since we are living in a society marked by globalization, people need to develop skills in order to be part of the progress that many nations want to achieve. Advances in technology, science, and other fields encourages people to receive training in order to be able to take such difficult challenges that this globalized society demands. Education has also received significant changes; teachers, nowadays, have to innovate their methodologies and strategies in order to help students to be skillful in different areas.

The field of English language teaching as a second or foreign language has increased meaningfully; there are more and more people who are learning English as a second or foreign language because of the great benefits that knowing an additional language can provide in the academic, professional and personal lives of learners. In Ecuador, English teaching has been taken into consideration in the educational curriculum; it is taught in the all secondary levels with the purpose of getting students able to establish a cordial and efficient communication with English-speaking foreigners.

English language has four main skills (listening, speaking, reading and writing) that learners need to enhance and dominate. However, an essential part for the correct acquisition of this language is vocabulary knowledge. Without words, learners could not be able to speak or write and could not be able understand messages in listening or reading activities. The main aim of this investigation is to determine the relevance of acquiring vocabulary in order to produce and comprehend the target language.

Furthermore, this paper also promotes the application of digital games as a didactic, dynamic and motivational proposal for improving the vocabulary knowledge of students of eighth grade at Unidad Educativa "La Libertad". It is

also fundamental to mention that students like games because they facilitate the comprehension of any topic by practicing in an enjoyable environment without pressures.

For the elaboration of this investigation, it was divided into five chapters which are mentioned and described below:

Chapter I-The Problem: This chapter gives details about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives of the investigation.

Chapter II-Theoretical Framework: This chapter provides details about all the theories of important authors and previous researches that support the investigation topic. It also gives details about the philosophical, psychological and legal basis of this work, and the research hypothesis.

Chapter III-Methodology: This chapter explains methodological strategies in order to get a successful work. This chapter also contains the level of the research, population, sample, strategies and instruments to collect significant information, data collection with the respective analysis and interpretation, conclusions and recommendations.

Chapter IV-The Proposal: It describes the solution for the problem and it analyses the outcomes of this investigative work. It describes the background, significance and objectives of the proposal application. Moreover, it has the booklet with fifteen prompts to improve the writing skill.

Chapter V-Administrative Framework: Finally, this chapter establishes the budget, timetable and bibliographical resources for this research.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 TITLE

"DIGITAL GAMES TO IMPROVE ENGLISH BASIC VOCABULARY SKILLS TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

During the last five years, Ecuador has become a competent country, with the challenge of learning and developing English skills as a foreign language. Therefore, it has been induced to students and teachers to prepare to get the skills with good-quality standards of education. The main economic input of the Santa Elena province is gotten by the visits of innumerable foreigners, some of them English-speaking people. Therefore, the Ecuadorian and local government have developed English basic programs in different schools and high schools with the objective of strengthening English language skills.

In La Libertad, Santa Elena province, there are two educational institutions that belong to the International High School Plan which means that students receive a bilingualism instruction in order to achieve a high level of proficiency in the English language. This is done because learning a second or foreign language provides students better opportunities of succeeding in their future lives. Thus, English as a second or foreign language have become an immense necessity for almost all people who are in constant contact with English language speakers.

During the last three years at public schools, students have not received instruction of English as a second or foreign language, for this reason when they start the secondary educational level, some students have serious problems at the moment of producing the target language; students do not remember useful and basic vocabulary for the development of different activities, that is why students have difficulties during the whole teaching-learning process.

Hence, it is meaningful to make the point that the use of digital games is an interesting and innovative strategy to develop and increase the English basic vocabulary of eighth grade students; vocabulary is necessary to extend the knowledge and enhance the comprehension of students because without a wide vocabulary, students could not be able to produce the target language nor understand it.

In Unidad Educativa "La Libertad", eighth grade students have a low knowledge of English vocabulary because they did not receive English language instruction during their scholar period; unfortunately, the government has suppressed the English language teaching in the educational curriculum from elementary levels. For this reason, it is necessary that teachers apply an active methodology that can activate the encouragement and interest of learning new vocabulary in students. Nowadays, technological tools and the management of digital applications are being included in the English lessons because they can improve the teaching-learning process. Digital games are a good option to optimize the process of practicing new vocabulary because they are dynamic and promote the participation of all students due to their motivational benefits for students.

1.2.2 Critical analysis

As it was mentioned above, vocabulary is needed for the acquisition of English as a second or foreign language. Since learners need to know a large number of words for the correct oral and written production and comprehension of the

language, vocabulary is the principal part of English language that learners must acquire. Students of eighth grade present serious problems when they have to perform oral presentations or when they have to write a paragraph about any topic as a consequence of their low vocabulary knowledge. The comprehension of the language is also affected by this problem; students cannot work on listening or reading activities successfully because they do not know vocabulary.

One of the main reasons for the poor English vocabulary knowledge of students of eighth grade is that they did not receive English language instruction during their scholar period; as a consequence of that, students started the secondary instruction without any basis of English and without any vocabulary knowledge. A different reason is that teachers do not upgrade their strategies; they need to refresh the way they teach students vocabulary. Drilling exercises are boring for students because they do not have the possibility to apply vocabulary in engaging activities.

Additionally, teachers do not use resources that motivate students to learn new vocabulary; they just apply the activities from English books and do not look for extra exercises that promote the permanent practice of vocabulary. Therefore, it is vital the use of visual material allowing vocabulary development because the brain captures much faster when it observes illustrations that when writing.

Furthermore, students are now experiencing a technological and modernized stage. Unfortunately, teachers do not include the use of technology into the teaching process; most teachers do not feel comfortable using technology because they are not trained and because they do not know its advantages. Therefore, English vocabulary lessons are monotonous without any variation in activities; there are lots of activities on line that can be useful for the betterment of vocabulary practice. It is important to establish that ICTs provides teachers and students with opportunities to teach and learn in a digitalized environment.

As a conclusion, the poor students' knowledge of English vocabulary needs to be solved urgently. Students need to be instructed in a dynamic way because if students increase their vocabulary, they can be able to express and transmit their ideas. Learning vocabulary will contribute to the development and increase of students' writing proficiency, oral fluency and comprehension of messages.

1.2.3 Formulation of the problem

What will the impact of the application of digital games be in the vocabulary instruction of students of eighth grade at Unidad Educativa "La Libertad" from La Libertad, province of Santa Elena?

1.2.4 Guideline questions

- What is vocabulary?

- Why is important to learn vocabulary?

- What are the most appropriated techniques to teach vocabulary?

- What kind of vocabulary do teachers need to teach?

- What are the difficulties that students have to learn vocabulary?

- What are digital games?

- What will the effect of applying digital games be in an English language class?

1.2.5 Delimitation of the research object

- **FIELD**: Education.

- **AREA**: English.

- **ASPECT:** Writing prompts.

- **TITLE:** "DIGITAL GAMES TO IMPROVE ENGLISH BASIC VOCABULARY TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016"

- **PROBLEM:** Low English vocabulary knowledge in students of eighth grade at Unidad Educativa "La Libertad".

- **TIME LIMITATION:** The research will be held during the academic year 2015-2016.

- **POPULATION LIMITATION:** Eight year General Basic Education students at La Libertad High school.

- **SPACE LIMITATION:** Unidad Educativa "La Libertad"

- **CONTEXT LIMITATION:** This research will be focused on the teaching – learning of English basic vocabulary as a strategy for improving the acquisition of words of Eight year General Basic Education students at Unidad Educativa "La Libertad".

1.3 SIGNIFICANCE

Recent researches establish the need of upgrading vocabulary instruction and development in elementary classrooms. Thus, it is demonstrated that making connections between words and ideas between words and images, students build vocabulary. Connections between vocabulary words and the process of building vocabulary skills make it faster and more efficient. The purpose of this project is to develop vocabulary in students of eighth grade as a foundation for future listening, speaking, reading and writing exercises. Through a guide of dynamic games, students will have the opportunity to expand their knowledge, words and meanings.

The application of digital games motivates students to be immersed in the vocabulary teaching process. Digital vocabulary games will help students to build their vocabulary skills of English. They also helps to stimulate students to learn more vocabulary; digital games also promotes the activate participation, and provide feedback.

The digital game application for teaching vocabulary is designed specifically to build vocabulary knowledge of students in order to motivate them to learn new words through a dynamic practice. Digital games also support the combination of phonics and visual stimulation, so that students have the opportunity to enhance their pronunciation of words and relate these words with representative images. Some of the digital games created are: crosswords, puzzles, riddles and puns guided by teachers in order to build students' vocabulary skills. Playing with words and vocabulary is important to learn English.

1.4 OBJECTIVES OF THE RESEARCH

1.4.1 General objective

To evaluate the incidences of the application of digital games through the analysis of theories and previous investigations in order to improve the vocabulary instruction of students of eighth grade at Unidad Educativa "La Libertad".

1.4.2   Specific objectives

- To develop a theoretical framework looking for and analyzing distinct theories and assumptions of different investigators.

- To collect important information through the application of surveys and interviews in order to present it in a mathematical and statistical way.

- To design a proposal with digital games in order to enhance the vocabulary of students of eighth grade.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PREVIOUS RESEARCH

2.1.1   English vocabulary

Language is primarily a form of communicating with others. People learn their native language as children by hearing the spoken language and then imitating it. When someone starts learning English as a second/foreign language, it is essential that he/she gradually improves in the four main English language skills: listening, speaking, reading and writing. However, for achieving the domain of these skills, students need to acquire English vocabulary because without vocabulary learners will never be able to listen, speak, read nor write in English. That is why; it is relevant to mention that vocabulary is the basis in the English language acquisition.

Teaching English vocabulary is not a new issue of investigation. In the past, the instruction of vocabulary was neglected due to the lack of facts that demonstrate the importance of this part of the English language. One way in which teachers used to teach vocabulary was through long lists of words without any contexts and without any opportunity to practice in an appropriate manner. The old and traditional methodologies where students do not produce the language are being replaced by didactic and motivational ways to learn vocabulary.

Nowadays, teaching vocabulary is considered as a relevant tool to be instructed and learned in significant aspects. Moreover, knowing the meaning of words plays an essential role in the language comprehension. Sahrir and Yusri determines in their journal that "the application of instructional teaching and learning aids in

vocabulary learning is crucial in order to enhance and improve language learning and acquisition" (2012), especially for second/foreign language learning process. Therefore, vocabulary instruction has to be effective in order to learners use the taught words appropriately.

2.1.2 What is involved in learning vocabulary?

An effective vocabulary learning involves some aspects that students need to know about the words they are being taught. When teacher introduces new vocabulary it is significant that they emphasizes the aspects of the vocabulary words they can relate them. Paul Nation (2001) establishes that knowing vocabulary words involves:

- **Meaning:** in this part, students need to know what a word means. Learners can look at analogical or digital dictionaries and find the meaning of a word in its various senses. For Nation (2001) meaning and form work together, which means that, the concept and what the word refers to, and the associations that come to mind when someone thinks about a specific word or expression are linked.

- **Form:** it refers to the form a word is presented; this can be spoken or written. The word form also includes its spelling dictation (spelling form) and pronunciation (spoken form) and any part of the words that make ups its particular item such as prefix, root and suffix.

- **Use:** Nation (2001) determines that the use of a word involves grammatical functions of it, collocations that go with it and finally its constraints on its use, in terms of frequency and level. In other words, knowing a word also means knowing when it is appropriate to use them.

It is also essential that students know what words to use according to the situation.

2.1.3 Kinds of vocabulary

2.1.3.1 Productive/Active vocabulary

Productive vocabulary, also known as active vocabulary, refers to all the words that learners use when they have to speak or write. Michael Graves in his 2006 work states that productive vocabulary is "words we use themselves"(Graves, 2006). This kind of vocabulary is what learners need to be able to use and understand.

2.1.3.2 Receptive/Passive vocabulary

Tschirner (2004, as cited in Ferreira, 2007) states that "receptive vocabulary refers to words students understand, but they do not have to use them". The words that learners just need to recognize or "words we understand when others use them" (Graves, 2006). Receptive or passive vocabulary is related to the words that students assign some meaning, even though they do not know their definitions, usages and other aspects of a word. The receptive vocabulary of a student is usually larger that the productive.

2.1.4 Significance of learning vocabulary

Learning English vocabulary is a primary task of any language learner. Vocabulary is useful for students in order to produce the language in the oral or written form. It is important to keep in mind that the more vocabulary a student knows, the more accurate students can express his/her messages. Based on this, students need to develop a vast knowledge of vocabulary because they will need it

in order to communicate effectively. Vocabulary is necessary for expressing messages and giving them clear meanings; vocabulary is used in the two main classifications of English language skills; receptive (listening and reading) and productive (speaking and writing). In other words, vocabulary is needed in the application of the language.

Having vocabulary knowledge is also important for other English skills. Reading, for example, is a skill that needs students to develop vocabulary in order to understand the texts. Therefore, in the USA an investigation was carried on children with the purpose to know how they learn to read in 2000. One of the results that the panelists established is that vocabulary is of great importance in the reading improvement. "Vocabulary occupies an important position in learning to read. As a learner begins to read, reading vocabulary encountered in texts is mapped onto the oral vocabulary the learner brings to the task" (National Reading Panel, 2000). Thus, vocabulary occupies an essential middle ground in learning to read.

As mentioned above, vocabulary is important for a good reading development. However, vocabulary is not necessary just for reading but for the other English skills; listening, speaking, and writing. In the oral aspect, vocabulary knowledge is one of the best indicators that a learner must develop in order to get an adequate verbal ability. Vocabulary knowledge also contributes to the phonological awareness of young children, which in turn contributes to their word recognition. In writing, students can select the most adequate words to use in their pieces of writing. And finally, for listening, vocabulary is required to understand what students hear.

2.1.5   What vocabulary to teach?

For teaching English, professors and instructors have to make decisions about the content of the vocabulary lesson and one of the most common questions they will have to address is what vocabulary to teach. For some of them, this will be defined by the choice of the coursebooks, the designers of the coursebooks and other aspects. In fact, Rosa María López Campillo, an English professor at University of Castilla-La Mancha in Spain, in her article "*Teaching and Learning Vocabulary: An Introduction for English Students*" establishes that there is a criterion that helps teachers to select the vocabulary to teach which is described below:

2.1.5.1   Frequency

Knowing vocabulary words mean that the learner knows the frequency of occurrence of them. In this section, it is important to make a distinction between high frequency words and low frequency words. Ferreira (2007) states that "the distinction is very important because teachers need to deal with these two types of words and teachers and students need to ensure that high frequent words are well known". The more frequency of exposure of the target vocabulary words, the more it will increase the likelihood that students will understand and remember the meaning of new words and use them more frequent.

2.1.5.2   Range

Range refers to the appearance frequency across a wide variety of texts. A word may be quite frequent, but a majority or even all of its occurrences might be in just one text. In this case, even though the frequency of words might look important, its range may be small. The most useful and convenient words are those that appear in different texts.

2.1.5.3   Availability and Expediency

Words are taught because they have certain relevance for students. In this case, there are words like "chalk" or "BB" that are not common to use them. However, it is a necessary to teach them because these words are part of the language students are learning. On the contrary, there can be situations where the knowledge of one word will make others redundant as far as meaning concerned but it is also important to teach them because they can have productive purposes. For example: "sweater", "jumper" and "pullover".

2.1.5.4   Specific Needs and Interests

Taking into account the necessities and interests of students of knowing certain words is other criteria that López describes in her article. Teachers must provide students opportunities to select the words the want to learn in order to promote confidence, interest and motivation in the classes. However, it is also necessary to keep in mind that the necessities and interest of one student may not be the same of the others. So, it is fundamental a combination of both collective and individual needs and interest in order to have productive vocabulary lessons.

2.1.5.5   Level of Students

The level of students is also essential. Not all students have the same vocabulary knowledge level and not all of them will be able to learn more complex vocabulary like academic words that are taught in higher levels where students have acquired more English language knowledge. That is why, the lower the vocabulary knowledge level of learners, the more common and neutral the vocabulary to be taught.

2.1.5.6 Learnability

Learnability refers to the difficulty or lack of difficulty that is present in the moment of learning a new word. This aspect may be one reason for postponing the teaching of certain vocabulary. Here it is included words with spelling and phonological difficulties. "Solicitor" and Barrister" are examples of words that are complicated to relate them with the world of experience or culture of students.

2.1.5.7 Cultural factors

Cultural factors are other aspect to take into consideration at choosing what vocabulary to teach. In the different English speaking countries, there is a diverse ways that people use to express them; this refers to the cultural differences that are around the world. For this reason, it is significant that teachers select words, phrases or expressions to teach according to the cultural scenario they are. For instance, "sleet" and "double-glazing" as lexical items are as about as useful to Brazilian people as "mangos" and "cockroaches" are to Scandinavian people.

2.1.6 Steps for teaching vocabulary

As it was mentioned previously, learning vocabulary is considered an internal and relevant aspect at the moment of learning a foreign language since it leads the way of communication. Vocabulary, as an important feature for communicating each others, needs to be developed and, for achieving that, it is important to follow a process. Robert Marzano (2004) describes six steps that teachers must follow in order to improve the vocabulary learning of all students. These steps are explained below (Marzano, 2006):

- **Step 1-Explain:** in the first step teacher gives students a description or example of the new word.

- **Step 2-Restate:** in this step, students are asked to understand the concept of the new word using their own words and giving more examples with the target vocabulary.

- **Step 3-Show:** teacher can show students pictures or graphic demonstrations of the new vocabulary words. Students can also be asked to elaborate a graphic of the new words.

- **Step 4-Discuss:** during the fourth step, students are involved in discussions where they can review the vocabulary words they have in their notebooks. In this step students can also discuss about synonyms or antonyms of the vocabulary.

- **Step 5-Refine and Reflect:** during this step, students can work in pairs or small groups in order to reanalyze and discuss the vocabulary they have in their meanings. They can add, change or delete information. They can also describe the pictures of each others in order to learn the vocabulary.

- **Step 6-Apply in Learning Games: in** this step, the practice of vocabulary with games is recommended because of their motivational influence on students.

2.1.7   Effective vocabulary instruction

According to Michael Graves, in his 2006 book "*The Vocabulary Book: Learning and Instruction",* it is essential an effective instruction of vocabulary in order to assimilate appropriately new vocabulary. For students, learning vocabulary efficiently is to have opportunities to produce the knowledge they have acquired during the vocabulary lessons, therefore, Graves (2006) determines that a adequate instruction of vocabulary involves:

- **Rich and Varied Language Experiences:** one way to build the vocabulary knowledge of students is to immerse them in a variety of language experiences so that they can learn vocabulary through listening, speaking, reading and writing activities. Graves (2006) mentions that in elementary levels, students are most able to increase their vocabulary through listening and speaking and therefore, when they start reading or writing, it is easier to fulfill these activities because it is vocabulary they already know.

- **Teaching of Individual Words:** another different way to increment the vocabulary of students is to teach them individual words. There is an enormous size of vocabulary that students need to know and teachers have to, in some cases, avoid teaching certain words. Graves (2006) claims that "the fact that teachers cannot teach all of the words students need to learn does not mean that they cannot or should not teach some of them". Learning new vocabulary is more efficient when students are given both definitional and contextual information about the word; in other words, the instruction is most likely to promote the comprehension of students when it is rich, deep and extended in terms of strategies and activities.

- **Teaching Word-Learning Strategies:** the third form that guarantees the correct learning of vocabulary is to teach students word-learning strategies. The most recommended strategy is the use of context to learn a new word; if there is an unknown word in a text, the context in which the unknown word appears can be helpful to realize its meaning. Another recommended word-learning strategy is the use of word parts; teaching prefixes, suffixes, and roots of words can be very helpful to learn new words. The use of a dictionary is other strategy to learn new vocabulary. Students can use a dictionary to learn word meanings by themselves.

- **Fostering Word Consciousness:** According to Graves the term word consciousness refers to "the awareness of an interest in words and its meanings" (2006). This means that the purpose of this aspect is to kindle interest in the power and usefulness of words and phrases. Students who are conscious of the words around them. This awareness also involves the recognition of communicative power of words.

