UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"GAMES AS A DIDACTIC STRATEGY TO PROMOTE MOTIVATION ON LEARNING VOCABULARY IN EFL"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Marilyn Madeline Rodriguez Toledo

Advisor: Ítalo Rigoberto Carabajo Romero MSc**.**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "GAMES AS A DIDACTIC STRATEGY TO PROMOTE MOTIVATION ON LEARNING VOCABULARY IN EFL" prepared by Marilyn Madeline Rodriguez Toledo undergraduate student of the 8° Semester Major, School of Educational Science and Languages at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

Lcdo. Ítalo Rigoberto Carabajo Romero, MSc
ADVISOR

STATEMENT OF AUTHORSHIP

I, MARILYN MADELINE RODRIGUEZ TOLEDO with ID number 2450062365 undergraduate student from the Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "GAMES AS A DIDACTIC STRATEGY TO PROMOTE MOTIVATION ON LEARNING VOCABULARY IN EFL" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

MARILYN MADELINE RODRIGUEZ TOLEDO

AUTHOR

DECLARATION

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

MARILYN MADELINE RODRIGUEZ TOLEDO

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I would like to take the opportunity to thank my mom for her support during these years of study.

To my father because he always encouraged me and motivated me every single day with his words ''you can do it mija, do not give up''.

DEDICATION

I want to dedicate this research project to my dear grandmother for all her love, she always was proud of me and I know that from heaven she still cares for me in every step.

To my best friends (Isabel, Daniela, Jairo, Joan and Angelica) for believing in me, and always be by my side on good and bad moments.

With love

Marilyn Rodriguez

ABSTRACT

The present investigation was carried out in an educational context at the Unidad Educativa Virgen del Cisne with the aim of describing the use of games as a didactic strategy to promote motivation in learning vocabulary in seventh grade students. Therefore, qualitative research was used, for the data collection a questionnaire with six questions was developed. The questions' structure was open-ended, which then, were applied with the focus group where students argued their answers by giving reasons in each one of their answers

After collecting the data and analysis, it was found that games are effective as a didactic strategy. The influence of games on learning vocabulary has to be considered at the moment of teaching because it makes the students feel motivated to learn and they enjoy this kind of activity. In addition, there are some games that motivate students on the learning of vocabulary such as guessing games, matching games and board games.

KEY WORDS: games, learning vocabulary, motivation, didactic strategy

RESUMEN

La presente investigación fue llevada a cabo en un contexto educativo, en la Unidad Educativa Virgen del Cisne con el objetivo de describir el uso de juegos como estrategia didáctica para promover la motivación en el aprendizaje del vocabulario en los estudiantes de séptimo grado. Debido a esto, fue usada la investigación cualitativa, para la recolección de datos fue desarrollado un cuestionario con seis preguntas. La estructura de las preguntas fue abierta-cerrada, las cuales luego fueron aplicadas con el grupo focal donde los estudiantes argumentan sus respuestas dando razones en cada una de sus respuestas.

Después de la recolección y análisis de datos, se encontró que los juegos son efectivos como estrategia didáctica, la influencia de los juegos en el aprendizaje del vocabulario debe ser considerada al momento de la enseñanza porque hace que los estudiantes se sientan motivados para aprender y ellos disfrutan esta clase de actividad. Además, hay algunos juegos que motivan a los estudiantes en el aprendizaje del vocabulario como juegos de adivinar, juegos de emparejar y juegos en la pizarra.

PALABRAS CLAVES: juegos, aprendizaje de vocabulario, motivación, estrategias didácticas.

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INTRODUCTION

English is one of the most spoken languages around the world which means that their learning is necessary for people. The learning process of this language can be different for individuals of a society. However, the learning of vocabulary is the base for learning English as a foreign language. Vocabulary helps learners develop their skills; they need to know a certain number of words to communicate their ideas. They way in which someone can learn vocabulary refers to the didactic strategies that can be applied. Didactic strategies are guidelines which help to achieve a certain goal.