2.1.8 Strategies of teaching and learning vocabulary

Activities that require the learners to be productive and rely on their own language skills have a greater impact on vocabulary acquisition than activities where learners could remain fairly passive. Students need multiple exposures to words in a variety of ways and contexts in order to comprehend, remember and use them. According to Schmitt (2008), there is not "right" or "best" way to teach vocabulary. The best practice depends basically on some factors such as the kind of students, the words of the target language, the school system, the curriculum, among others. According to Schmitt (2007) there are several strategies to teach vocabulary that are divided into five categories explained below:

2.1.8.1 Determination strategies

These strategies are used by any student in order to discover the meaning of a new word without asking to someone else. Some examples of Determination Strategies are:

- The analysis of pictures

- Guessing meaning from contexts

- The use of a dictionary

2.1.8.2 Social strategies

Social strategies refer to the interaction that students need with others in order to know the meaning of a new word. Social strategies can be:

- Asking to the teacher or other classmate for the definition of a word

- Study groups to learn new words

- Interaction with English speakers

2.1.8.3 Memory strategies

Memory strategies, also called mnemonics, requires remembering words that have learnt previously. Some examples of these strategies are mentioned below:

- Semantic Maps

- Keyword Method

- Association of new words with their synonyms and antonyms

2.1.8.4 Cognitive strategies

These strategies are used by most students in order to learn more successfully. Social strategies involve deliberate manipulation of the target language to improve learning. These are some examples of them:

- Written repetition

- The use of vocabulary notebooks

- Labeling objects with their names

2.1.8.5   Metacognitive strategies

Metacognitive Strategies are used in order to support students understand the way they learn. The purpose of these strategies is to help students design an adequate plan to learn new information. Some examples are:

- Checklist

- Rubrics

- Organizers

2.1.9   Teaching with technology (ICTs)

Recent advances in technology have prompted its integration into the field of education and this fact is particularly stressed in ESL/EFL classrooms. The use of technology into education is increasing according to the course of the years due to the necessity to give a complete change to the traditional methods of teaching and learning. At first, technology was used in classes through the application of radio, television, CD players, DVD players, audio and video tapes and films. However, this was improving gradually and, recently, there are including new technological resources such as the Internet, multimedia, apps, and other equipments that facilitate the teaching-learning process. All these points are grouped in one term: ICTs.

ICTs or Information and Communication Technologies are all the communicative devices or applications that help teacher and students to emerge valuable knowledge and skills around these computing and communicative devices. Language teaching is currently undergoing major transformations with the immersion technology to teach English. In this context Schmid & Whyte (2014) states that "these changes offer opportunities for innovation in language teaching and learning, but also create challenges". The main challenge that teachers may have is that not all of them have complete domain to the different technological and communicative devices. However, constant preparation and upgrading of methodologies applied in the teaching can be the solution of this problem.

As mentioned before, the application of different technological resources has become one of the basic blocks of modern education. For many countries around the world, Ecuador included, the role of ICTs is getting more importance and it is being conceived as part of the core of education, alongside various subjects. In education, there have been used several kinds of ICTs, such as teleconferencing, email, audio conference, television lessons, radio broadcast, among others, with the purpose to enhance the process of learning.

English language teachers and trainers are conscious that ICTs play a fundamental role in the learning process of a language. Technology provides many dynamic ways to teach the language by the use of music, videos, online resources, web sites, etc. teachers also have the opportunity to create materials or design their classes using virtual programs.

2.1.10 Benefits of using technology to teach vocabulary

Technology in the classroom is widely believed to contribute in the promulgation of a constructive class environment and it is viewed as a positive effect on the teaching-learning process. The application of technology as a tool into the

classroom is of great importance for teaching vocabulary. There are several benefits of using technology to teach vocabulary.

From the educative perspective, activities to teach vocabulary using technology help to facilitate the learning practice of students. The use of technology as an educative tool benefits students increasing their self esteem and motivation. Michael Evans argues convincingly that "the use of ICT in class generally motivates pupils to learn" (Evans, 2009). Motivation is an important factor at learning vocabulary; teachers need to develop a harmonious environment where students feel confident of learning without being criticized for making mistakes. Furthermore, multimedia, the Internet, and other technological resources to teach vocabulary are also useful to teach vocabulary. Students benefit of this practices to improve the language proficiency.

It is known that students like learning by looking at pictures, videos, charts and being involved in active tasks. The use of ICTs facilitates the development of these resources and promotes the interactivity in the classroom. ICT has a positive impact on the performances of students achieving better results of learning. Technology also supports students at doing their assignments; students feel more engaged when the task assigned by the teacher includes the use of technology. The organization of information is another advantage of using ICTS for students and for teachers. Students assume responsibilities when they use ICTs to organize their work through digital portfolios and teachers can keep all the information and resources they have applied in their lessons in an organized way.

The benefits of applying ICTs in teaching vocabulary are several, but for achieving positive impact of ICT on attainment, motivation and learning vocabulary it is essential to realize that this depends on the decisions that teachers and students make on how ICTs is deployed and used.

2.1.11 Computer-Assisted Language Learning (CALL)

Computer-Assisted Language Learning was the expression agreed upon at the 1982 TESOL (Teachers of English to Speakers of Other Languages) and it is the term employed by teachers and students in order to describe the computer use as an influential part of a language course. The origins and development of CALL trace back to the 1960s when computer-assisted language learning instructional projects in the USA were conducted on an experimental basis to assess the efficiency of computer-assisted instruction (CAI) in relation to traditional instructional strategies.

As mentioned above CALL emerged during the 60s and during all this time it has passed for three different stages where it was named in various ways. These three stages are described in the illustration below:

Illustration 1 History of Computer-Assisted Language Learning

Behaviorits CALL
Implemented in the 60s and 70s.

↓

Communicative CALL
Emerged in the late 70s and early 80s.

↓

Integrative CALL
Emerged in the late 80s and early 90s.
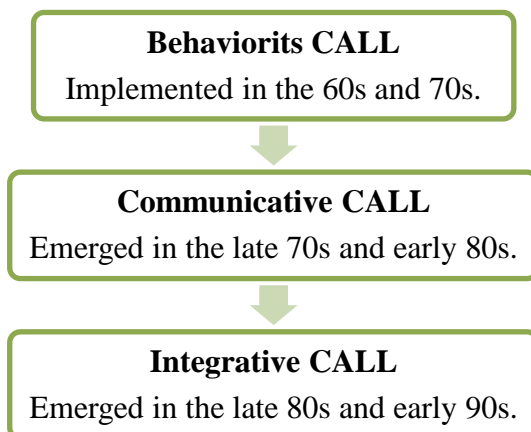
Source: Adapted from Laghos & Zaphiris (2005)
Author: Katty Alexandra Roca Matías

In the first stage, Behaviorist CALL basically consisted of drill and practice resources in which computers presented a task and students provide an answer. In the next phase, Communicative CALL was focused on the use of the language

rather than analyzing it. In the last stage, Integrative CALL tried to incorporate the teaching of the English language skills into activities and projects to provide a complete instruction.

A basic use of CALL is for vocabulary instruction using flashcards which requires the application of uncomplicated programs. Such programs are educative ways to promote the acquisition of new vocabulary because most of them, the most up to date, provide teachers the opportunity to design the virtual flashcards with audios; this is very helpful for improving the vocabulary learning and pronunciation.

2.1.12 Digital games

Traditionally, the conventional methods in the English language teaching as a foreign language, like the boring mechanic explanation of vocabulary, are becoming the teaching process monotonous for students. Therefore, it surged a necessity to innovate the strategies to teach English vocabulary. "The unquestionable presence of computers in all aspects of human life and the inner desire of human beings to enjoy learning through the use of computer educational games prompt the integration of computer-based games in EFL teaching and learning environments" (Jalali & Dousti, 2012).

Several studies have conducted that there is indeed much learning going on in playing games, especially in certain social contexts and player configurations. The era of using technology has increased the importance of create virtual strategies to teach vocabulary and other subjects areas. Digital games are a didactic tool to improve the vocabulary teaching-learning. Most games adapt to the level of the player until they succeed, at which new challenges appear.

Furthermore, the application of digital games, as any other resource, needs to be planned carefully, it is not just the fact to find a game online and use it, it is

necessary to recognize the benefits of that game and realize if it is good for students. For the selection or designing of digital games it is important to take into account some items:

- **Type of Games:** there is a variety of online games, but not all of them are appropriated for all students. It is relevant to choose the games according to the necessities of students.

- **Purpose of Games:** the purpose of a game is fundamental; teachers need to be aware if the game has an educational purpose and its application may not be a waste of time.

- **Level of Learners:** the level of students is other significant feature at selecting or designing a game. Some games are more complex than others and not all students may be able to fulfill the game.

- **Skill to Develop:** games are designed with different objectives: some of them are designed to help learners at listening, speaking, reading or writing. Moreover, there are games for vocabulary. It is helpful to choose the correct game for developing a specific strategy. Even though some of them may contribute to the improvement of more than one skill.

As it was explained previously, to choose or designed a digital game is essential to be aware that they are going to be used in the different lessons in order to upgrade or achieve a goal. Games motivational, and with the correct guidance they will promote the integration and active participation of students to learn vocabulary.

2.1.13 Benefits of using digital games

Recently, it has seen a growing interest in the pedagogical benefits of digital games for learning vocabulary. For example, Gee (2003, as cited in Reinders, 2012) identified various principles that he found to be present in many of the games he investigated; he found that all aspects of learning environment are set up to encourage active and critical, not passive, learning. This means that digital games engage learners and involve them in the vocabulary tasks.

According to Beavis, Muspratt, & Thompson (2015) there is a considerable enthusiasm for many educators and learners for the integration of digital games into the classroom and their innumerable benefits; digital games can be employed to engage and challenge players, present complex representations and experiences, foment deep learning and foster collaborative learning.

Learning vocabulary is seen for many students as a boring and unproductive activity. This is believed because teachers still maintain their old strategies to teach new vocabulary. However, it is known that children, adolescents, all people love games and they have lots of benefits for teaching vocabulary. According to Reinders (2012) one of the most potential benefits is that games encourage students to use the target language in a non-threatening environment.

Furthermore, digital games make vocabulary lessons more interesting, activating the motivation of students to learn vocabulary words that are important for the domain of the English language. Additionally, "digital games provide more introverted students with a greater range of opportunities for self-expression" (Reinders, 2012b). Individuals that play games lose their shyness and like to be immersed in the game making more participative the vocabulary sessions. The enjoyable factor is included as a benefit of digital games: they incentive students to work with them and thus, playfulness and learning are achieved simultaneously.

2.1.14 JClic

The traditional instruction of vocabulary has involved for many time students looking words up in the dictionary, write their definitions in a notebook and use words in sentences. List of words, teacher's explanation, discussion, memorization, vocabulary books, and quizzes are often applied to support the students' learning of new vocabulary. However, technology is providing new alternatives to improve the language-learning process.

Jclic is a technological tool that is formed by a group of computational applications in which some types of activities may be designed, for example, puzzles, crosswords, matching exercises, among others. Jclic is a platform, free software project, based on open standards, for the creation, development, playing and evaluation of multimedia educational activities; it is developed in Java Platform. This tool (Jclic) was the replacement of '*Clic*' an application used since 1992 for educators in order to create didactic activities to their students. Nowadays, the implementation of applications like this one is increasing due to the desire of instructors to make the vocabulary lesson more interesting.

2.2 PHILOSOPHICAL BASIS

"Playing games is said to be motivating to students and to benefit the development of social skills, such as collaboration, and metacognitive skill, such as planning and organization" (Reinders, 2012, p. 156).

"The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps students with language comprehension" (Ferreira, 2007, p. 12). "Words represent the building block upon which knowledge of the second language can be built"…

"If language structures make up the skeleton of a language, the vocabulary provides the flesh and the vital organs" (Abrudan, 2010, p. 170).

"Vocabulary learning is one of the central issues being discussed in all phases of language learning and teaching, it can be regarded as the core building block for any successful communication to take place" (Jalali & Dousti, 2012, p. 1079).

"The emergence of the new technology must be followed by thinking about the pedagogical reasons for using it rather than just sticking to the 'wow' factor and expressing the appealing aspects of it"… "Enhancement of dull lessons, especially in elementary young learners' EFL classes, into attention-grabbing and motivating learning experiences can be achieved through the incorporation of technology in teaching and learning environments" (Jalali & Dousti, 2012, p. 1077).

"The fun factor added to the use of CALL is through the presentation of educational games" (Jalali & Dousti, 2012, p. 1079). "Games provide a constructivist classroom environment where students and their learning are central" (Talak-kiryk, 2010, p. 4). "Games allow for creativity, independence and higher order thinking" (Talak-kiryk, 2010, p. 5).

"The use of ICT in education lends itself to more student-centred learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century" (Noor-Ul-Amin, 2013, p. 1).

2.3 FUNDAMENTAL CATEGORIES

2.3.1   Vocabulary

"Vocabulary is more than a list of words, and although the size of one's vocabulary matters, it's knowing how to use it which matters most" (Department for Education, 2008). Vocabulary is a very essential means to transmit our thoughts and feelings, either in the spoken or written form.

2.3.2 Games

"Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge" (Talak-kiryk, 2010).

2.3.3 Technology

"Technology is a branch of knowledge, or the application of science, or a study of techniques, or a practice, or even an activity" (Denton, 2012). Technology is a body of knowledge that is oriented to the creation of tools, processing actions and extracting of materials.

2.3.4 Computer-Assisted Language Learning

CALL refers to "the sets of instructions which need to be loaded into the computer for it to be able to work in the language classroom" (Gündüz, 2005). Gamper and Knapp (2002, as cited in Laghos & Zaphiris, 2005) also define CALL as "a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching".

2.3.5 Digital Game

A digital game is an interactive program enabling different players to engage with the content primarily for educational and entertaining purposes.

2.3.6 ICTs

ICTs or Information and Communication Technologies involves all forms of computer and communication equipment as well as the software to create, store, receive, analyze and manipulate information in its different formats.

2.4 LEGAL BASIS

Chart Nº 1: Legal articles

ARTICLE	INTERPRETATION
Constitution of Ecuador-Article 26	This article mainly refers to the right that all people have to receive a good education during all their lives in the different institution from the country. The educative authorities also have the great responsibility to provide people an appropriate education: and this education must include everybody without any distinction.
Constitution of Ecuador-Article 27	This article refers to the importance that learner has in the educative process; it also mentions that education has to proportionate an integral development of learners. Moreover, it is stipulated that education is the primary tool to succeed in the different aspects of life, especially in the academic.
Constitution of Ecuador-Article 343	In this case, the article 343 refers that the main objective of education is the development of individual

ARTICLE	INTERPRETATION
	and collective abilities of all students. Additionally, this article refers to the significant of integrating all cultural groups supporting the intercultural education.
Childhood and Adolescence Code- Article 37	The principal point of this article is the similar as the article 26 from the Constitution of Ecuador: the right of a good education that people who live in the country have especially children and teenagers and the educative authorities have to guarantee that institutions have equipments and resource that facilitate the teaching-learning process.

Source: Constitution of Ecuador 2008 and Childhood and Adolescence Code
Author: Interpretation of Katty Alexandra Roca Matías

2.5   HYPOTHESIS

Digital games to improve the English basic vocabulary of students for students of eighth year at Unidad Educativa "La Libertad", La Libertad, Santa Elena Province, School Year 2015-2016

2.5.1   Variables

2.5.1.1   Dependent Variable

Vocabulary

2.5.1.2   Independent Variable

Digital games

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The development of this research was based on quantitative and qualitative methodology; these methods permitted to get exact results about the improvement of the vocabulary skills of the Eighth Grade Students from Unidad Educativa "La Libertad"

3.1.1 Quantitative method

This method was applied for this project in order to gather the information to verify the research associated to the use of digital games by the Eighth Grade Students from the Unidad Educativa "La Libertad". Results from surveys directed to the fifty students of eighth grade were presented in a statistical and mathematical graphics and charts.

3.1.2 Qualitative method

This project used the qualitative method in order to analyze the information about the importance of using digital games to improve English basic vocabulary knowledge of students of eighth grade, the researcher analyzed, contrasted and summarized collected information through the application of interview to some professionals and specialists in the field of English language teaching: professionals, such as, MSc. Jorge Cevallos and MSc. Xavier Almeida, the principal at Unidad Educativa "La Libertad", MSc. Sixter Palma Murga, and

English teachers from the educational institutions previously mentioned.

3.1.3 Observation Method

This method was directly applied to students of eighth grade at Unidad Educativa "La Libertad" in order to determine the causes for the poor students' knowledge of English vocabulary. This method allowed obtaining reliable information that can describe and explain about the causes and effects of the problem and realize how the use of digital games can improve the English basic vocabulary of eighth grade students from Unidad Educativa "La Libertad".

3.2 LEVEL OR TYPE OF RESEARCH

3.2.1 Field research

It was significant and essential to obtain updated information of direct beneficiaries from Unidad Educativa "La Libertad" specifically at the English basic vocabulary learning process in order to improve the vocabulary skills regarding the implementation of digital games during the 2015-2016 school year.

3.2.2 Bibliographic research

It allowed searching and selecting scientific-theoretical foundations on the subject of investigation; the key topics are related to the importance of improve vocabulary teaching and the use of digital games and ICTs in the basic general education field.

3.2.3 Correlational research

This method measured the degree of relationship between the stated problem (poor English vocabulary knowledge in students of eighth grade at Unidad Educativa "La Libertad") and the proposal (Implementation of a digital games created for enhance vocabulary learning). Furthermore, this type of research permitted to analyze other investigations about the vocabulary teaching and the application of ICTs to improve the teaching process of this important part of English language.

3.2.4 Applied research

This type of research permitted the application of digital games as didactic tools for the enhancement of the learning-teaching process. This investigative work and the proposal was applied in order to improve the English basic vocabulary of the eighth grade students from the Unidad Educativa "La Libertad".

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research was composed by all the 50 students of the eighth grade from the Unidad Educativa "La Libertad".

Chart Nº 2: Population chart

DESCRIPTION	QUANTITY	PERCENTAGE
Principal at Unidad Educativa "La Libertad"	1	2%
English teachers at Unidad Educativa "La Libertad"	6	10%
Students of eighth grade at Unidad Educativa "La Libertad"	50	85%

English language experts	2	3%
TOTAL	**59**	**100%**

Source: Secretary of Unidad Educativa "La Libertad"
Author: Katty Alexandra Roca Matías

3.3.2 Sample

Since the size of the population is manageable, the 100% of population will be included in the development of this investigation. This means that no sample size formula was applied.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent variable operationalization: Digital games

Chart Nº 3: Operationalization of the independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Digital Games are technological tools for improving the vocabulary of eighth grade students from Unidad Educativa "La Libertad".	Jclic ICTS Digital Games	Skills Methodological Strategies Tools Technology Web Sites	• Do you consider that the application of technology is an important tool to improve your English vocabulary? • Do you consider that the digital games, such as, puzzles, crosswords and others could help you to improve your vocabulary?	Survey Camera Video-Camera Interview Students grades Printer

Author: Katty Alexandra Roca Matías

3.4.2 Dependent variable operationalization: Vocabulary

Chart Nº 4: Operationalization of the dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Vocabulary is the set of words that students need to learn and master a language.	Vocabulary Teaching Methodology and Strategies	The Use of Technology Motivation	• How important is vocabulary for learning a language? • What is the level of vocabulary of your students? • Are the students able to use technological resources in the classroom? • Will the use of digital games improve the English Basic Vocabulary skills? • Are the teachers able to use the technological tool in class? • Will the use of technological tool improve the English Basic Vocabulary to Fifth Grade Students?	A Guide Lesson Plans Interview Survey

Author: Katty Alexandra Roca Matías

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The following techniques were applied during this research: Observation, Survey and interview.

3.5.1.1 Survey

This technique was applied to the fifty students of eighth grade and six English teachers in order to collect precise data through direct questions regarding the problem and the proposed solution; it allowed obtaining information about the advantages of the use of digital games to improve the English basic vocabulary skills of eighth grade students at Unidad Educativa "La Libertad".

3.5.1.2 Interview

This technique was applied in order to obtain direct information from the Principal of Unidad Educativa "La Libertad" and other English teaching professionals. The information was very useful because interviewees provided important information about the application of digital games in the vocabulary teaching process. All collected information was analyzed and summarized in this investigative paper.

3.5.1.3 Observation

This method was applied with the purpose of recognize the possible reasons and consequences of the low level of English vocabulary knowledge of students of eighth grade.

3.5.2 Instruments

3.5.2.1 Camera, video - camera

This instrument was used to capture images and videos in order to reproduce them later and have an evidence of the application of digital games.

3.5.2.2 Questionnaire

It is a document with several questions which was elaborated to get information about the stated problem.

3.5.2.3 Observation guide

The observation guide was designed and applied in order to evaluate the strategies that English teachers apply in the development of English vocabulary lessons.

3.5.3 Notebook

This instrument was used to take notes of the different activities develop throughout this undertaking. The activities waere: the most important part from interviews and opinions of professionals, writing notes based in the observations from surveys, drafting of some vocabulary activities designed to the improvement to English basic vocabulary.