Games are strategies used in learning vocabulary. According to theories of play such as Piaget with the Cognitive Development or Crystal, games allow the human being to develop their skills, be involved with their environment and increase their experience in order to improve their knowledge.

Through the pre-professional practices, the researcher noticed that at the moment of learning new vocabulary, students had some difficulties or they were not interested, but when the teacher applied games to learn vocabulary, learners were more attentive, motivated, and the process of learning was easy for students.

The research about ''Didactic games in teaching English to young learners'' mentions that, motivation plays an essential part on learning abilities, teachers should recognize students' needs and apply suitable strategies, one of them to improve these learning are the games.

Games are important to enhance the motivation in the learning of vocabulary. Calvo-Ferrer (2017), on his work: educational games as stand-alone learning tools and their motivational effect on L2 vocabulary acquisition and perceived learning gains, show how students can learn better if they use games at the moment of learning

vocabulary instead of exercises on their textbooks. It means that this strategy is effective during the learning process of English as a foreign language. Finally, this research project has found some games that are used for this purpose, they are classified on guessing games, matching games and board games.

CHAPTER I

THE PROBLEM

Research Topic

Strategies and Vocabulary Learning.

Games as a didactic strategy to promote motivation on learning vocabulary in EFL.

Problem Statement

The English language '' is estimated that there are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language'' (Mahu, 2012, page. 374) It has been the normal language of the world for a really long time. It is presently difficult to track down a nation where learning English has not turned into a standard English is the most spoken language around the world. 1 out of 5 people understands it.

In addition, Mahu (2012) said that having a comprehension of English as a foreign language additionally helps your local language improvement. It has been observed that students can create better vocabularies and a superior degree of proficiency all through concentrating on a foreign language.

In Ecuador, it has been shown that one of the biggest difficulties facing the educational system is how to empower a proper English learning process. Andrea Gordon (2015) said in the Comercio advisement that ''this concerns Ecuador is located in 35th of 63 as one of the countries with low level English based on the English Proficiency Index''. Based on these statistics it is necessary apply strategies to improve the English language learning.

During the learning of a foreign language, vocabulary plays an important role. It is one element that links the four skills: speaking, listening, reading and writing. To help

students to communicate well in a foreign language, they should learn a number of words in order to express their ideas.

''Playing games is a vital and natural part of growing up and learning. Through games children discover, learn and interact with their environment'' (Bedson & Lewis, 1999) It can be said that the role of games is a fundamental base in students' life. Thus, games can be implemented as a motivational tool in the learning of vocabulary to use the target language when necessary.

In the context of the pre professional practices at the Unidad Educativa Virgen del Cisne with seventh grade students, this study has noticed students did not want to participate during the class activities because they did not feel motivated to do it. However, when teachers applied games as a didactic strategy to learn vocabulary, students were more active, and attentive. In addition, students in the next class did not have any problem remembering the vocabulary taught in the previous class. It means that, in some way the use of games can be helpful promoting motivation on learning vocabulary

That is why this research aims to describe the situation about the use of games as a didactic strategy in order to motivate students in the learning of vocabulary of seventh grade at Unidad Educativa Virgen del Cisne, academic period 2022-2023.

Problem question

Are games important to enhance the motivation in the learning of vocabulary?

Specific questions

1. How effective are games as a didactic strategy to motivate students in learning vocabulary on seventh grade students at Unidad Educativa Virgen del Cisne?

2. What games are used to promote the motivation in the learning of vocabulary in seventh grade students at Unidad Educativa Virgen del Cisne?

General Objective:

To describe the use of games as a didactic strategy to promote motivation in learning vocabulary in seventh grade at Unidad Educativa Virgen del Cisne.

Specific objectives

1. To determine what types of games motivated students with the process of learning vocabulary for seventh grade students at Unidad Educativa Virgen del Cisne.

2. To describe the situation about the use of games as a didactic strategy in order to motivate students in the learning of vocabulary of seventh grade at Unidad Educativa Virgen del Cisne.