3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

Chart Nº 5: Data collection plan

Nº	BASIC QUESTIONS	EXPLANATION
1	What for?	To improve the Vocabulary Skills
2	From which objects or people?	The Eighth Grade Students at La Libertad High School
3	About what aspects?	Design of Digital Games.
4	Who?	Students (English Teacher: Katty Roca Matías)
5	To whom?	Students, Teachers, Principal and Professionals
6	When?	2015 - 2016.
7	Where?	La Libertad High School "UELL"
8	How many times?	Once a year during the academic year 2015 - 2016.
9	How?	Individually
10	What data collection techniques?	Interviews, and Surveys
11	With what?	Lists, Jclic and cameras.

Source: Unidad Educativa "La Libertad"
Author: Katty Alexandra Roca Matías

3.7 DATA PROCESSING PLAN

Chart Nº 6: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The shortage of vocabulary prevents to the students understand the development of the class was determined by surveys directed to Eight Grade Students and teachers from Unidad Educativa La Libertad "UELL", the new application of Digital Games verified the learning of The English Basic Vocabulary.	After determining the problem. The investigators started looking information related at articles, books, internet reading. Besides an interview with the Director of the English Teaching Career at Unidad Educativa La Libertad "UELL" technological tool	Once the problem was confirmed at Unidad Educativa La Libertad "UELL", surveys and interviews were made (survey for students and English teachers and interviews for principal, and specialists), these were analyzed in order to develop a proposal to solve the stated problem.	Using all the collected data that proved the lack of English Basic vocabulary of Eighth Grade Students from Unidad Educativa La Libertad "UELL", it was important to involve the principal and English teachers in the incoming process in order to improve the listening skills in each student.	Implementing some Digital games as a technological tool used in gadgets as laptops, computers, tablets and cellphone, to Eighth Grade Students from Unidad Educativa La Libertad "UELL" will improve the learning of the English Basic Vocabulary.

Source: Unidad Educativa "La Libertad"
Author: Katty Alexandra Roca Matías

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1   Interview directed to Specialist

In order to collect important information, two specialists were interviewed: Lcdo Jorge Cevallos, MSc. and Lcdo. Xavier Almeida, MSc. Both interviewees are professional in the English language teaching field with vast years of experience working as English professors in schools, high schools and university. It is important to mention that their responses were useful, contrasted, and interpreted in the following way:

Question Nº 1: Do you consider that English is important in today's education?

Interpretation: Both specialists considered that, nowadays, learning a new language, in this case English is an advantage for people because of the benefits that having a second language provides. They also considered that children and adolescents need to learn this language because we live in a touristic sector where English speakers come several times and they need to domain it in order to be able to establish an appropriated oral communication with them.

Question Nº 2: Do you consider that English classes should be more focused on teaching vocabulary?

Interpretation: Both specialists considered that vocabulary is the basis for the acquisition of new language; words are used for the production and for the comprehension of the language as well, so teachers need to encourage students to learn as much vocabulary as they can. However, they also claimed that English has other different parts, such as, grammar, pronunciation, and others that students also need to practice and master in order to be proficient in English language.

Question Nº 3: What strategies do you use for teaching vocabulary?

Interpretation: Both interviewed specialists answered that there are different strategies for teaching and practicing vocabulary, but they considered that teachers need to choose the most appropriated strategies taking into account the necessities and level of their students. Furthermore, they answered that the use of pictures or illustrations are a good option for teaching new vocabulary because they cause catch students' attention, songs and any kind of games are useful as well.

Question Nº 4: Do you consider that English teachers should use technology to teach English vocabulary?

Interpretation: Lcdo. Cevallos mentioned that technology is a good source for teaching new vocabulary; however, he considered that its application should be in certain periods not always. There are other ways for teaching vocabulary, especially where educational institutions do not have access to internet or do not have laboratories. Lcdo Almeida agreed with Mr. Cevallos, technology is a facilitator for the class content comprehension but it is necessary to point out that public institutions do not have the technological equipments for teaching students in a digitalized environment; therefore, teachers must look for a variety of forms for improve vocabulary instruction.

Question Nº 5: Do you think that vocabulary is necessary for learning English?

Interpretation: MSc. Cevallos and MSc. Almeida totally agreed. They considered that learning vocabulary guarantees the acquisition of the English language in a seventy percent; for them, it is important to have vast vocabulary knowledge in order to speak fluently and write accurately. Vocabulary is the basis for the English language learning but learner also needs to be good at using grammar structures and at pronouncing words correctly.

Question Nº 6: How can you define digital games?

Interpretation: MSc. Jorge Cevallos said that digital games are interactive programs that contribute the practice of any topic; in this case, digital games are interactive resources for encouraging students to practice and increase their English vocabulary knowledge. Likewise, MSc. Xavier Almeida said that digital games are a variation of traditional games; nowadays, as we are living in a globalized and digitalized era, it is necessary to change or innovate resources we, as teachers, use in our lessons, digital games are strategies that provide students with opportunities to practice any topic in a technological way.

Question Nº 7: Do you consider that the digital games could help students to improve the English Basic Vocabulary?

Interpretation: Both specialists considered that digital games are an excellent alternative for encouraging students to learn more vocabulary; they can be used for affiance students' vocabulary knowledge, so they considered that digital games can support the enhancement of students vocabulary learning.

3.8.2   Interview to the principal

Question Nº 1: Do you think that English teaching is essential in today's education?

Interpretation: The principal of Unidad Educativa "La Libertad", Msc. Sixter Palma Murga, said that learning English language, in the globalized society we are living now, is a huge necessity because the most developed nations have English as their official or second language. Therefore, it is important to develop English skills in order to be part of this society.

Question Nº 2: How do you consider the English language teaching in this institution?

Interpretation: Msc. Sixter Palma Murga, said that English language is taught from eighth grade to bachillerato courses. He mentioned that Unidad Educativa "La Libertad" is one of the institutions that have the category of 'bachillerato universal' which means that students from bachillerato receive bilingual classes in order to domain completely the English language at the end of their secondary period.

Question Nº 3: Do you consider that the use of technology strengthens the English teaching?

Interpretation: The principal of Unidad Educativa "La Libertad" answered that technology is used because of its benefits: it provides teachers with lots of materials, resources, or activities for using them in their classes; it contributes to facilitate the comprehension of the class content by students; it is a good way to present information to students, and others. Taking this into consideration, the principal claimed that technology can enhance the English language teaching.

Question Nº 4: What are the advantages of using technology in the classroom to the English teaching?

Interpretation: The interviewed principal mentioned that technology provides teachers with lots of materials, resources, or activities for using them in their classes; students like learning in a digital environment; it also contributes to facilitate the comprehension of the class content by students; it is a good way to present information to students, and others.

Question Nº 5: How important is the vocabulary for learning a language?

Interpretation: The principal of Unidad Educativa "La Libertad" claimed that, in any other language, vocabulary is very necessary for its correct acquisition. He made the point that using vocabulary, learners can improve the other skills.

Question Nº 6: Do you consider that digital games used as a dynamic tool will help to students to improve the English Vocabulary?

Interpretation: MSc. Murga responded that digital games are a motivating way for teaching and a dynamic way for students practice vocabulary.

Question Nº 7: Do you think digital games are a strategic method to motivate the English learning?

Interpretation: The principal of Unidad Educativa "La Libertad", MSc. Sixter Murga Palma, claimed that digital games are a powerful resource for encouraging students to be involved in the teaching and learning process; they can practice and learn new vocabulary through digital games. Students love games and technology; if both are combined, results will be positive.

Question Nº 8: Do you agree to carry out the application of digital games in this institution to the betterment of English vocabulary instruction?

Interpretation: Finally, MSc. Murga expressed his support for the application of digital games in order to enhance the vocabulary instruction and practice. He said that any project that has the purpose of upgrading the teaching and learning process of this important language will be accepted and supported completely.

3.8.3 Survey directed to students

Question 1: Do you consider English as ……………?

Objective: To determine students' opinion about English language importance.

Chart Nº 7: English language importance

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Important	35	70 %
Important	15	30%
Unnecessary	0	0%
Useless	0	0%
TOTAL	50	100 %

Graphic Nº 1: English language importance
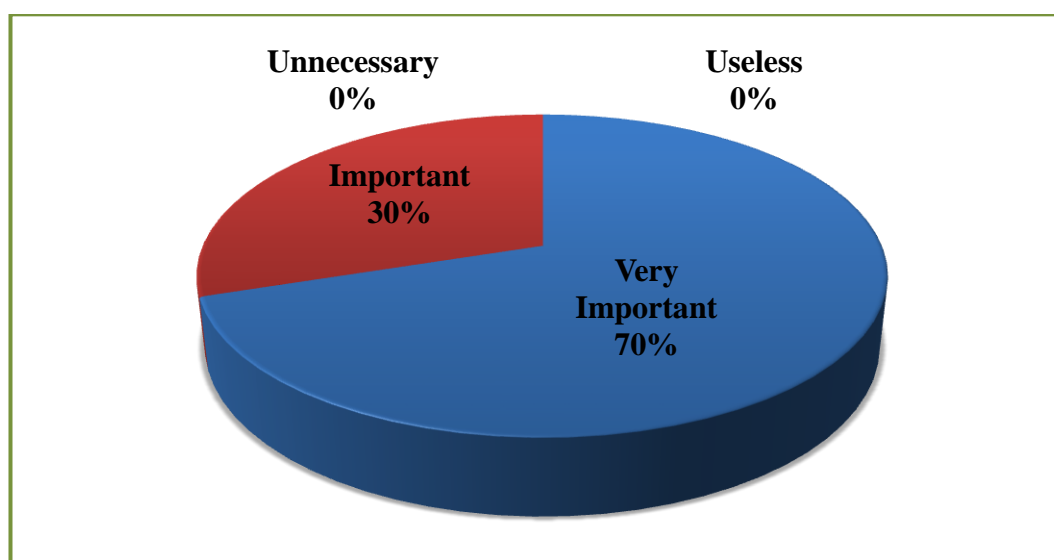
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: 70% of students considered that English is very important; and 30% considered English language as important.

Qualitative interpretation: Most students considered that the English is a very important language that they need to learn.

Question 2: How do you consider your English lessons?

Objective: To determine if the English classes are Interesting.

Chart Nº 8: Students' opinion about English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Interesting	20	44%
Interesting	10	22%
Boring	13	29%
Very boring	2	5%
TOTAL	**45**	**100%**

Graphic Nº 2: Students' opinion about English classes
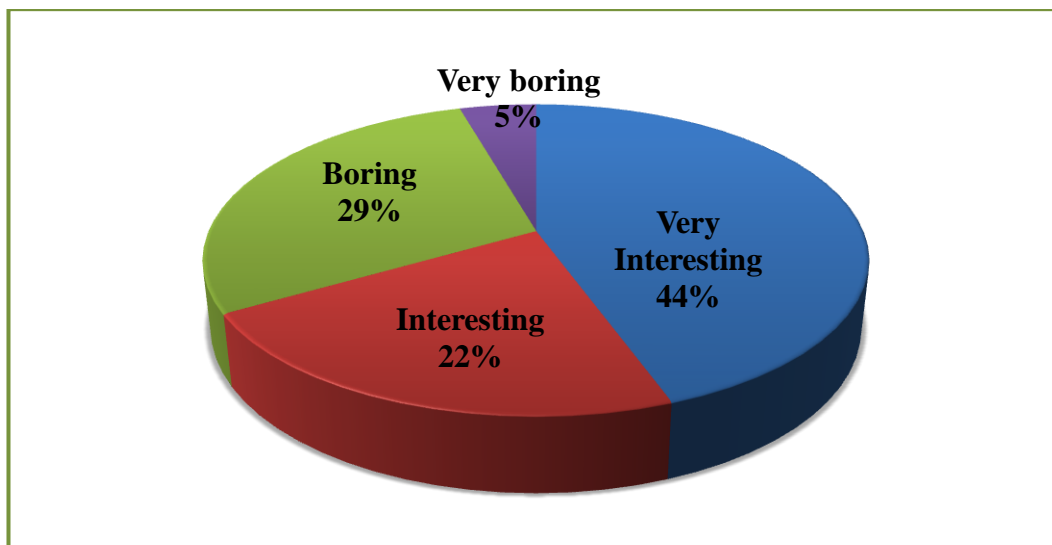
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: 44% of students answered that English classes are very interesting; 22% answered that their English lessons are interesting; 29% considered that English classes are very boring and 5% very boring.

Qualitative interpretation: Most of students considered that their English classes are very interesting, but there are some students who are not motivated in their English lessons.

Question 3: Does your English teacher use technology during the English classes?

Objective: To determine if English teachers use technology in English classes.

Chart Nº 9: Application of technology in the English lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0%
NO	50	100%
TOTAL	**50**	**100%**

Graphic Nº 3: Application of technology in the English lessons
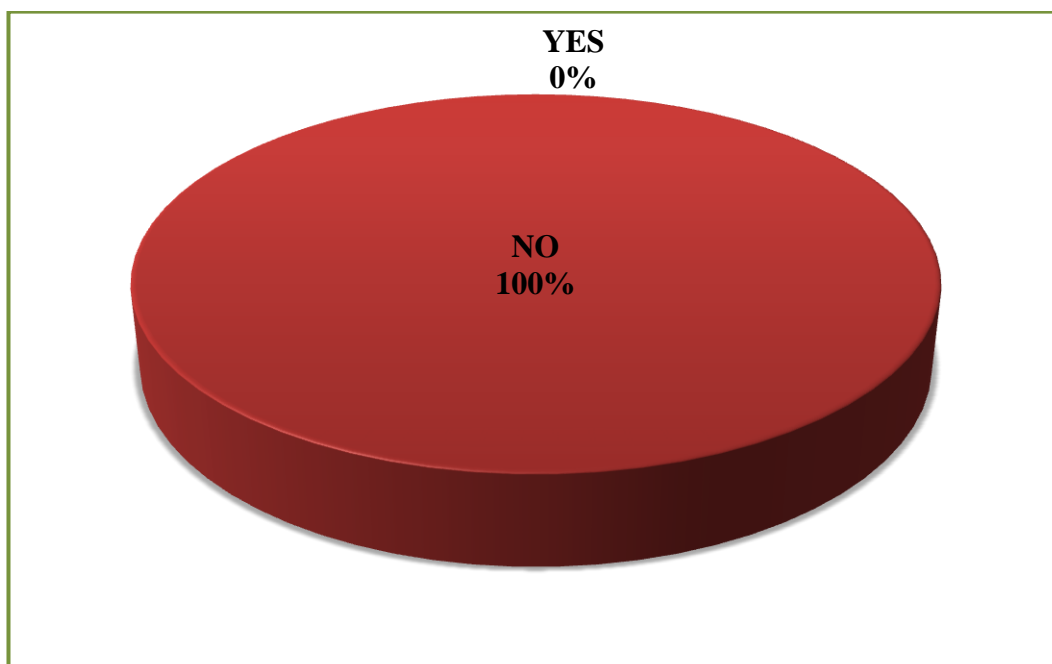
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: Students chose the this option based on the application of technology in English lessons by the teacher; they answered that their English teachers do not use technology.

Qualitative interpretation: All students answered that their English teachers do use technology during the English language classes.

Question 4: Do you consider that the use of technology is an important tool to improve the English vocabulary?

Objective: To determine the importance of using of technology during the vocabulary practice.

Chart Nº 10: Students' opinion about the use of technology in classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally Agree	40	80%
Totally Disagree	10	20%
TOTAL	**50**	**100%**

Graphic Nº 4: Students' opinion about the use of technology in classes
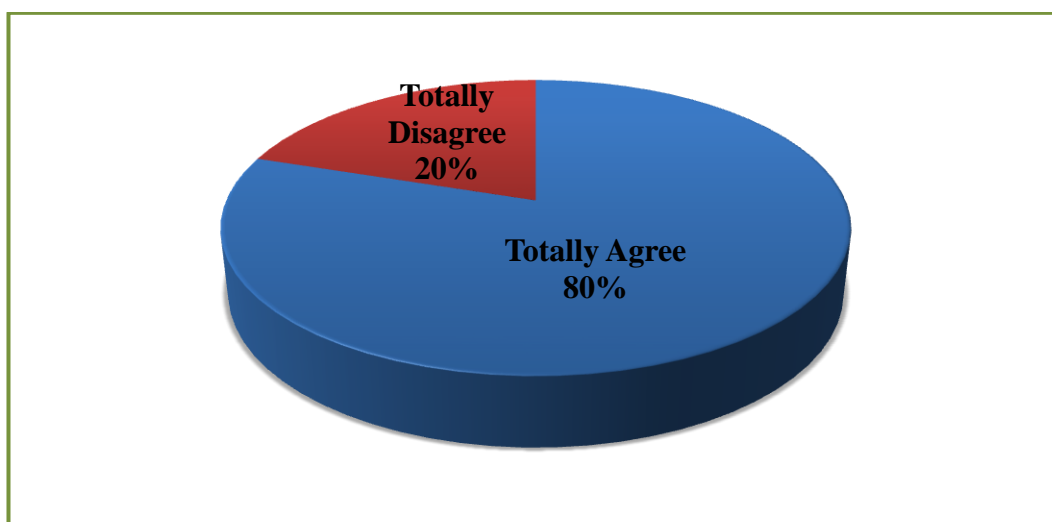
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: 80% of students totally agreed about the application of technology as a tool for improving the practice of English vocabulary, and 20% totally disagreed with this statement.

Qualitative interpretation: Most of students considered that the use of technology is an important tool to improve the practice of vocabulary; only few students expressed that technology is not important in the vocabulary practice.

Question 5: **Do you use any technological tool in class to practice vocabulary?**

Objective: To determine if students use any technological tool in class to practice vocabulary.

Chart Nº 11: Use of technological tools in vocabulary lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	8	16%
NO	42	84%
TOTAL	**50**	**100%**

Graphic Nº 5: Use of technological tools in vocabulary lessons
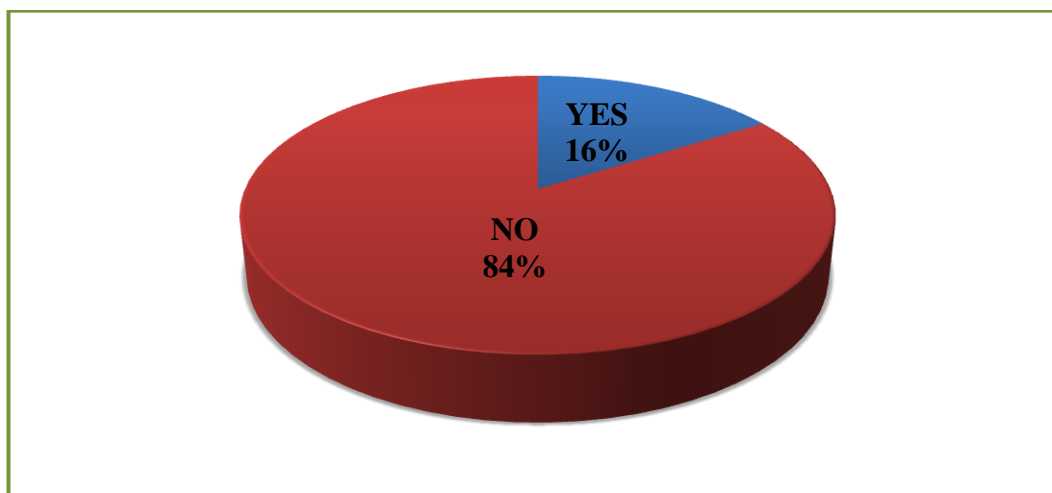
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: 84% of students answered that they do not use any technological tool for practicing English vocabulary in class and 16% of them use any technological tool for practicing vocabulary.

Qualitative interpretation: Almost all students mentioned in their answers that they do not apply any technological tool or device in order to practice English vocabulary during the lessons; just few students use technological tool for practicing vocabulary.

Question 6: How often do you use the ITCs for practicing vocabulary outside the classroom?

Objective: To determine the frequency that students use ICTs for practicing vocabulary.