Justification

Nowadays, the English language is one of the most important languages around worldwide. For this reason, at the moment of learning process it is significant the learning of vocabulary, because of that, on this investigation have been considered the use of games as a didactic strategy to promote the motivation for this learning process

This research presents information about why the use of games is essential to enhance the motivation in the learning of vocabulary in English as a foreign language. Learning vocabulary is the basic part that helps students develop their four skills. According to that, there are strategies that can be applied for this learning, one of them are games. Games' effect on students is successful, this strategy allows students to be interested and motivated to learn and facilitates the acquiring of the vocabulary.

CHAPTER II

THEORETICAL FRAMEWORK

Didactic strategies

The way in which students receive the information during the English classes is crucial for their learning, it can have a positive or negative influence on how students learn. According to Philominraj, et al (2021), Strategies are organized to resolve practical difficulties and adjust time and materials. They include a planning procedure in which target-oriented effort sequences are settled. So, didactic strategies are indispensable for the learning process, where they are defined as ''an integral process that organizes and develops a set of actions that are projected and set in motion in an orderly manner to achieve certain pedagogical purpose'' (Palacios Rojas & Cifuentes Duque, 2019). In addition, Palacios Rojas & Cifuentes Duque (2019) mention that, the role of didactic strategies in the learning process is essential on students to increase their comprehension and understanding of new areas; didactic strategies offer to scholars' various ways to study English.

According to Navarro & Piñeiro (2017), didactic strategies should be a significant part in the development of the teaching learning process building to reach the goals, where students just not only learn a subject, but also gain knowledge of other contents and the abilities of value, cooperate, respect themselves and others' points of view.

Motivation

Ajmal, et al (2021) as a theory of motivation mentions Skinner, where he focuses on the reinforcement by the environment as a motivation tool where the result is the pleasure in the organism. Another theory indicated in the research of HARROUDI

& OUBAHA (2020) is Khrasen, about the affective filter that describes the attitudes in the success of learning a second language.

Motivation refers to ''the synthesis of performance and commitment to achieve the goal of language learning, as well as favorable attitudes toward language learning'' (Frahmand, 2021). Can be said that motivation is a degree where a person puts their effort to learn something, in this case, a language. When it refers to learning a language, ''motivation can be perceived in the form of external and internal motivation. When it comes to keeping the learners as engaged as possible within the classroom, they can experience levels of both intrinsic and extrinsic motivation'' (Ajmal et al, 2021).

For instance, when parents give their children an incentive, a reward for doing something it is known as extrinsic motivation. On the other hand, intrinsic motivation refers to something that is innate by nature, it does not need an external incentive, it is self-determination.

Xabibulla & Saidjon Umarjon (2022) argues that, since learners have diverse purposes for learning a language, it is vital for teachers to recognize students' purposes, needs, and to develop suitable motivational strategies. Scholars should know why it is essential to make an effort, how long they must bear an action, how hard they should follow it, and how motivated they can feel toward their purpose. Motivation is an important part for language learning abilities. Students feel motivated when there is a right application of the necessary resources as didactic strategies where they can use their determination and desire to reach a goal.

Learning vocabulary

Kumar (2020) defines the vocabulary as a number of words that are used by people, class or occupation. Besides, ''vocabulary is commonly recognized as the main communication tool. What language users employ in expressing their feelings, ideas,

and opinions, a manifestation of the human mind, is the vocabulary'' (Dakhi & Fitria, 2019). In Lampung (2021) work, he mentions that, in language skills the role of vocabulary is essential and provides the basis for how students can develop their listening, reading, speaking and writing. Having an extensive, diverse vocabulary and the right strategies to learn it can help students to demonstrate their abilities and be courageous to use the language and take advantage of the opportunities that they could have. Learning vocabulary is one of the most important aspects of the development of the learning process.