Chart Nº 12: Frequency of ICTs application

ALTERNATIVES	FREQUENCY	PERCENTAGE
Once per week	17	34%
Three times per week	19	38%
Once per month	10	20%
Everyday	4	8%
TOTAL	**50**	**100%**

Graphic Nº 6: Frequency of ICTs application
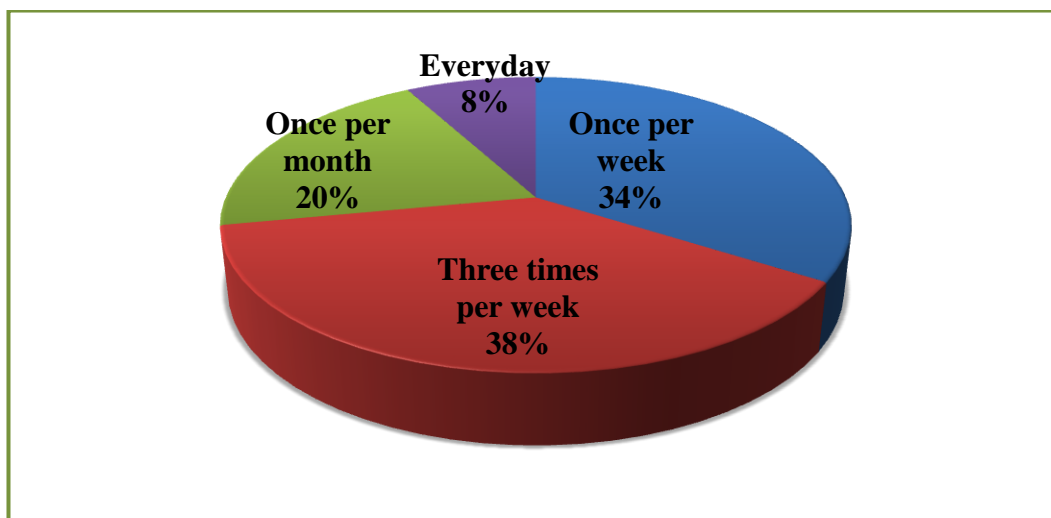
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: In the survey, 38% of students mentioned that they use ICTs three times per week for practicing vocabulary outside the classroom; 34% once per week; 20% once per month; and 8**%** every day.

Qualitative interpretation: Students mentioned in their answers that they use ICTs for practicing vocabulary outside the classroom at different moments.

Question 7: Do you consider that the digital games, such as, puzzles, crosswords and others could help you to improve your vocabulary?

Objective: To determine students' opinion about the application of digital games for practicing English vocabulary.

Chart Nº 13: Application of digital games for practicing vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally Agree	45	90%
Totally Disagree	5	10%
TOTAL	**50**	**100%**

Graphic Nº 7: Application of digital games for practicing vocabulary
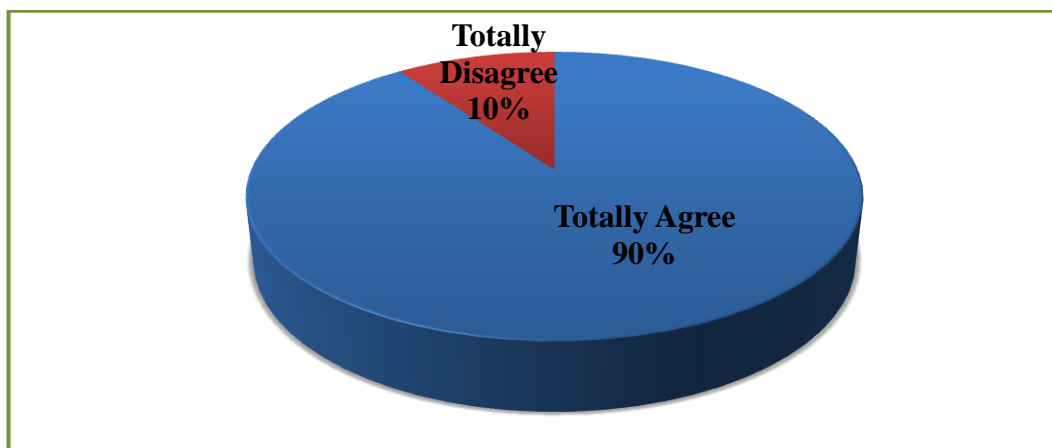
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: Survey results showed that 90% of students totally agreed with the idea of using digital games for the practice of English vocabulary and 10% totally disagreed with the statement.

Qualitative interpretation: Almost all students mentioned in their answers that the application of digital games, such as, puzzles, crosswords, word searches, and others, can contribute to improve the practice of English vocabulary and very few totally disagreed.

Question 8: Would you like to use digital games in order to improve your vocabulary knowledge?

Objective: To determine students' willingness for using digital games in order to enhance their English vocabulary knowledge.

Chart Nº 14: Students' willingness for using digital games

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	48	98%
NO	2	2%
TOTAL	**45**	**100%**

Graphic Nº 8: Students' willingness for using digital games
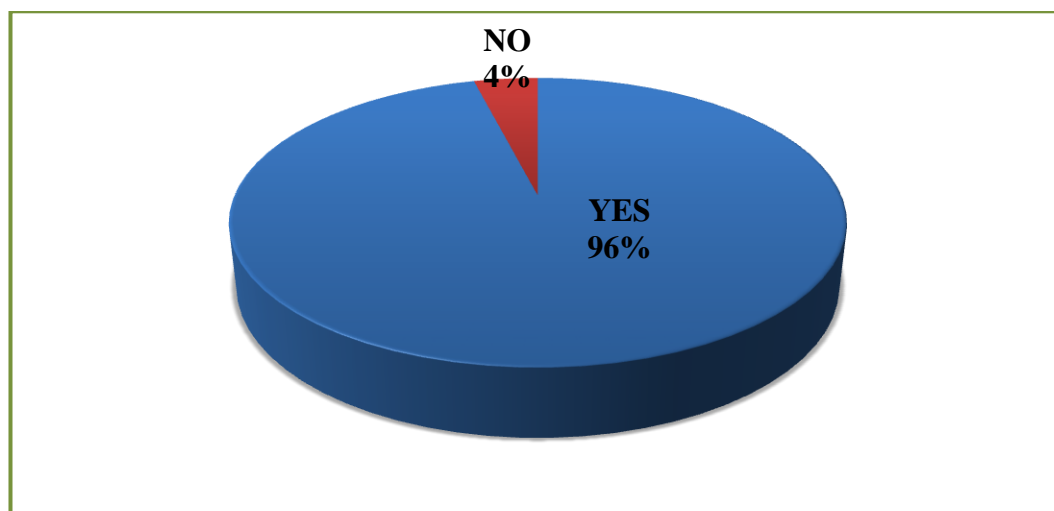
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: 96% of surveyed students mentioned that their willingness for using digital games for practicing vocabulary and just 4% mentioned they do not want to use digital games.

Qualitative interpretation: Almost all students expressed in their answers their desire of using digital games for the practice and improvement of their English vocabulary knowledge and very few students do not want to use them.

3.8.4 Survey directed to English teachers

Question 1: Do you like teaching English?

Objective: To determine if the teachers like teaching English language.

Chart Nº 15: English teaching for teachers

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	6	100%
NO	0	0%
TOTAL	**6**	**100%**

Graphic Nº 9: English teaching for teachers
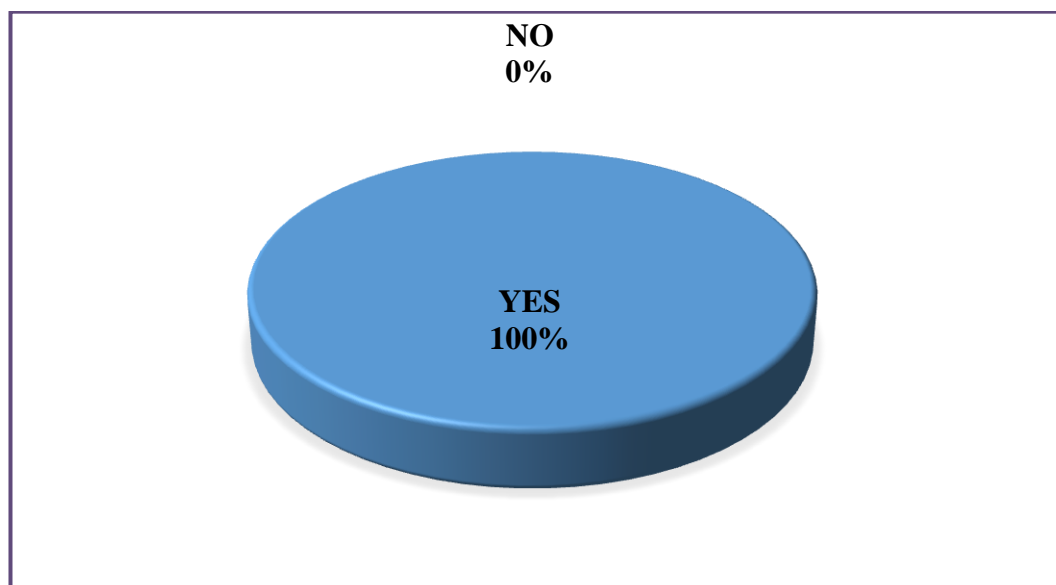
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: According to survey results, 100% of English teachers answered that they like teaching English language.

Qualitative interpretation: All surveyed English teachers expressed they like English language teaching.

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Question 2: Do you use any technological tool for teaching vocabulary in your English classes?

Objective: To determine if English teachers use technological tool in class.

Graphic Nº 10: Application of technological tools in English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	6	0%
NO	0	100%
TOTAL	**6**	**100%**

Graphic Nº 11: Application of technological tools in English classes
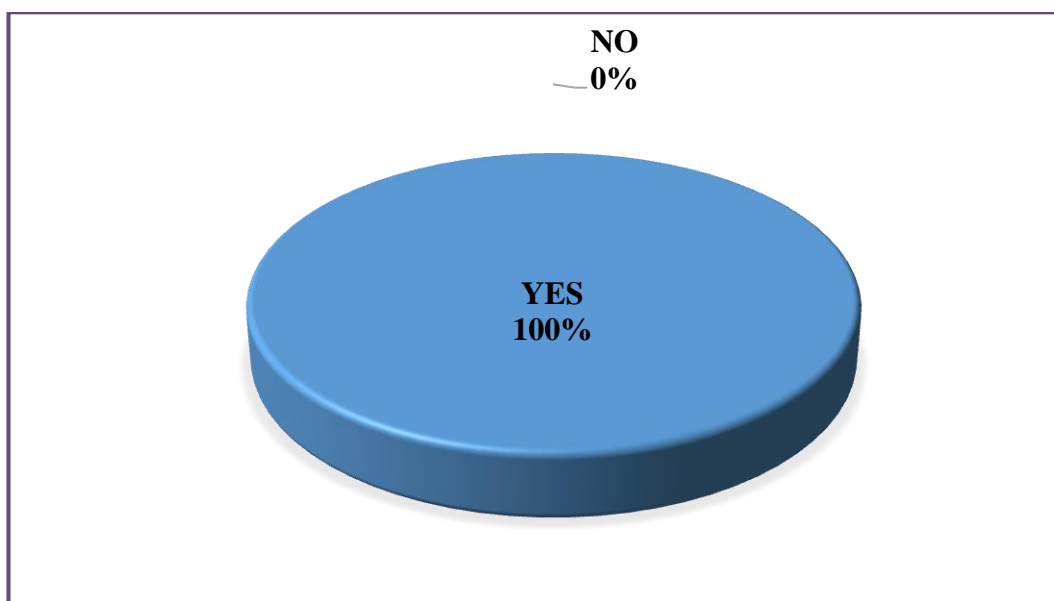
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: According to the results collected in surveys, 100% of English teachers mentioned that they use technological tools for teaching vocabulary.

Qualitative interpretation: All English teachers expressed that they use technological tool in class.

Question 3: What kind of technological tool do you use to improve the English vocabulary of your students?

Objective: To establish the technological tool English teachers use to improve the English vocabulary of their students.

Chart Nº 16: Technological tools teachers apply in their lessons

ALTERNATIVES	FREQUENCY	PERCENTAGE
Projector	3	50%
Computer	1	17%
Tablets	0	0%
Tape recorder	2	33%
TOTAL	**6**	**100%**

Graphic Nº 12: Technological tools teachers apply in their lessons
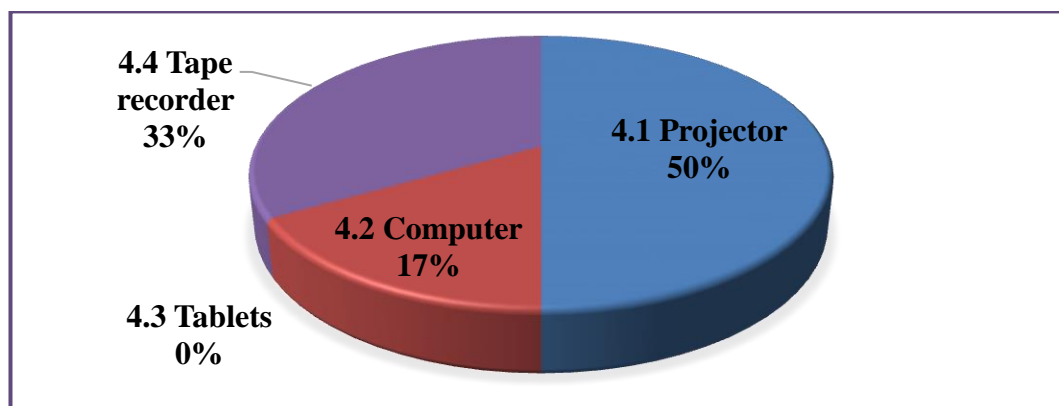
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: Survey results shows that 50% of English teachers use projector as a technological tool for teaching vocabulary; 33% use tape recorder; 17% use computers, and 0% uses tablets.

Qualitative interpretation: Half of the surveyed English teachers answered that they use projectors for teaching vocabulary; some teachers use tape recorders and few of them use computers.

Question 4: How often do you use technology for teaching vocabulary in your English classes?

Objective: To establish the frequency English teachers apply technology for teaching vocabulary.

Chart Nº 17: Frequency of technology application by teachers

ALTERNATIVES	FREQUENCY	PERCENTAGE
Everyday	0	0%
Three times per week	4	66%
Once per week	1	17%
Once per month	1	17%
TOTAL	**6**	**100%**

Graphic Nº 13: Frequency of technology application by teachers
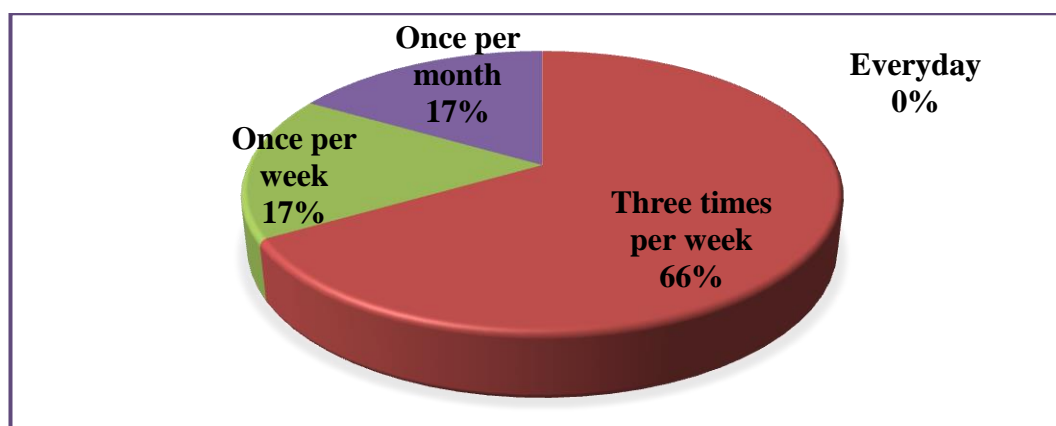
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: Survey results shows that 66% of English teachers use technology three times per week for teaching vocabulary; 17% use it once per week, and 17% use technology once per month**.**

Qualitative interpretation: More than half of English teachers point out that they use technology for teaching vocabulary three times per week; some of them use technology once per week and others once per month.

Question 5: Do you consider that the use of technology can strengthen the teaching and practice of English vocabulary?

Objective: To determine teacher's opinion about the application of technology for the betterment of English vocabulary teaching and practice.

Chart Nº 18: Teachers' opinion about the use of technology

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	6	100%
NO	0	0%
TOTAL	**6**	**100%**

Graphic Nº 14: Teachers' opinion about the use of technology
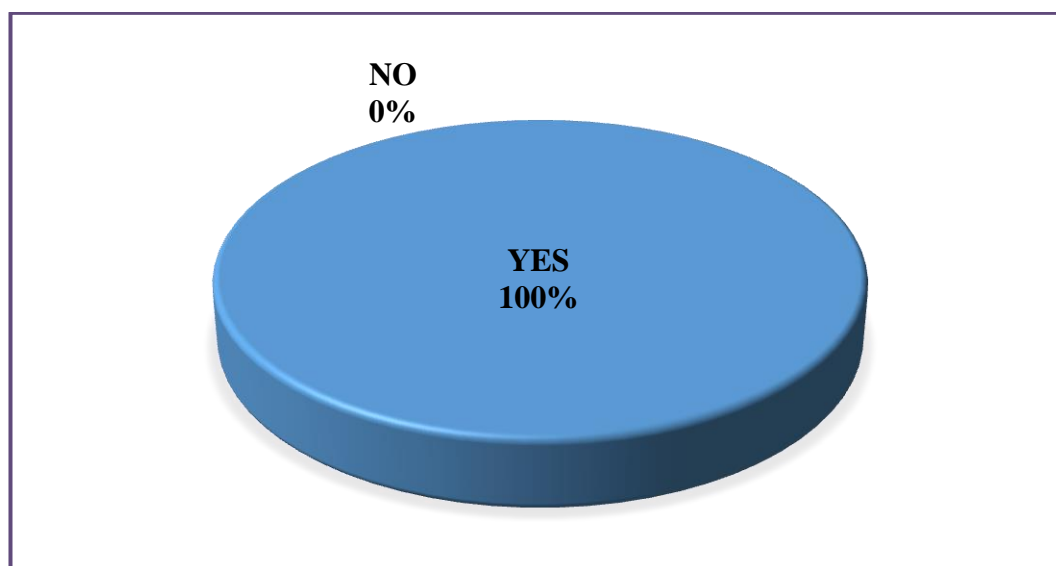
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: According to results, 100% of English teachers answered that they consider that the application of technology can enhance the teaching and practice of vocabulary.

Qualitative interpretation: All English teachers considered that technology is a useful tool for strengthening the teaching and practice of English vocabulary.

Question 6: Do you consider that the application of digital games, such as, puzzles, crosswords and other activities could contribute to improve the vocabulary knowledge of your students?

Objective: To establish teachers' opinion about the application of digital games.

Chart Nº 19: Teachers' opinion about the use of digital games

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	4	67%
Agree somewhat	2	33%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	**6**	**100%**

Graphic Nº 15: Teachers' opinion about the use of digital games
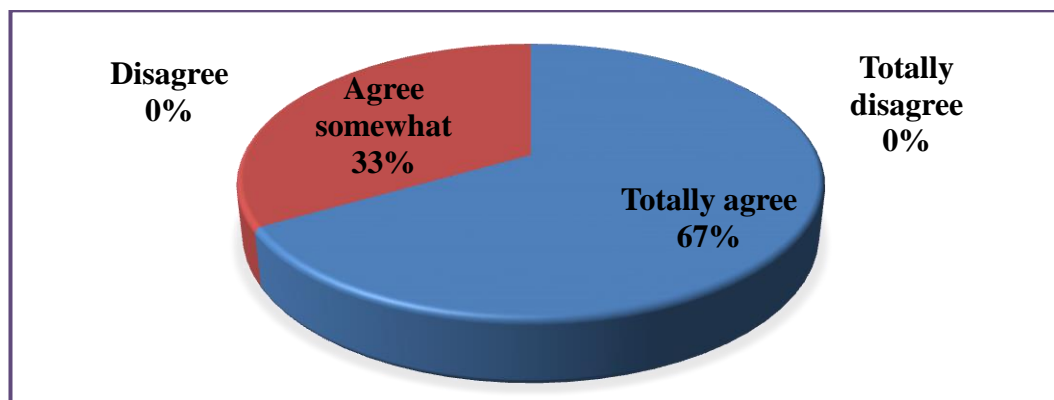
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: 67% of English teachers considered that digital games can enhance the English vocabulary knowledge of their students and 33% considered digital games can be helpful in certain aspects.

Qualitative interpretation: Most of the English teachers considered that digital games, such as, puzzles, crossword, and others can contribute to improve the students' English vocabulary knowledge and few were not convinced.

Question 7: Would you like to use digital games to improve vocabulary of your students?

Objective: To determine the desire of teachers of using digital games for improving the vocabulary of their students.