Learning styles

When people need to acquire new information, they do it in different ways for that reason it is important to know how to do it correctly, what type of methodologies, methods or strategies apply in order to improve the learning process. According to Alkooheji & Al-Hattam (2018) research, learning style can be described as the system on how people acquire, execute and keep the knowledge. ''Considering the different personalities and skills, there are some methods that are beneficial for some people, and there are also distinct ones that help other kinds of people'' (Palacios Rojas & Cifuentes Duque, 2019). In line with the previous statement, Honey & Mumford (1986) book describe four distinct styles which people use during their learning. They suggest the following styles: Activist, Pragmatic, Reflector and Theorist.

Types of learning styles

- Activist

Learning by doing is the way they learn, which means through experience. For this kind of people, activities that involve activities such as working with games, solving problems, role-playing exercises and competitions help a lot with their learning. They tend to be open-minded, spontaneous, and know how to lead the group.

- Pragmatic

On the other hand, pragmatics can be patient and analytical, considering others' opinions and different points of view. They are interested in trying things out, preferring reality and do not take into account abstract ideas because they focus on solutions to put it into action as fast as they can and in an effective way.

- Reflectors

Observation and thinking about the situation are the base of their learning. They tend to learn best when they have an opportunity to stand back, think, check and investigate what has occurred before acting. Being leaders or giving instructions is not for them, they do not take risks and prefer to follow deadlines and be very careful.

- Theorist

They need models, concepts and facts for their learning. In this style, analysis and synthesis are necessary because theorists need information, statistics, theories to question and probe what others have been reviewing in order to get a better understanding about compound situations.

Theory of play

There are different theories that refer to the use of play as a positive result on a human being during their growth. One of them is Crystal (1997) which explains that learners choose learning through playing and it gives them the satisfaction of practicing the diverse language skills as an alternative to learning by themselves. He also said that a child needs play to be involved or have an idea about how life is and his/her brain, nerve system and other parts of their body grow good and healthy.

Another theory is ''The cognitive development'' by Piaget (1962), he said that, by games a kid can increase his experiences and enhance his knowledge. Piaget

contemplates that "Problem Solving Games" can be given in the form of language difficulties as mental operations of diverse levels. He also adds "Word Forming Game" as one of the language problem-solving games in which letters can be added, omitted, or switched.

Games

It is possible that learning a language can be an enjoyable activity and one way of doing this is through games. ''Games consist of fantasy, ritual, competition, and luck that are interesting for children. These things make games enjoyable. It means games reduce boredom'' (Ruzmetova et al, 2020). According to Reyes-Chua & Wacnag Lidawan (2019), games are valuable in language learning when they are worked pedagogically. Based on Jin et al (2018), the scholars learn 90% of what they practice and they learn 10% of what they read and hear. Currently, students require new and different pedagogical involvements in order to learn and through the help of games, scholars can comprehend the instructions in an easy and interesting way.

As reported by Ghyama (2021) in her research she indicates as advantages of games the following three points:

1. Games motivates learners, it stimulates mental capacities.
2. Games promote learners' interaction, students work together.
3. Games improve learners' language acquisition; students develop their linguistics abilities.

In addition, Shabaneh & Farrah (2019) as a result of their investigation found that games can help students in modeling their intelligence, improve their skills and get information in an effective way. They applied a variety of games into two groups of participants in order to know how they learn and interact with others.

Types of games

Hadfield (1999) classifies the games in two types: linguistic games and communicative games. For linguistics games the accuracy is important for instance, vocabulary games, remembering the right word. On the other hand, communicative games seek carrying out a task exchanging information rather than the accurate construction of the language. As follow a list of games that Handfield introduces with linguistics and communicative features:

- Sorting games, the person have to identify the common characteristic between a picture or objects
- Information gap games, where some information is missing and the learners have to interact with others to complete the information.
- Guessing games, participants have to guess information, it can be a phrase, word, name. They are pictionary, charades, guess who, heads up, what am I?
- Search games, where the learners must find a list of words or objects from a picture like a crossword.
- Matching games are based on memory. They can be matching pairs or what is missing?
- Board games, the most common are scrabble, apple to apples, Jenga taboo, monopoly and up words.
- Role-play games, players take the role of a fictional character and they develop it.