Chart Nº 20: Teachers' willingness for using digital games

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	5	83%
NO	1	17%
TOTAL	**6**	**100%**

Graphic Nº 16: Teachers' willingness for using digital games
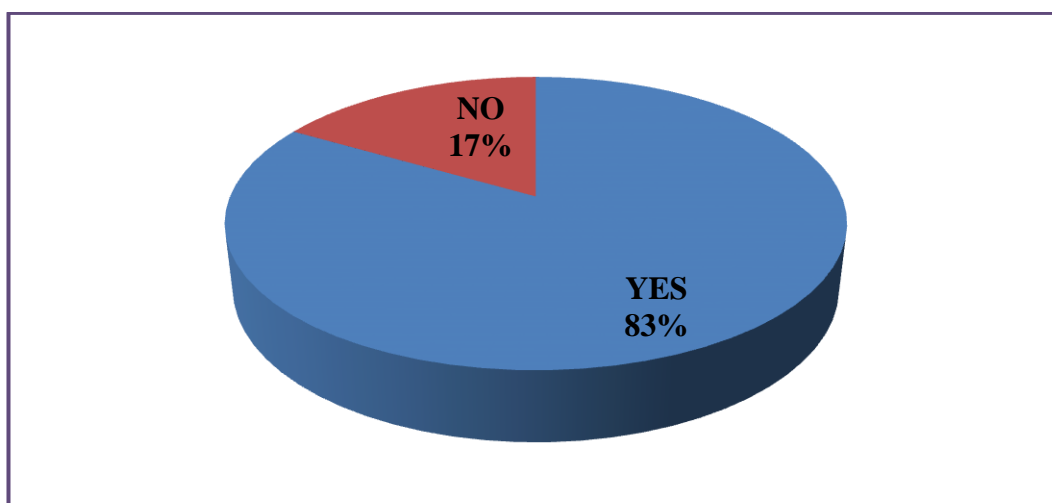
Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

Quantitative interpretation: According to survey results, 83% of English teachers expressed their desire of using digital games for teaching and practice vocabulary and 17% expressed they do not want to use them.

Qualitative interpretation: More than half of English teachers would like to use digital games in their lessons in order to upgrade the English vocabulary of their students; few of them would not like to us them.

3.8.5 Analysis of students' survey results

Chart Nº 21: Results of Students' survey

Nº	QUESTIONS	ALTERNATIVES									
1	Do you consider English as…………………..…..?	Very important		Important		Unnecessary		Useless		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
		35	70%	15	30%	0	0%	0	0%	50	100%
2	How do you consider your English lessons?	Very interesting		Interesting		Boring		Very boring		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
		20	44%	10	22%	13	29%	2	5%	50	100%
3	Does your English teacher use technology during the English classes?	YES			NO					TOTAL	
		Freq		%	Freq		%			Freq	%
		0		0%	50		100%			50	100%
4	Do you consider that the use of technology is an important tool to improve the English vocabulary?	Totally agree			Totally disagree					TOTAL	
		Freq		%	Freq		%			Freq	%
		40		80%	10		20%			50	100%
5	Do you use any technological tool in class to practice vocabulary?	YES			NO					TOTAL	
		Freq		%	Freq		%			Freq	%
		8		16%	42		84%			50	100%

Nº	QUESTIONS	ALTERNATIVES									
6	How often do you use the ITCs for practicing vocabulary outside the classroom?	Once per week		Three times per week		Once per month		Everyday		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
		17	34%	19	38%	10	20%	4	8%	50	100%
7	Do you consider that the digital games, such as, puzzles, crosswords and others could help you to improve your vocabulary?	Totally agree			Totally disagree					TOTAL	
		Freq		%		Freq		%		Freq	%
		45		90%		5		10%		50	100%
8	Would you like to use digital games in order to improve your vocabulary knowledge?	YES			NO					TOTAL	
		Freq		%		Freq		%		Freq	%
		48		96%		2		4%		50	100%

Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

3.8.5.1 Analysis of results from students' surveys

According to the results of the surveys, students in eighth grade at Unidad Educativa "La Libertad" considered that English is a very important language that they and any other students need to learn. However, there were some students that established that their English classes are not motivating because teachers do not use additional exercises and technology is completely absence in the vocabulary instruction. They also mentioned that technology is a good tool for reinforcing their vocabulary knowledge due to the diverse activities that can be found on Internet.

Moreover, surveyed students recognized that the application of digital games, such as, puzzles, crosswords, matching, and others can contribute to improve their vocabulary practice and almost all students agreed with using digital games for the betterment of vocabulary teaching and learning process.

3.8.6 Analysis of English teacher's survey results

Chart Nº 22: English teachers' survey results

Nº	QUESTIONS	ALTERNATIVES					
1	Do you like teaching English?	YES		NO		TOTAL	
		Freq	%	Freq	%	Freq	%
		6	100%	0	0%	6	100%
2	Do you use any technological tool for teaching vocabulary in your English classes?	YES		NO		TOTAL	
		Freq	%	Freq	%	Freq	%
		6	100%	0	0%	6	100%
3	What kind of technological tool do you use to improve the English vocabulary of your students?	Projector		Computer		Tablets		Tape recorder		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
		3	50%	1	17%	0	0%	2	30%	6	100%
4	How often do you use technology for teaching vocabulary in your English classes?	Everyday		Three times per week		Once per week		Once per month		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
		0	0%	4	66%	1	17%	1	17%	6	100%

| Nº	QUESTIONS	ALTERNATIVES									
5	Do you consider that the use of technology can strengthen the teaching and practice of English vocabulary?	YES		NO		TOTAL					
		Freq	%	Freq	%	Freq	%				
		6	100%	0	0%	6	100%				
6	Do you consider that the application of digital games, such as, puzzles, crosswords and other activities could contribute to improve the vocabulary knowledge of your students?	Totally agree		Agree somewhat		Disagree		Totally disagree		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
		4	67%	2	33%	0	0%	0	0%	6	100%
7	Would you like to use digital games to improve vocabulary of your students?	YES		NO		TOTAL					
		Freq	%	Freq	%	Freq	%				
		5	83%	1	17%	6	100%				

Author: Katty Alexandra Roca Matías
Source: Surveys directed to students

3.8.6.1 Analysis of results from English teachers' surveys

Results from surveys applied to English teachers showed that they like teaching English and they also consider that vocabulary is a very important aspect for the correct acquisition of English language. English teachers agreed that vocabulary learning is the principal way to understand oral or written messages, commands, and any other basic activities at the beginning level during the teaching – learning process of students.

Furthermore, they considered that the use of technological tools is an excellent way to improve the English Basic vocabulary and they always try to apply technology into the process of teaching any topic. English teachers considered that the creation and application of digital games can be an innovative alternative to the betterment of vocabulary teaching. Finally, English teachers expressed in their responses that they are willingness to use digital games in order to motivate their students to learn more vocabulary.

3.9 Observation session results

In order to determine the causes and consequences of the poor English vocabulary knowledge of eighth grade students, an observation session was carried out. This observation provided significant information that allowed knowing that English teachers do not apply strategies that encourage all students to be participants during the vocabulary teaching. Students were not motivated for learning vocabulary and not all had the opportunity to use the vocabulary taught in different exercises that let the practice of other English skills. Vocabulary should be taught in writing or speaking activities and it is useful to understand written and oral messages. The complete results from the observation session are presented in the observation guide below:

Chart Nº 23: Observation guide

	OBSERVATION GUIDE					
	UNIDAD EDUCATIVA "LA LIBERTAD"					
	Objective: To evaluate methodology and strategies applied by the English teacher in the development of vocabulary lessons.					
Nº	**ASPECTS TO EVALUATE**	**PARAMETERS OF EVALUATION**				
		1	**2**	**3**	**4**	**5**
1	Teacher starts the class with a warm-up activity.	X				
2	Teacher describes the objective of the lesson.		X			
3	Teacher introduces or reminds vocabulary correctly.		X			
4	Teacher shows any resource for illustrating the vocabulary content from the lesson.	X				
5	Teacher provides students a good pronunciation of the vocabulary.				X	
6	Teacher motivates students to learn vocabulary using a variety of activities		X			
7	Teacher uses any technological tool for teaching vocabulary.	X				
8	Teacher motivates students to practice vocabulary by using any digital resource.	X				
9	Teacher evaluates students vocabulary knowledge			X		
10	Teacher provides students feedback about the vocabulary lesson.	X				

Author: Katty Alexandra Roca Matías

3.10 CONCLUSIONS AND RECOMMENDATIONS

3.10.1 CONCLUSIONS

- Eighth grade students from Unidad Educativa "La Libertad" have not been developed their English basic vocabulary satisfactorily because English teachers have not implemented appropriate strategies; English teachers still apply old fashioning methodology which include the over use of English books.

- Teachers need to refresh their vocabulary techniques in order to increase the English basic vocabulary development of students. The use of ICTs in the learning process have become in an essential tool for English teachers, the design of digital games is an effective method to engage students with the use of technology to practice vocabulary.

- English teachers do not know the importance of using of digital games in order to encourage students to practice vocabulary in a digitalized environment; Digital Games as a methodological technique are an effective and innovative technological tool to improve the English Basic vocabulary in the classrooms of Unidad Educativa "La Libertad".

3.10.2 RECOMMENDATIONS

- As a recommendation, English teachers should make more emphasis on the way they teach vocabulary to eighth grade students because they need to increase their knowledge of vocabulary for applying it in different activities that are related with the main skills of English language.

- Furthermore, it is suggested that English teachers of Unidad Educativa "La Libertad" actualize their teaching methodologies and strategies in order to optimize the instruction of vocabulary. They also need to be more aware that English teachers realize

- Finally, digital games, as technological and innovating tools, should be implemented in general basic education, especially in eight grade students, in order to improve the English basic vocabulary of students.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title of proposal

"INTERACTIVE DIGITAL GAMES WITH JCLIC SOFTWARE TO IMPROVE THE ENGLISH BASIC VOCABULARY SKILL TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015- 2016"

4.1.2 Executing Institution

Unidad Educativa "La Libertad"

4.1.3 Beneficiaries

Eight grade students

4.1.4 Location

La Libertad, Province of Santa Elena.

4.1.5 Estimated time for execution

Six Months

4.1.6 Responsibles

Author: Katty Alexandra Roca Matías

Advisor: Lcda. Jeannette Cevallos Alcívar, MSc.

4.1.7 Budget

$ 1450,00 American dollars

4.2 PROPOSAL BACKGROUND

Today's education has been facing new changes in the teaching-learning process in order to achieve quality standards. New advances in technology and its benefits in the education field has become the main base for the development of a new approach in the English language teaching and learning. Ecuador, as a rich nation in touristic places, has the necessity to enhance the English language proficiency of its citizens in order to be able to communicate efficiently with English-speaking visitors.

Therefore, educational authorities have changed and improved certain aspects in the curriculum; nowadays, it has been made more emphasis on the English language instruction because our society requires accurate quality of education with new difficultness and challenges for teachers to include in their teaching the use of technology and for students to be part of the progress of the society and success in their professional lives.

The application of Interactive Digital Games with Jclic Software is an effect manner to encourage students to practice and reinforce their vocabulary knowledge. Interactive Digital games with Jclic software can be played in

computers, laptops, cell phones, tablets and others technological gadgets in order to practice vocabulary and any other skill. According to different scientific researches, digital games have become a good resource to facilitate the comprehension of the English lesson content. These researches have showed the positive scope of using digital games in the English language teaching process.

Undoubtedly, Interactive Digital Games with Jclic Software improve the memory, hand and eye coordination and the concentration of students; in effect, they increase the motivation of learning vocabulary in order to improve the four main skills of the English language. Digital games, such as, crosswords, puzzles, matching games, word searches, and others, help students to the development of vocabulary.

4.3   SIGNIFICANCE

As it was established before, learning vocabulary is a fundamental part for the production and comprehension of the target language. Therefore, this proposal is focused on the enhancement of the vocabulary instruction through the application of Interactive digital games with Jclic Software in students of eighth grade at Unidad Educativa La Libertad. The design of technological tools attempts to upgrade the way of practicing new vocabulary in order to engage students to acquire as much vocabulary as possible for its application in other activities.

The use of Interactive digital games with Jclic Software provides different benefits to teachers and students; the main benefit is the betterment of teaching and learning process. Additionally, Interactive Digital Games with Jclic software improves the vocabulary learning at basic general education, this innovating strategies attempt to increase the motivation of students to be part of the vocabulary instruction. Interactive Digital Games with Jclic Software also provide

students learning in a relaxing and enjoyable environment where students practice without pressures.

Furthermore, this proposal attempts to achieve the scope of the objectives that have been entrusted to educational institutions by educational authorities. A good quality of learning is achieved by the application of innovating strategies that promote an interactive learning avoiding traditional lessons; it is important to point out that Ministry of Education establishes, in the English language teaching program, that students must get different levels of English language proficiency based on the Common European Framework of Reference for Languages (CEFR) which they have to domain its four main skills (listening, speaking, reading, and writing). However, without vast vocabulary knowledge, English language acquisition could not be possible.

4.4 OBJECTIVES

4.4.1 General Objective

To improve the English basic vocabulary skill by designing and implementing Interactive digital games with Jclic Sofware to eighth grade students at Unidad Educativa "La Libertad"

4.4.2. Specific Objectives

To determine the most appropriated strategies for being used in the vocabulary instruction

To design and create Interactive digital games for the vocabulary teaching process by using JClic Sofware application

To implement Interactive digital games with Jclic Software in the vocabulary lessons of eighth grade students at Unidad Educativa "La Libertad"

To evaluate learning results of eighth grade students at Unidad Educativa "La Libertad" after the application of Interactive digital games

4.5   DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of Interactive digital games with Jclic Software is an innovate way for the development of vocabulary skill of the eighth grade students at Unidad Educativa "La Libertad" from La Libertad-Santa Elena province during the 2015-2016 school year.

Interactive Digital games with Jclic Software are based on platforms of didactic games that allow the creation, implementation and evaluation of multimedia educational activities, developed in the Java programming language, with entertaining activities, such as, association activities, memory games, crosswords, letters, puzzles, information screens, identification activities, filling holes, complete text, identify items, sort items, and written response in order to improve the English basic vocabulary.

4.5.1   What is JClic?

It is a free software application based on open standards operating in different operating environments: Linux, Mac OS X, Windows and Solaris. JClic is an environment for creating multimedia educational activities, developed in Java that is a set of computer applications that are used to perform various types of educational activities: puzzles, associations, text exercises, crosswords, crosswords, and letters, among other.

Illustration Nº 1: JClic

Source: http://sistema-es.agifodent.es/jclic/jclic.png

4.5.2 Content of the proposal

Chart Nº 24: Activities from Interactive digital games with Jclic software

	SECTION	ACTIVITIES	TOPIC
I N T E R A C T I V E D I G I T A L	Presentation	Test	Diagnostic Test (20 min.)
	Warm-up activities	• Simple association • Exploration • Identification	Classroom Objects
			Commands
			Animals
			Parts of the house
			Occupations
			Fruits
			Vegetables
	Let's play	• Association activities • Memory games • Crosswords, letters • Puzzles • Information screens • Identification activities • Filling in the blanks • Complete the text	Classroom Objects
			Classroom Commands
			Animals
			Parts of the house
			Occupations
			Fruits
			Vegetables

		Identify items	
G A M E S	Evaluation activities	• Filling in the blanks Complete the text Identifying items • Writing a response	Classroom Objects
			Classroom Commands
			Animals
			Parts of the house
			Occupations
			Fruits
			Vegetables
	Check your advance!!	Final test	Final Test (20 min.)

Author: Katty Alexandra Roca Matías

4.5.3 "Let's learn English!" Software

Software with Interactive digital games called "Let's learn English!" was created by the Author of this proposal. This includes some educational activities with icons on title page and different buttons where the student can choose the activity that they like.

Illustration Nº 2: Final design of the "Let´s learn English" Interactive Digital Games

Author: Katty Alexandra Roca Matías

4.5.4 Description of "Let's Learn English" Software with digital games

At the end of the design of the "Let's Learn English" software with digital games, the author classified the main sections of the page:

- Main Page

- Presentation

- Digital games

- Warm up

- Let's play

- Evaluations

4.5.4.1 Main page

In the first part of the software, students can discover the introduction to the software with digital games and it explains the purpose of this project.

Illustration Nº 3: Main page of the software with digital games

Author: Katty Alexandra Roca Matías

4.5.4.2 Presentation

In the presentation section, students can realize the reason of developing and applying this software for upgrading the vocabulary instruction through digital games. Some information was provided to students as well; in the presentation, there is personal information of the software with Interactive digital games developer.

Illustration Nº 4: Presentation section of the software
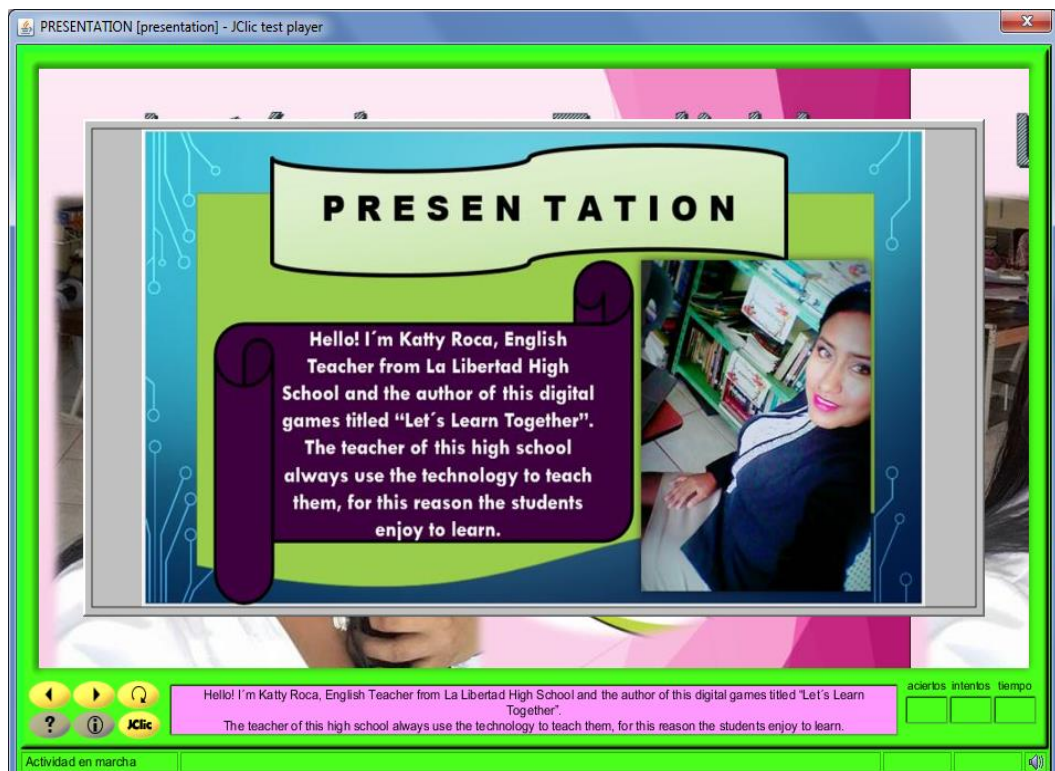
Author: Katty Alexandra Roca Matías

4.5.4.3 Interactive Digital games – Warm-up activities

In this part of the software, students have the possibility to click on three different icons. In this case, students can click on Warm-up icon and start working on

activities that are used for introducing new vocabulary. These exercises are easy to figure out and motivating.

Illustration Nº 5: Warm-up section of the software
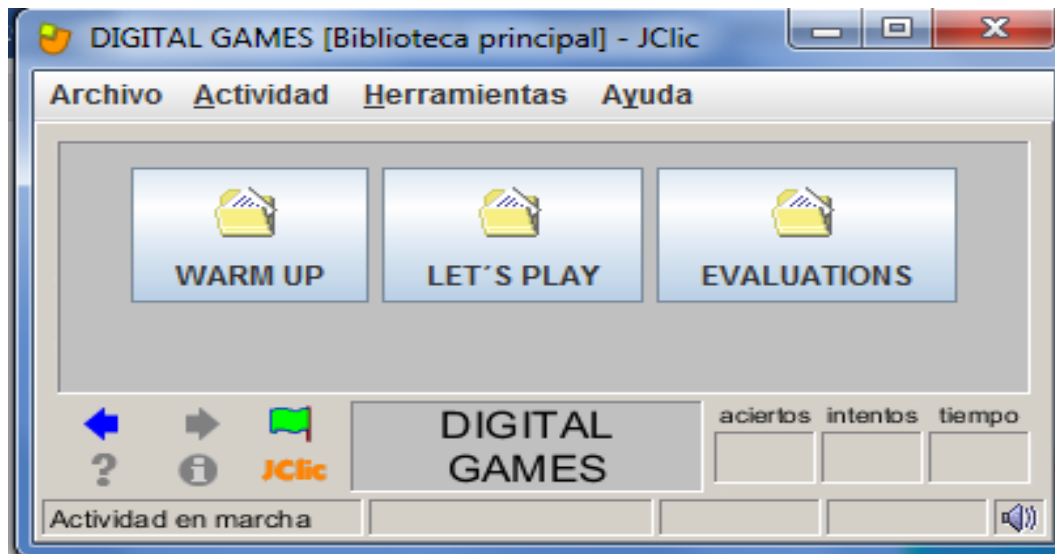
Author: Katty Alexandra Roca Matías

These are some examples of warm-up exercises which were applied in students of eighth grade in order to introduce new vocabulary.

Illustration Nº 6: Warm-up activity-Identifying animals

Author: Katty Alexandra Roca Matías

Illustration Nº 7: Warm-up activity-Identifying classroom objects

Author: Katty Alexandra Roca Matías

Illustration Nº 8: Warm-up activity-Identifying parts of the house

Author: Katty Alexandra Roca Matías

Illustration Nº 9: Warm-up activity-Identifying occupations

Author: Katty Alexandra Roca Matías

Illustration Nº 10: Warm-up activity-Identifying Commands

Author: Katty Alexandra Roca Matías

Illustration Nº 11: Warm-up activity-Identifying vegetables and fruits

Author: Katty Alexandra Roca Matías

4.5.4.4   Let's play section

In this part of the software, students have the opportunity to find different activities that can be used in the practice of new vocabulary. Students just have to click on the 'Let's play' icon and choose the digital game to start working on. Immediately, it will appear some games, such as; association activities, memory games, crosswords, letters, puzzles, information screens, identification activities, filling holes, complete text, identify items, sort items, and written response that they can choose.

Illustration Nº 12: 'Let's Play' section
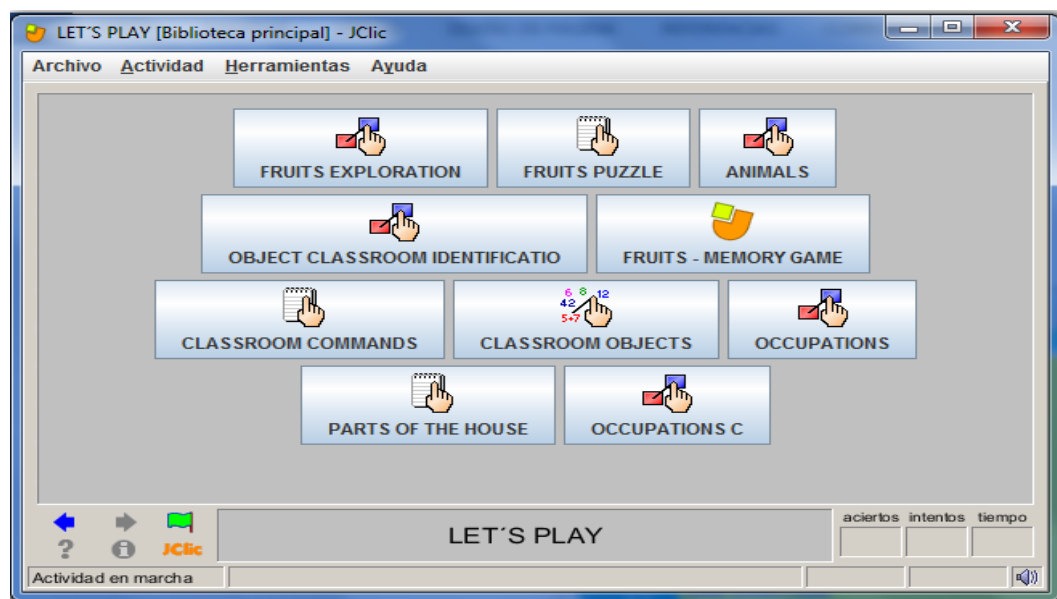
Author: Katty Alexandra Roca Matías

Some examples of activities from this section are shown below:

Illustration Nº 13: Fruit crossword
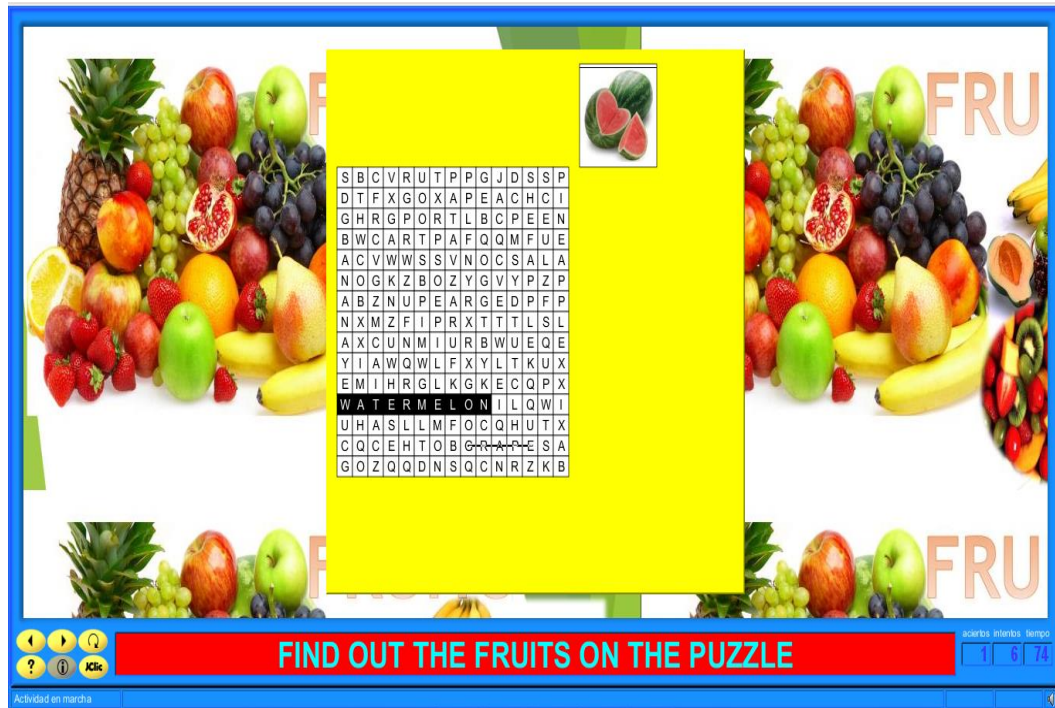
Author: Katty Alexandra Roca Matías

Illustration Nº 14: Animal crossword
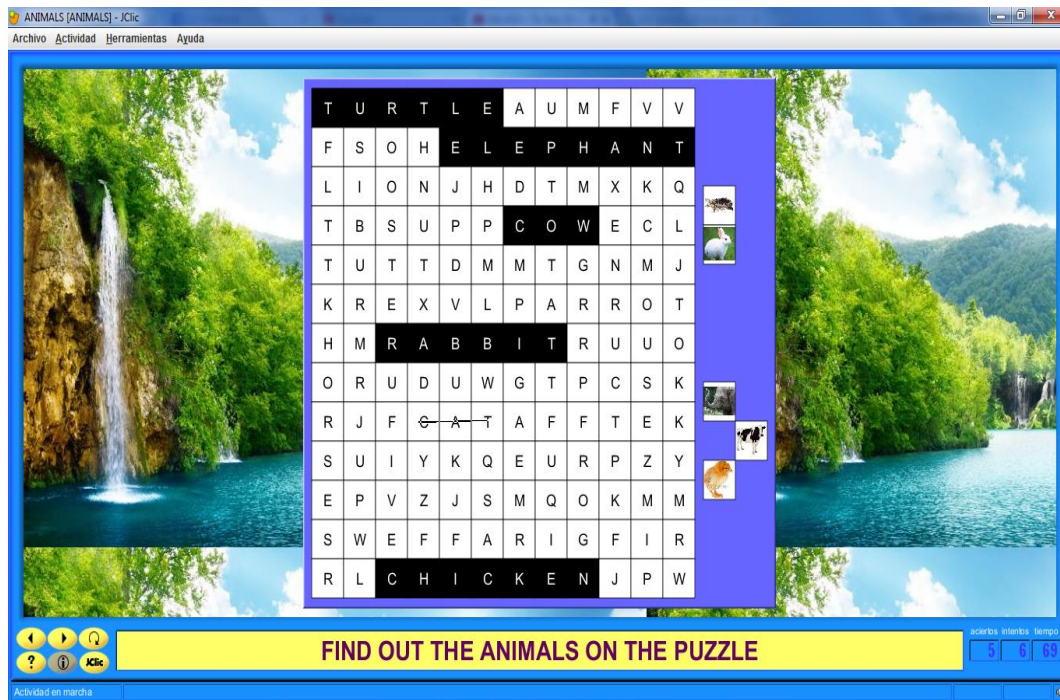
Author: **Katty Alexandra Roca Matías**

Illustration Nº 15: Memory game about fruits
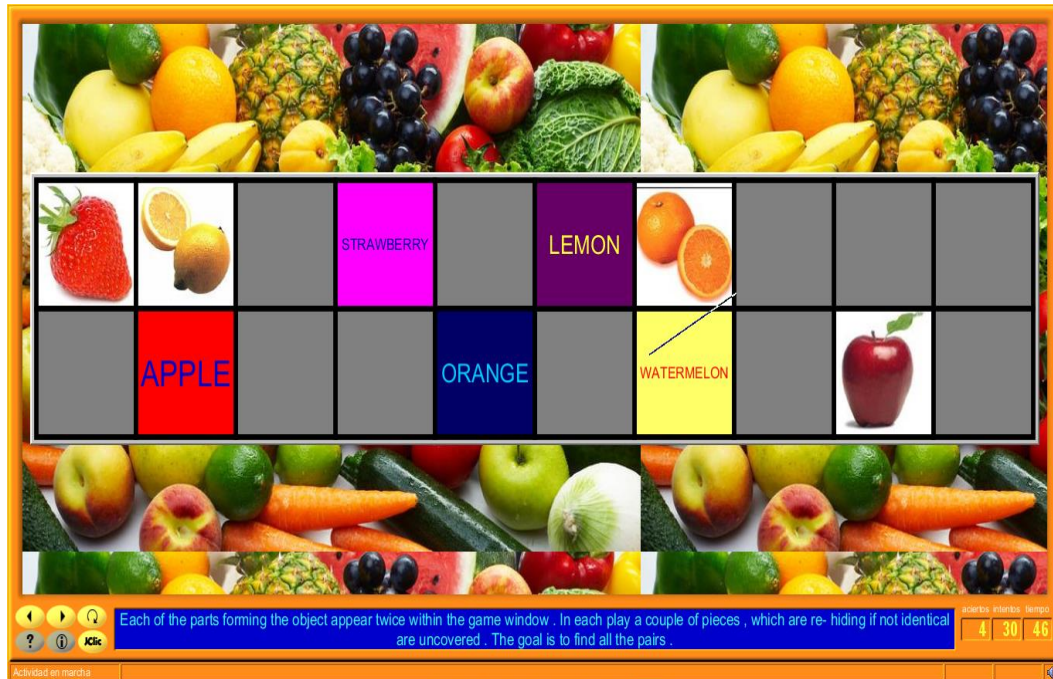
Author: Katty Alexandra Roca Matías

Illustration Nº 16: Matching commands

Author: Katty Alexandra Roca Matías

Illustration Nº 17: Memory game about Classroom objects

Author: Katty Alexandra Roca Matías
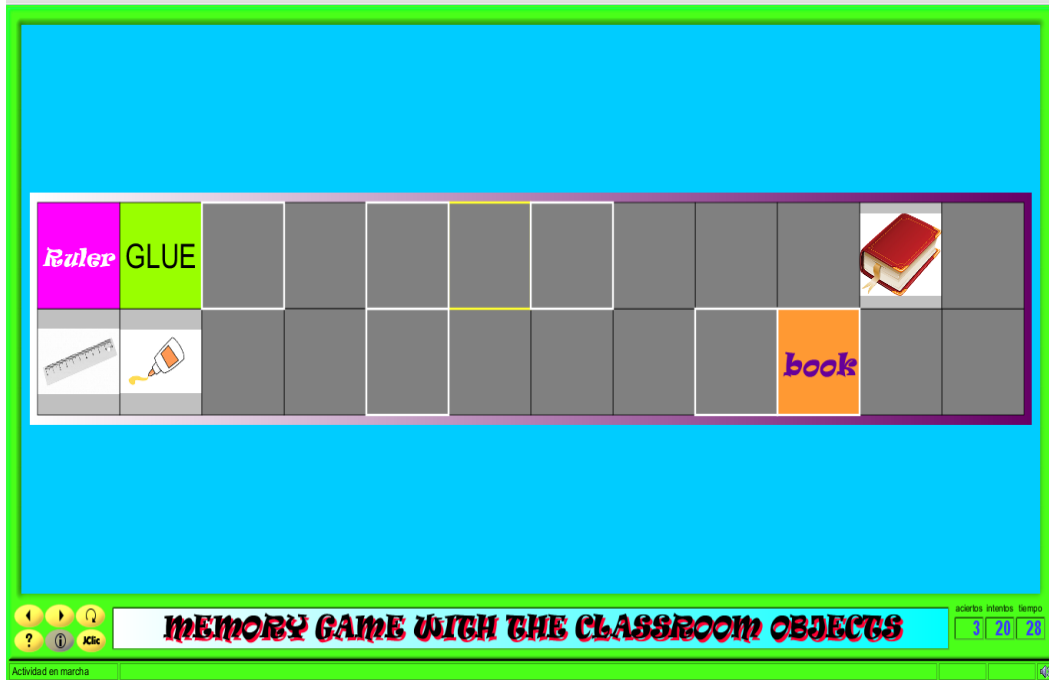
Illustration Nº 18: Association game with occupations

Author: Katty Alexandra Roca Matías

Illustration Nº 19: Occupations puzzle
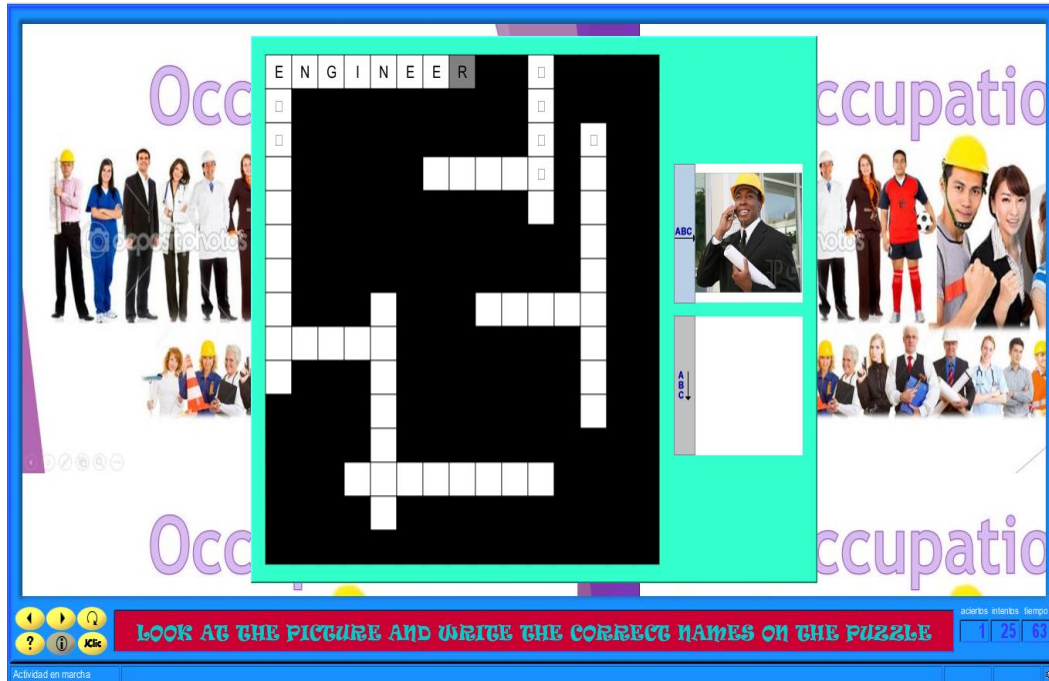
Author: Katty Alexandra Roca Matías

4.5.3.4 Evaluation activities

In this part of the Interactive Digital Games students will watch, listen and write the correct answer according to the each vocabulary test. After that, they have to verify their scores below the page making a click on the JClic icon.

Illustration Nº 20: Evaluative activities section
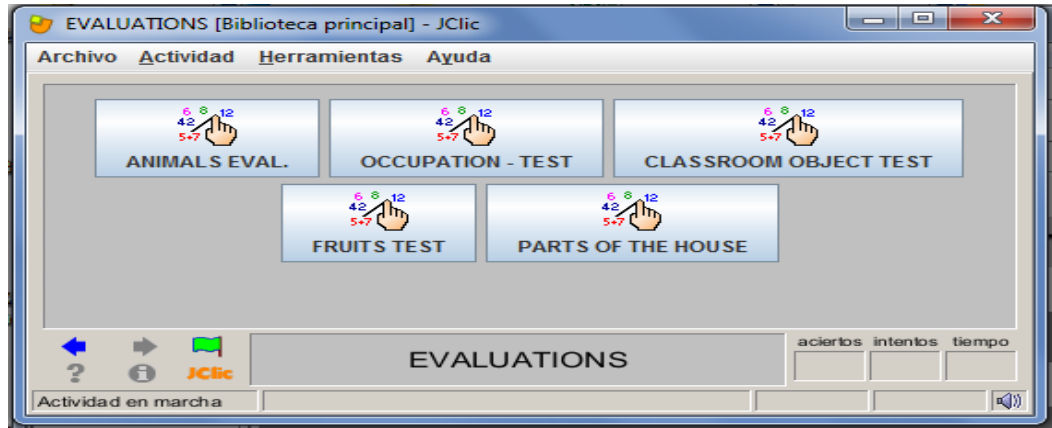
Author: Katty Alexandra Roca Matías

Illustration Nº 21: Recognizing animals
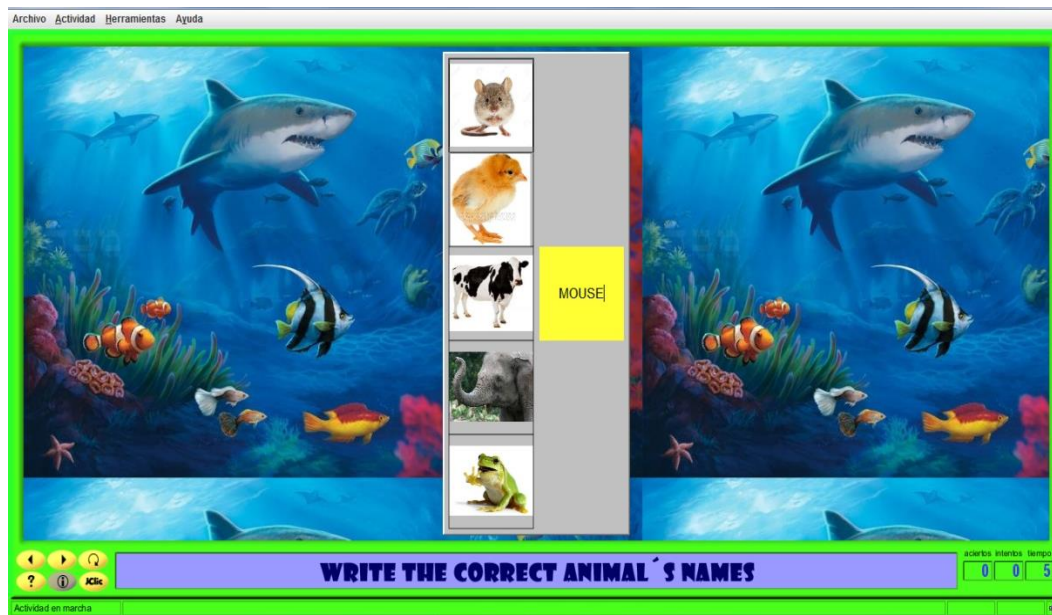
Author: Katty Alexandra Roca Matías

Illustration Nº 22: Recognizing fruits and vegetables

Author: Katty Alexandra Roca Matías

Illustration Nº 23: Recognizing classroom objects
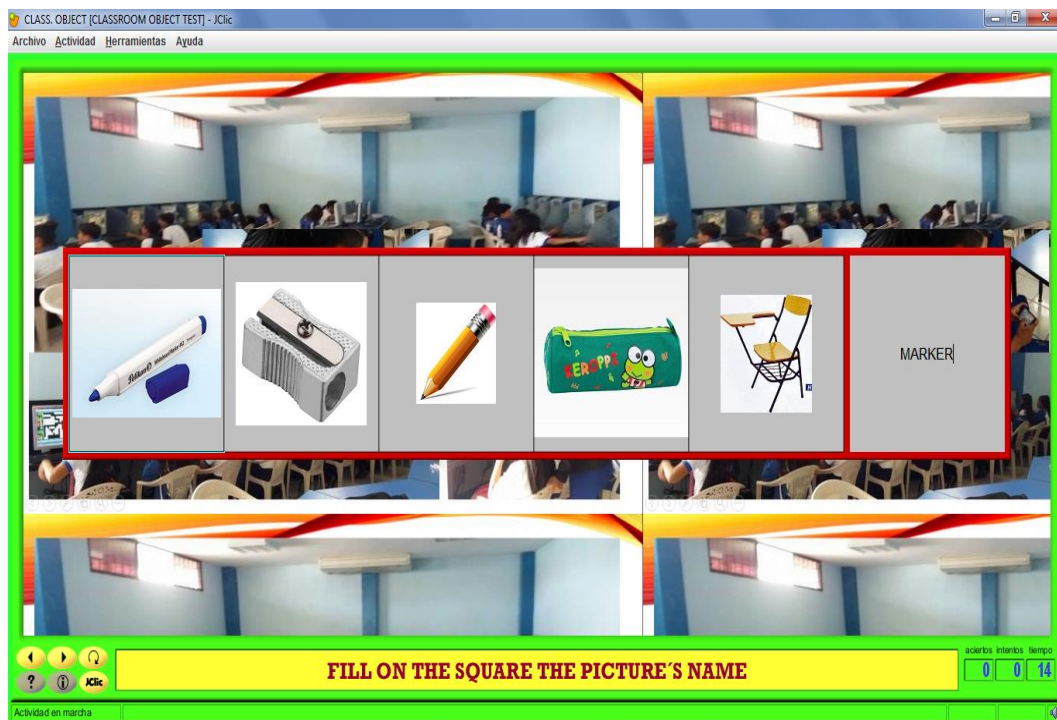
Author: Katty Alexandra Roca Matías

Illustration Nº 24: Recognizing occupations

Author: Katty Alexandra Roca Matías

4.6 Rubric to evaluate students

The participation of students during the vocabulary instruction using digital games was assessed permanently. The researcher designed and applied a rubric in order to provide a clearer idea of the parameters that were taking into account during students' vocabulary practice. The rubric is detailed below:

Chart Nº 25: Rubric for assessing students' vocabulary practice

Nº	ASPECTS	EXCELENT (2 points)	VERY GOOD (1,5 points)	GOOD (1 point)	FAIR (0,5 points)	FAIL (0 points)
1	Students understand the digital game and realize how to figure the vocabulary activity out.					
2	Students have a complete knowledge of vocabulary in the digital game.					
3	Students indentify word meaning in the digital game.					
4	Students know how words in the digital game are spelled.					
5	Students finish the game successfully.					
TOTAL: / 10						

Author: Katty Alexandra Roca Matías

4.7 EVALUATION

Before of the application of the proposal, students showed a low level of English vocabulary; students presented serious problems at the moment of producing and comprehending the language.

4.8 RESULTS

4.8.1 Diagnostic test results

In the Diagnostic test results the majority of the students in Eighth grade from La Libertad High School showed that student didn´t get the excellent achievement. The highest score gotten by only one student was nine, one out of fifty.

Chart Nº 26: Diagnostic test results

N°	NAMES	SCORE
1	Alfonzo Gonzalez Delia Fernanda	7,6
2	Alfonzo Gonzalez Leslie Yesenia	7,5
3	Avila Reyes Diego Andres	7,9
4	Bacusoy Tomalá Jordy Eduardo	6,3
5	Borbor Guale Wihder Joel	4,2
6	Bravo Barzola Jose Esau	4,0
7	Bravo Zambrano Cristhian Jesus	7,3
8	Campoverde Mendez Aaron Israel	6,8
9	Cobos Villao Melissa Lisbeth	7,6
10	Figueroa Pozo Gerson Oswaldo	6,6
11	Floreano Villon Darwin Ismael	7,0
12	Gonzalez De La O Genesis Nerexi	5,9
13	Gonzalez De La O Geraldine Nallely	6,6
14	Gonzalez Vera Jonathan Jose	6,9
15	Gonzalez Yagual Diana Mariuxi	4,9
16	Guale Gonzalez Cesar Antonio	5,0
17	Guale Malave Jhon Stalin	6,7
18	Gutierrez Tigua Narcisa Mercedes	5,9

N°	NAMES	SCORE
19	Imacaña Maldonado Alexandra Mishelle	7,5
20	Jimenez Lainez Alexi Daniella	8,9
21	Lainez Tomala Amy Katherine	9,0
22	Lino Figueroa Jeniffer Stephanie	6,9
23	Lino Figueroa Jordan David	6,4
24	Malave Beltran Denisse Merida	8,5
25	Malave Guale Juan Manuel	5,8
26	Medina Carvajal Jordy Alexander	9,2
27	Meregildo Noroña Brian Carlos	6,5
28	Merizalde Guale Cristopher Sleyter	8,1
29	Mero Ponce Melany Katherine	6,0
30	Mujica Villon Bryan Marcelo	7,0
31	Olivo Soriano Nixon Joel	7,8
32	Orrala Baque Ronal Ariel	6,6
33	Ortiz Ramirez Jeremy Alejandro	8,6
34	Panchana Espinales Anahi Lisbeth	7,0
35	Pibaque Pillasagua Angie Veronica	3,6
36	Pico Mejillon Steven Ruben	7,1
37	Pozo Catuto Jean David	8,4
38	Quimi Beltran Ronald Fabian	3,5
39	Quimi Cacao Eduar Alexander	6,9
40	Reyes Balon Elvis Ariel	9,0
41	Reyes Parrales Flavio Celso	4,6
42	Rodriguez Caceres Steven Omar	9,7
43	Rodriguez Loor Tommy Ivan	5,9
44	Santos Torres Kenneth David	6,9
45	Suarez De La Rosa Jamilet Yadira	6,3
46	Torres Pin Adriana Julexi	5,3
47	Velez Castro Camila Fernanda	8,1
48	Velez Pisco Marlon Brando	7,9
49	Vera Tomala David Alejandro	5,7
50	Yela Suarez Walter Jhonatan	4,3

Author: Katty Alexandra Roca Matías
Source: Taken from LISTENING FOR US!! Web Site / Diagnostic Test

4.8.2 Interactive Digital games with Jclic Software activity results

Through the Interactive digital games activities results have showed the advance of each independent learning. When the students played the games their faces were joyful and showed interest for learning and practicing English vocabulary.

Chart Nº 27: Results of Interactive digital activities from the software

N°	NAMES	SCORE		
		Explor.	Identif.	Lest´s play
1	Alfonzo Gonzalez Delia Fernanda	9,6	8,7	8,1
2	Alfonzo Gonzalez Leslie Yesenia	9,5	8,6	8,0
3	Avila Reyes Diego Andres	9,9	9,0	8,4
4	Bacusoy Tomalá Jordy Eduardo	8,2	7,4	6,8
5	Borbor Guale Wihder Joel	6,2	5,3	4,7
6	Bravo Barzola Jose Esau	6,0	5,1	4,5
7	Bravo Zambrano Cristhian Jesus	9,3	8,5	7,9
8	Campoverde Mendez Aaron Israel	8,8	7,9	7,3
9	Cobos Villao Melissa Lisbeth	9,6	8,7	8,1
10	Figueroa Pozo Gerson Oswaldo	8,5	7,7	7,1
11	Floreano Villon Darwin Ismael	9,0	8,1	7,5
12	Gonzalez De La O Genesis Nerexi	7,9	7,0	6,4
13	Gonzalez De La O Geraldine Nallely	8,5	7,7	7,1
14	Gonzalez Vera Jonathan Jose	8,9	8,1	7,5
15	Gonzalez Yagual Diana Mariuxi	6,8	6,0	5,4
16	Guale Gonzalez Cesar Antonio	7,0	6,1	5,5
17	Guale Malave Jhon Stalin	8,7	7,8	7,2
18	Gutierrez Tigua Narcisa Mercedes	7,9	7,0	6,4
19	Imacaña Maldonado Alexandra Mishelle	9,4	8,6	8,0
20	Jimenez Lainez Alexi Daniella	10,0	9,1	8,6
21	Lainez Tomala Amy Katherine	10,0	9,1	8,6
22	Lino Figueroa Jeniffer Stephanie	8,9	8,0	7,4
23	Lino Figueroa Jordan David	8,3	7,5	6,9
24	Malave Beltran Denisse Merida	10,0	9,1	8,6
25	Malave Guale Juan Manuel	7,7	6,9	6,3
26	Medina Carvajal Jordy Alexander	10,0	9,1	8,6
27	Meregildo Noroña Brian Carlos	8,5	7,6	7,0
28	Merizalde Guale Cristopher Sleyter	10,0	9,2	8,6
29	Mero Ponce Melany Katherine	8,0	7,1	6,5
30	Mujica Villon Bryan Marcelo	9,0	8,1	7,5
31	Olivo Soriano Nixon Joel	9,8	8,9	8,3

N°	NAMES	SCORE		
		Explor.	Identif.	Lest´s play
32	Orrala Baque Ronal Ariel	8,5	7,7	7,1
33	Ortiz Ramirez Jeremy Alejandro	10,0	9,1	8,6
34	Panchana Espinales Anahi Lisbeth	9,0	8,1	7,5
35	Pibaque Pillasagua Angie Veronica	5,6	4,7	4,1
36	Pico Mejillon Steven Ruben	9,1	8,2	7,6
37	Pozo Catuto Jean David	10,0	9,1	8,6
38	Quimi Beltran Ronald Fabian	7,1	6,2	5,6
39	Quimi Cacao Eduar Alexander	8,9	8,1	7,5
40	Reyes Balon Elvis Ariel	10,0	9,1	8,6
41	Reyes Parrales Flavio Celso	6,5	5,7	5,1
42	Rodriguez Caceres Steven Omar	10,0	9,1	8,6
43	Rodriguez Loor Tommy Ivan	7,8	7,0	6,4
44	Santos Torres Kenneth David	8,8	8,0	7,4
45	Suarez De La Rosa Jamilet Yadira	8,3	7,5	6,9
46	Torres Pin Adriana Julexi	7,2	6,4	5,8
47	Velez Castro Camila Fernanda	10,0	9,1	8,6
48	Velez Pisco Marlon Brando	9,8	9,0	8,4
49	Vera Tomala David Alejandro	7,7	6,9	6,3
50	Yela Suarez Walter Jhonatan	7,3	8,7	8,5

Author: Katty Alexandra Roca Matías
Source: Taken from LET´S PLAY TOGETHER!! Digital Games

4.8.3 Global scores per activity

Chart Nº 28: Global score per activity

ACTIVITIES	GRADE SCORE
EXPLORATION	8,64
IDENTIFICATION	8,78
LET´S PLAY	7,19
TOTAL	**8,20**

Author: Katty Alexandra Roca Matías
Source: Taken from LET´S PLAY TOGETHER!! Interctive Digital Games

4.8.4 Comparison between the diagnostic test and final test results

Chart Nº 29: Comparison between pre and final test

Nº	NAMES	BEFORE	AFTER
1	Alfonzo Gonzalez Delia Fernanda	7,6	8,8
2	Alfonzo Gonzalez Leslie Yesenia	7,5	8,7
3	Avila Reyes Diego Andres	7,9	9,1
4	Bacusoy Tomalá Jordy Eduardo	6,3	7,5
5	Borbor Guale Wihder Joel	4,2	5,4
6	Bravo Barzola Jose Esau	4	5,2
7	Bravo Zambrano Cristhian Jesus	7,3	8,6
8	Campoverde Mendez Aaron Israel	6,8	8,0
9	Cobos Villao Melissa Lisbeth	7,6	8,8
10	Figueroa Pozo Gerson Oswaldo	6,6	7,8
11	Floreano Villon Darwin Ismael	7	8,2
12	Gonzalez De La O Genesis Nerexi	5,9	7,1
13	Gonzalez De La O Geraldine Nallely	6,6	7,8
14	Gonzalez Vera Jonathan Jose	6,9	8,2
15	Gonzalez Yagual Diana Mariuxi	4,9	6,1
16	Guale Gonzalez Cesar Antonio	5	6,2
17	Guale Malave Jhon Stalin	6,7	7,9
18	Gutierrez Tigua Narcisa Mercedes	5,9	7,1
19	Imacaña Maldonado Alexandra Mishelle	7,5	8,7
20	Jimenez Lainez Alexi Daniella	8,9	9,2
21	Lainez Tomala Amy Katherine	9	9,2
22	Lino Figueroa Jeniffer Stephanie	6,9	8,1
23	Lino Figueroa Jordan David	6,4	7,6
24	Malave Beltran Denisse Merida	8,5	9,2
25	Malave Guale Juan Manuel	5,8	7,0
26	Medina Carvajal Jordy Alexander	9,2	9,2
27	Meregildo Noroña Brian Carlos	6,5	7,7
28	Merizalde Guale Cristopher Sleyter	8,1	9,3
29	Mero Ponce Melany Katherine	6	7,2
30	Mujica Villon Bryan Marcelo	7	8,2
31	Olivo Soriano Nixon Joel	7,8	9,0
32	Orrala Baque Ronal Ariel	6,6	7,8
33	Ortiz Ramirez Jeremy Alejandro	8,6	9,2
34	Panchana Espinales Anahi Lisbeth	7	8,2
35	Pibaque Pillasagua Angie Veronica	3,6	4,8
36	Pico Mejillon Steven Ruben	7,1	8,3
37	Pozo Catuto Jean David	8,4	9,2
Nº	NAMES	DIAGNOSTIC	FINAL

		TEST	TEST
38	Quimi Beltran Ronald Fabian	3,5	6,3
39	Quimi Cacao Eduar Alexander	6,9	8,1
40	Reyes Balon Elvis Ariel	9	9,2
41	Reyes Parrales Flavio Celso	4,6	5,8
42	Rodriguez Caceres Steven Omar	9,7	9,2
43	Rodriguez Loor Tommy Ivan	5,9	7,1
44	Santos Torres Kenneth David	6,9	8,1
45	Suarez De La Rosa Jamilet Yadira	6,3	7,5
46	Torres Pin Adriana Julexi	5,3	6,5
47	Velez Castro Camila Fernanda	8,1	9,2
48	Velez Pisco Marlon Brando	7,9	9,1
49	Vera Tomala David Alejandro	5,7	7,0
50	Yela Suarez Walter Jhonatan	4,3	6,7

Author: Katty Alexandra Roca Matías
Source: Diagnostic and Final Test

4.9 ANALYSIS OF THE STUDENTS' RESULTS

Graphic Nº 17: Students' improvement-Part 1
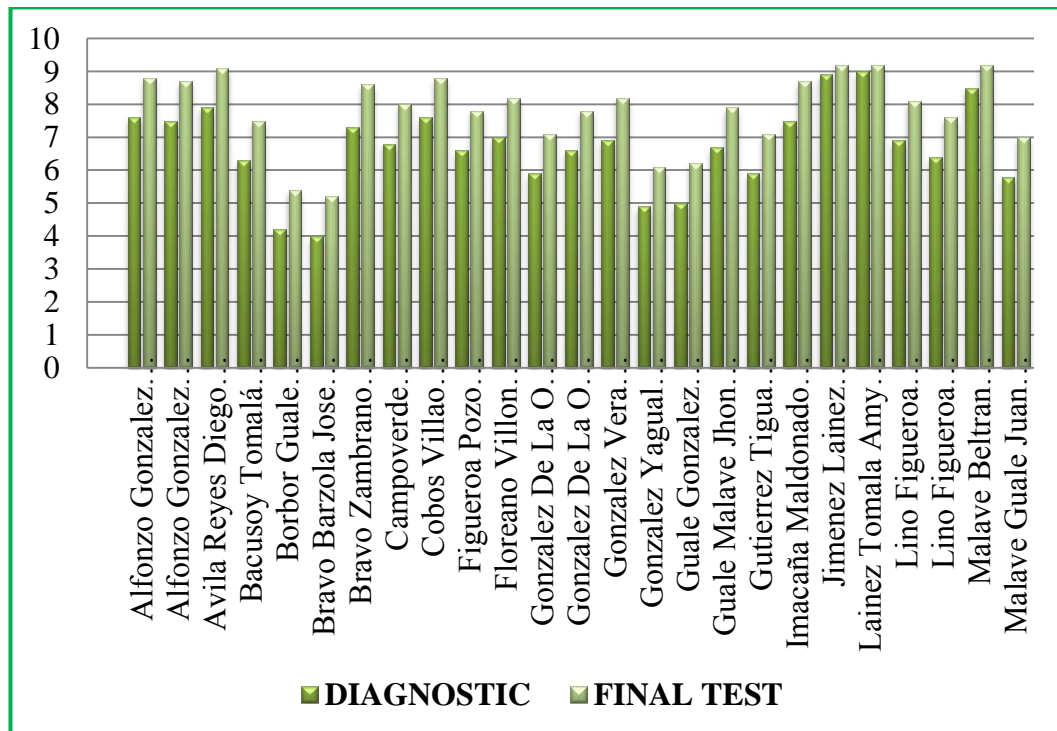
Author: Katty Alexandra Roca Matías
Source: Diagnostic and final test applied to students

Graphic Nº 18: Students' improvement-Part 2

4.10 STRATEGIES OF IMPROVEMENT

Chart Nº 30: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
• Learning without technological tool.	• Students improved vocabulary through the use of digital games as technological tool.
• Old-style English teaching.	• Modern English teaching environment applying technological tool.
• Low level of Vocabulary Skills	• Increase and improve level of vocabulary results.

4.11 CONCLUSIONS AND RECOMMENDATIONS

4.11.1 CONCLUSIONS

- It is concluded that vocabulary is a fundamental part in the English language acquisition process. The vocabulary knowledge of students of eighth grade at Unidad Educativa La Libertad was improved due to the constant and didactic practice into the classroom.

- The application of ICTs in the English language classroom is very useful because it supports the teaching and learning process. Students of eight grade at Unidad Educativa La Libertad increased their motivation because of the use of technology during the vocabulary lessons.

- Finally, the application of Interactive Digital Games with Jclic software is an excellent option for improving the vocabulary instruction; students had the opportunity to learn, practice, and acquire new vocabulary using digital games in an enjoyable environment.

4.11.2 RECOMMENDATIONS

- It is recommended that English teachers make more emphasis on the way they teach students new vocabulary because, as it is known, vocabulary is the principal basis for the correct production of the language (oral or written).

- It is also suggested that teachers include technological tools in the teaching process because they provide lots of benefits to both teachers and students: technology facilitates the presentation and comprehension of information and allows a dynamic practice of any topic.

- Finally, as a recommendation, English instructors must apply digital games for teaching or practicing vocabulary because it is a dynamic and motivational manner to engage students in the acquisition process of words that will be used for the oral or written production of the English language.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

DESCRIPTION
Unidad Educativa "La Libertad"

5.1.2 Humans

DESCRIPTION
English teachers
Students of eighth grade

5.1.3 Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	$5.00	$ 20.00
Prints	0.15	60.00
Copies	0.05	25.00
Pens	0.50	2.00
CD's	1.00	3.00
TOTAL		**$ 110.00**

5.1.4 Technology

DESCRIPTION	UNIT COST	TOTAL COST
Internet Service	$ 20.00	$ 80.00
Camera (second hand)	70.00	70.00
Computer	1,000.00	1,000.00
TOTAL		**$ 1,150.00**

5.1.5 Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	$ 40.00	$ 120.00
Lunch and snacks	20.00	20.00
Unforeseen expenses	50.00	50.00
TOTAL		**$ 190.00**
TOTAL SUMATORY		**$ 1.450.00**

Author: Katty Alexandra Roca Matías

5.1   TIMETABLE

Chart Nº 31: Timetable

ACTIVITY	2015																2016																											
	SEP				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUNE				JULY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Socialization with the Advisor	■																																											
Elaboration Chapter I		■	■																																									
Review of Chapter I			■																																									
Elaboration Chapter II					■	■	■																																					
Review of Chapter II							■																																					
Field research at E.E.B. "Trece de Abril								■																																				
Survey and Interviews application								■																																				
Elaboration Chapter III									■	■	■																																	
Review of Chapter III											■																																	
Elaboration Chapter IV												■	■	■																														
Application of the Proposal															■	■	■	■	■	■	■																							
Elaboration Chapter V																						■																						
Elaboration of Preliminary Pages																							■	■	■																			
Review of Thesis Draft																												■	■	■														
Delivery of Final Work																																					■							
Thesis Pre-defense																																											■	
Thesis Defense-Graduation Day																																												■

Author: Katty Alexandra Roca Matías

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APPENDIX

Appendix Nº 1: Survey applied to students

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

Objective: To collect important information from students of eighth grade at Unidad Educativa "La Libertad" about the importance of vocabulary instruction and the application of digital games as a dynamic and motivational resource.

Instructions: Choose the option that describes most your answer

Question 1: Do you consider English as …………….?

1.1 Very important   ☐

1.2 Important   ☐

1.3 Unnecessary   ☐

1.4 Useless   ☐

Question 2: How do you consider your English lessons?

2.1 Very interesting ☐

2.2 Interesting ☐

2.3 Boring ☐

2.4 Very boring ☐

Question 3: Does your English teacher use technology during the English classes?

3.1 Yes ☐

3.2 No ☐

Question 4: Do you consider that the use of technology is an important tool to improve the English vocabulary?

4.1 Totally agree ☐

4.2 Totally disagree ☐

Question 5: Do you use any technological tool in class to practice vocabulary?

5.1 Yes ☐

5.2 No ☐

Question 6: How often do you use the ITCs for practicing vocabulary outside the classroom?

6.1 Once per week

☐

6.2 Three times per week

☐

6.3 Once per month ☐

6.4 Everyday ☐

Question 7: Do you consider that the digital games, such as, puzzles, crosswords and others could help you to improve your vocabulary?

7.1 Totally agree

☐

7.2 Totally disagree ☐

Question 8: Would you like to use digital games in order to improve your vocabulary knowledge?

8.1 Yes

☐

8.2 No ☐

Thanks for your collaboration!

Appendix Nº 2: Survey directed to English teachers

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

Objective: To collect important information from English teachers at Unidad Educativa "La Libertad" about the importance of vocabulary instruction and the application of digital games as a dynamic and motivational resource.

Instructions: Choose the option that describes most your answer

Question 1: Do you like teaching English?

1.1 Yes ☐

1.2 No ☐

Question 2: Do you use any technological tool for teaching vocabulary in your English classes?

2.1 Yes ☐

2.2 No ☐

Question 3: What kind of technological tool do you use to improve the English vocabulary of your students?

3.1 Projector ☐

3.2 Computer ☐

3.3 Tablets ☐

3.4 Tape recorder ☐

Question 4: How often do you use technology for teaching vocabulary in your English classes?

4.1 Everyday ☐

4.2 Three times per week ☐

4.3 Once per week ☐

4.4 Once per month ☐

Question 5: Do you consider that the use of technology can strengthen the teaching and practice of English vocabulary?

5.1 Yes ☐

☐

5.2 No

Question 6: Do you consider that the application of digital games, such as, puzzles, crosswords and other activities could contribute to improve the vocabulary knowledge of your students?

6.1 Totally agree ☐

6.2 Agree somewhat ☐

6.3 Disagree ☐

6.4 Totally disagree ☐

Question 7: Would you like to use digital games to improve vocabulary of your students?

7.1 Yes ☐

7.2 No ☐

Thanks for your collaboration!

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

Objective: To collect important information from the principal at Unidad Educativa "La Libertad", MSc. Sixter Palma Murga, about the importance of vocabulary instruction and the application of digital games as a dynamic and motivational resource.

Question Nº 1: Do you think that English teaching is essential in today's education?

_____

Question Nº 2: How do you consider the English language teaching in this institution?

_____

Question Nº 3: Do you consider that the use of technology strengthens the English teaching?

_____

Question Nº 4: What are the advantages of using technology in the classroom to the English teaching?

_____

Question Nº 5: How important is the vocabulary for learning a language?

_____

Question Nº 6: Do you consider that digital games used as a dynamic tool will help to students to improve the English Vocabulary?

_____

Question Nº 7: Do you think digital games are a strategic method to motivate the English learning?

_____

Question Nº 8: Do you agree to carry out the application of digital games in this institution to the betterment of English vocabulary instruction?

_____

Thanks for your collaboration

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

Objective: To collect important information from professionals in the English language teaching field about the importance of vocabulary instruction and the application of digital games as a dynamic and motivational resource.

Question Nº 1: Do you consider that English is important in today's education?

_____
_____

Question Nº 2: Do you consider that English classes should be more focused on teaching vocabulary?

_____
_____

Question Nº 3: What strategies do you use for teaching vocabulary?

_____
_____

Question Nº 4: Do you consider that English teachers should use technology to teach English vocabulary?

_____

_____

Question Nº 5: Do you think that vocabulary is necessary for learning English?

_____

_____

Question Nº 6: How can you define digital games?

_____

_____

Question Nº 7: Do you consider that the digital games could help students to improve the English Basic Vocabulary?

_____

_____

Thanks for your collaboration

Appendix Nº 5: Rubric for evaluating students

Nº	ASPECTS	EXCELENT (2 points)	VERY GOOD (1,5 points)	GOOD (1 point)	FAIR (0,5 points)	FAIL (0 points)
1	Students understand the digital game and realize how to figure the vocabulary activity out.					
2	Students have a complete knowledge of vocabulary in the digital game.					
3	Students indentify word meaning in the digital game.					
4	Students know how words in the digital game are spelled.					
5	Students finish the game successfully.					
TOTAL: / 10						

Author: Katty Alexandra Roca Matías

Appendix Nº 6: Observation guide

PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

OBSERVATION GUIDE					
UNIDAD EDUCATIVA "LA LIBERTAD"					
Objective: To evaluate methodology and strategies applied by the English teacher in the development of vocabulary lessons.					
Nº	**ASPECTS TO EVALUATE**	**PARAMETERS OF EVALUATION**				
		1	**2**	**3**	**4**	**5**
1	Teacher starts the class with a war-up activity.					
2	Teacher describes the objective of the lesson.					
3	Teacher introduces or reminds vocabulary correctly.					
4	Teacher shows any resource for illustrating the vocabulary content from the lesson.					
5	Teacher provides students a good pronunciation of the vocabulary.					
6	Teacher motivates students to learn vocabulary using a variety of activities					
7	Teacher uses any technological tool for teaching vocabulary.					
8	Teacher motivates students to practice vocabulary by using any digital resource.					
9	Teacher evaluates students vocabulary knowledge					
10	Teacher provides students feedback about the vocabulary lesson.					

Author: Katty Alexandra Roca Matías

Appendix Nº 7: Students' names

Chart Nº 32: Students' names

Nº	NAMES				
1	Alfonzo Gonzalez Delia Fernanda				
2	Alfonzo Gonzalez Leslie Yesenia				
3	Avila Reyes Diego Andres				
4	Bacusoy Tomalá Jordy Eduardo				
5	Borbor Guale Wihder Joel				
6	Bravo Barzola Jose Esau				
7	Bravo Zambrano Cristhian Jesus				
8	Campoverde Mendez Aaron Israel				
9	Cobos Villao Melissa Lisbeth				
10	Figueroa Pozo Gerson Oswaldo				
11	Floreano Villon Darwin Ismael				
12	Gonzalez De La O Genesis Nerexi				
13	Gonzalez De La O Geraldine Nallely				
14	Gonzalez Vera Jonathan Jose				
15	Gonzalez Yagual Diana Mariuxi				
16	Guale Gonzalez Cesar Antonio				
17	Guale Malave Jhon Stalin				
18	Gutierrez Tigua Narcisa Mercedes				
19	Imacaña Maldonado Alexandra Mishelle				
20	Jimenez Lainez Alexi Daniella				
21	Lainez Tomala Amy Katherine				
22	Lino Figueroa Jeniffer Stephanie				
23	Lino Figueroa Jordan David				
24	Malave Beltran Denisse Merida				
25	Malave Guale Juan Manuel				
26	Medina Carvajal Jordy Alexander				
27	Meregildo Noroña Brian Carlos				
28	Merizalde Guale Cristopher Sleyter				
29	Mero Ponce Melany Katherine				

Nº	NAMES				
30	Mujica Villon Bryan Marcelo				
31	Olivo Soriano Nixon Joel				
32	Orrala Baque Ronal Ariel				
33	Ortiz Ramirez Jeremy Alejandro				
34	Panchana Espinales Anahi Lisbeth				
35	Pibaque Pillasagua Angie Veronica				
36	Pico Mejillon Steven Ruben				
37	Pozo Catuto Jean David				
38	Quimi Beltran Ronald Fabian				
39	Quimi Cacao Eduar Alexander				
40	Reyes Balon Elvis Ariel				
41	Reyes Parrales Flavio Celso				
42	Rodriguez Caceres Steven Omar				
43	Rodriguez Loor Tommy Ivan				
44	Santos Torres Kenneth David				
45	Suarez De La Rosa Jamilet Yadira				
46	Torres Pin Adriana Julexi				
47	Velez Castro Camila Fernanda				
48	Velez Pisco Marlon Brando				
49	Vera Tomala David Alejandro				
50	Yela Suarez Walter Jhonatan				

Source: Secretary Department of Unidad Educativa ''La Libertad''

Appendix Nº 8: Legal articles

ARTICULO	DESCRIPCIÓN
Constitución del Ecuador, 2008- Artículo 26	"La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tiene el derecho y la responsabilidad de participar en el proceso educativo"
Constitución del Ecuador, 2008- Artículo 27	"La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional"
Constitución del Ecuador, 2008- Artículo 343	"El sistema nacional de educación tundra como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades"

ARTÍCULO	DESCRIPCIÓN
Código de la Niñez y Adolescencia -Artículo 37	"Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que: 1) Garantice el acceso y permanencia de todo niño y niña en la educación básica, así como del adolescente hasta el bachillerato o su equivalente; 2) Respete las culturas y especificidades de cada región y lugar; 3) Contemple propuestas educativas flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender; 4) Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuadosy gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y, 5) Que respete las convicciones éticas, morales y religiosas de los padres y de los niños, niñas y adolescentes. La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato y su equivalencia. El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas"

Source: Constitution of Ecuador 2008 and Code of the Childhood and Adolescence

Appendix Nº 9: Acceptance letter for the proposal application

Ministerio de **Educación**

Oficio Nro. MINEDUC-CZ5-24D02-2015-1786-OF

La Libertad, 29 de octubre de 2015

Asunto: AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN DE CAMPO PREVIO A LA OBTENCIÓN DE TITULO DE LICENCIADA

Señora
Katty Alexandra Roca Matias
Docente
UNIDAD EDUCATIVA "LA LIBERTAD"
En su Despacho

De mi consideración:

En atención a su Oficio n.°: ESID-CLI-2015-238-OF, de fecha 29 de octubre del 2015, ingresado a esta dependencia en igual fecha, mediante solicitud de trámite Nro. 24D02-4890-E, en el cual requiere se brinden las facilidades necesarias a la estudiante universitaria Roca Matías Katty Alexandra con C.I. 092365254-7, para que realice las investigaciones respectivas relacionadas al tema y tesis de grado; al respecto expongo lo siguiente:

Conociendo que estas actividades se desarrollan en beneficio de la comunidad educativa; este despacho autoriza a la estudiante antes mencionada a realizar las investigaciones necesarias para el desarrollo del tema y tesis de grado denominado: "DIGITAL GAMES TO IMPROVE ENGLISH BASIC VOCABULARY SKILLS TO STUDENTS OF EIGHTH GRADE AT LA LIBERTAD HIGH SCHOOL, LA LIBERTAD, SANTA ELENA PROVINCE, 2015-2016".

Se remite copia del presente a la Unidad Educativa "La Libertad", a fin de que se coordinen las acciones a realizar, las mismas no podrán interferir la jornada de clases de los estudiantes.

Con sentimientos de distinguida consideración.

Atentamente,

Cesar Oswaldo Roca Quirumbay
DIRECTOR DISTRITAL 24D02 - LA LIBERTAD - SALINAS - EDUCACIÓN

Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz
Telf.: + (593 2) 3961300/1400/1500
www.educacion.gob.ec

1/2

Quipux

Appendix Nº 10: Proposal application certification

UNIDAD EDUCATIVA
"LA LIBERTAD"
Aprobado por resolución Ministerial N° 3256 del 11 de Abril de 1986
Santa Elena – La Libertad
Teléf.2934443

C E R T I F I C A C I O N

El suscrito Rector de la Unidad Educativa "LA LIBERTAD", del Cantón La Libertad, MSc. Sixter Palma Murga.

Certifica:

Que, la Srta. Prof. **KATTY ALEXANDRA ROCA MATÍAS**, portadora de la cédula N° **0923672547**, estudiante de la Carrera de Educación Básica e Idiomas, modalidad presencial de la Universidad Estatal Península de Santa Elena, cumplió con la ejecución de su propuesta del proyecto de tesis de grado con el tema: DIGITLAS GAMES TO IMPROVE THE ENGLISH BASIC VOCABULARY TO STUDENTS OF EIGHTH GRADE en **la Unidad Educativa "LA LIBERTAD"**, cantón La Libertad, provincia de Santa Elena, durante los meses de enero y febrero del año 2016.

Esto lo certifico en honor a la verdad, pudiendo la interesada hacer uso de este documento como a bien tuviere.

La Libertad, 10 de marzo del 2016

Msc. Sixter Palma Murga
RECTOR

Dirección: La Libertad-Ciudadela San Vicente, Av. 30 entre calles 28 y29/ Teléfono 042934-443 /E-mail: collalibertad@hotmail.com

La Libertad 28 de Junio del 2016

CERTIFICADO ANTIPLAGIO

004-TUTOR JECA-2016

En calidad de tutora del trabajo de titulación denominado **"DIGITAL GAMES TO IMPROVE THE ENGLISH BASIC VOCABULARY SKILL TO STUDENTS OF EIGHTH GRADE AT UNIDAD EDUCATIVA LA LIBERTAD, LA LIBERTAD, SANTA ELENA PROVINCE, 2015- 2016"** elaborado por la estudiante **KATTY ALEXANDRA ROCA MATÍAS** egresada de la Carrera de 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 Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

_____
Jeannette Cevallos Alcívar
C.I. 0907928089
DOCENTE TUTORA

Urkund report

URKUND

Documento	Capitulo 1 AP.docx (D17538862)
Presentado	2016-02-01 21:22 (-05:00)
Presentado por	kttyrokmatias@gmail.com
Recibido	jcevallos.2.upse@analysis.urkund.com
Mensaje	primer capitulo Mostrar el mensaje completo

0% de esta aprox. 3 páginas de documentos largos se componen de texto presente en 0 fuentes.

URKUND

Documento	CHAPTER II (katty Roca Matías).docx (D18357251)
Presentado	2016-03-07 17:55 (-05:00)
Presentado por	kttyrokmatias@gmail.com
Recibido	jcevallos.2.upse@analysis.urkund.com
Mensaje	CHAPTER II Mostrar el mensaje completo

3% de esta aprox. 10 páginas de documentos largos se componen de texto presente en 4 fuentes.

URKUND

Documento	CHAPTER IV.docx (D20977635)
Presentado	2016-07-01 12:13 (-05:00)
Presentado por	kttyrokmatias@gmail.com
Recibido	jcevallos.2.upse@analysis.urkund.com
Mensaje	CHAPTER IV Mostrar el mensaje completo

0% de esta aprox. 6 páginas de documentos largos se componen de texto presente en 0 fuentes.

Appendix Nº 12: Certification of the thesis advisor

La Libertad, 19 de Agosto del 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

LCDA. JEANNETTE CEVALLOS ALCÍVAR, MSc. TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA KATTY ALEXANDRA ROCA MATÍAS

CERTIFICA

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación, éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.
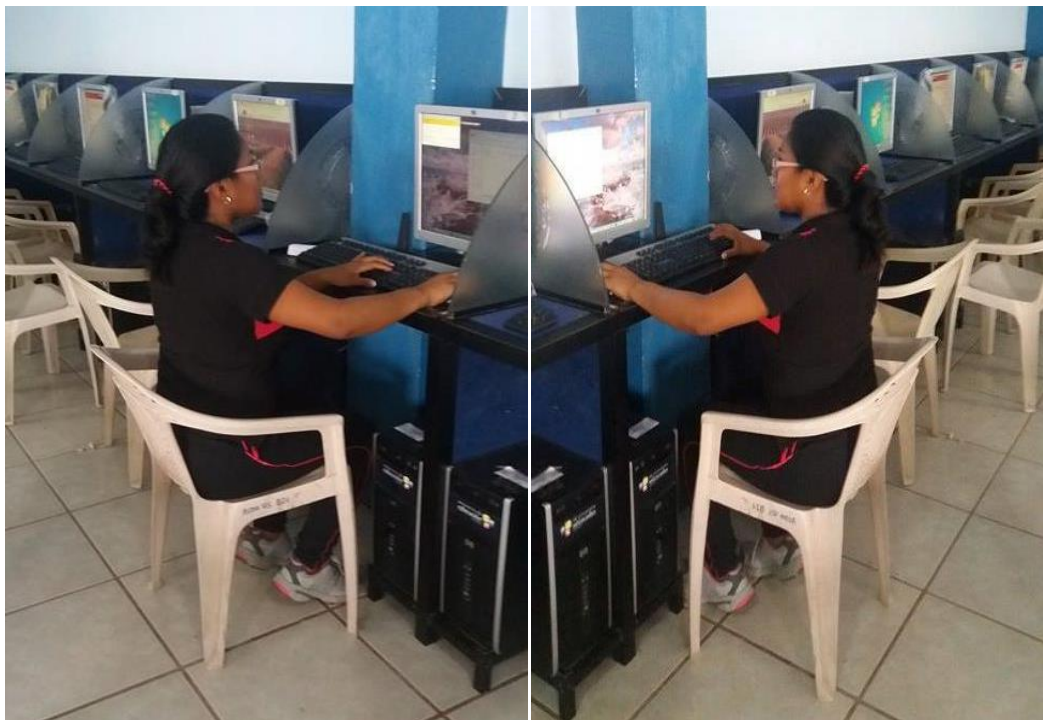
_____
Lcda. Jeannette Cevallos Alcívar, MSc.
DOCENTE TUTORA

Appendix Nº 13: Students of eighth grade

Author: Katty Alexandra Roca Matías

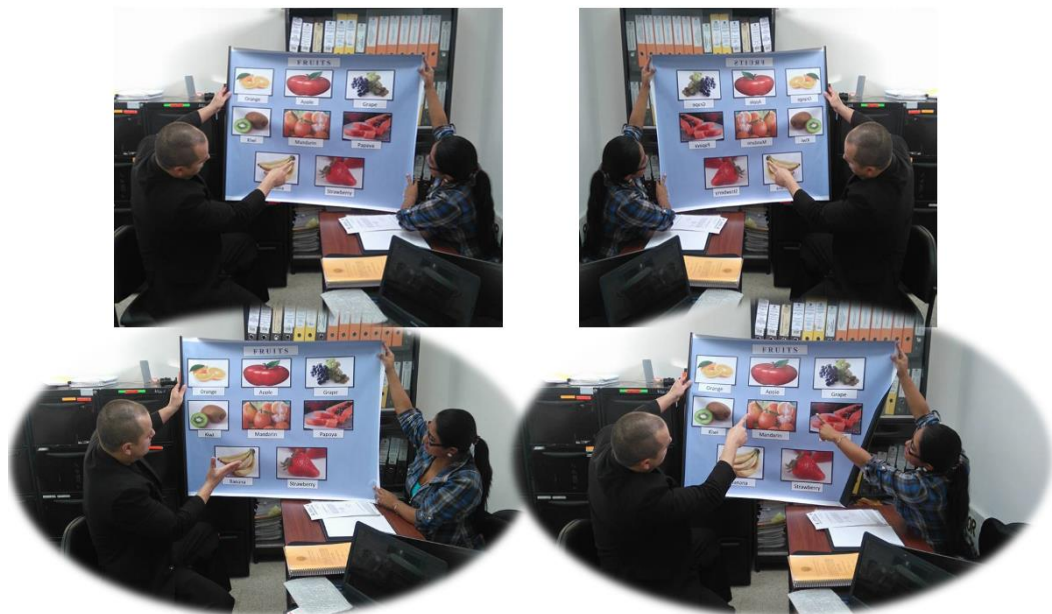**Appendix Nº 14: Investigator installing the software**

Author: Katty Alexandra Roca Matías

Appendix Nº 15: Interview with English teachers

Author: Katty Alexandra Roca Matías

Appendix Nº 16: Interview with specialists

Author: Katty Alexandra Roca Matías

Appendix Nº 17: Investigator during the proposal application 1

Author: Katty Alexandra Roca Matías

Appendix Nº 18: Investigator during the proposal application 2

Author: Katty Alexandra Roca Matías

Appendix Nº 19: Investigator explaining students the proposal

Author: Katty Alexandra Roca Matías

Appendix Nº 20: Students using Interactive digital games 1

Author: Katty Alexandra Roca Matías

Appendix Nº 21: Students using Interactive digital games 2

Author: Katty Alexandra Roca Matías