Games as motivation to learn vocabulary

Ruzmetova et al (2020) conclude that games are helpful and effective when students are learning vocabulary. These games motivate students because they create competition and a supportive learning environment in a friendly way, students have the

chance to develop a collective work. There are games that can be played with all students or dividing them into big groups, while other games can be played in small groups or pairs. A good learning environment and adequate didactic strategies can guide the students to learn significatively. It can be said that, if students get bored, using different types of games can be a solution to manage this situation.

Calvo-Ferrer (2017) researched the influence of games in learning vocabulary. For this study two groups of participants were targeted. One of the participants was exposed to learning vocabulary by using games. Meanwhile, the other group learned through vocabulary exercises in their textbooks. The outcomes pre and post showed that participants who were exposed to vocabulary by games were better in comparison to the group which learned by using traditional ways. It provides information about how the use of games in learning vocabulary can help encourage students in their learning process.

CHAPTER III

METHODOLOGICAL FRAMEWORK

Method

According to the objective of this research, which seeks to describe the use of games as a didactic strategy to promote motivation on learning vocabulary, the method applied will be qualitative. Qualitative research is ''a field of social research that is carried out in naturalistic settings and generates data largely through observations and interviews. Qualitative research is primarily focused on describing small samples in non-statistical ways'' (NOORI, 2021). This type of study refers to analyzing concepts and experiences where the information is not in the form of statistics.

It is relevant to mention that ''qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent'' (Mack, 2005).

In qualitative methods there are ways of describing and analyzing the content, one of them is phenomenological studies. ''The goal of this study goes beyond identifying, appreciating, and explaining current and shared meanings. It seeks to critique these meanings.'' (Munhall, 2012).

Data collection techniques and instruments

In Mack (2005) he mentions that there are three most common qualitative ways to collect data. They are participant observation, in-depth interviews, and focus groups. These techniques are designed in order to get a specific type of information. The technique chosen has been a focus group with the students, in order to have a dialogue with them and talk about their opinions about the questionnaire questions.

- Participant observation is for collecting information and becoming part of a group to know what they do, how they behave for understanding a phenomenon.

- In-depth interviews used to know the reasons for the actions, thoughts, feelings and perceptions of a person.

- Focus groups, ''are small groups that have as their objective the acquisition of information based on the perceptions, beliefs, traditions and values of its participants. Consequently, focus groups are particularly well suited for conducting research among minority and other vulnerable populations'' (CALDERÓN et al., 2000).

Questionnaire

The instrument to carry out the focus group is a questionnaire. It is ''used for gathering information about people, their behavior, experience and social interactions, attitudes and opinions, and awareness of events'' (McLafferty, 2010). These questionnaires give a perception about social conditions, procedures, principles, attitudes and interpretations. The order of the questionnaire is central to respondents' understanding the goal of the research. ''Grouping questions into related questions connected by introductory statements will help here. In open-ended questions respondents are aware of the questionnaire's thrust and may be more inclined to offer fluid and considered responses'' (McGuirk & O'Neill, 2016).

For the application of these questionnaires McGuirk & O'Neill (2016) suggest that, the information of a questionnaire have to concordance with the broader research question as well as to your critical investigation and understanding of important procedures, ideas, and relationships. As an investigator, it is essential to be familiarized with all possible local and international information, works, and projects on the research topic. This helps you to be clear in the objectives and recognize a suitable participant

group and appropriate key questions. In addition, being clear on the purpose of each question is necessary, who is going to answer, how will the analysis of the responses be? Be aware of the limits of what people can show and be conscious that those limits can vary depending on the groups and the context.

The type of questions for the focus group are open-ended where ''they offer less structured response options than closed questions, inviting respondents to recount understandings, experiences, and opinions in their own style. Rather than offering alternative answers, which restrict responses, open questions provide space (and time) for free-form responses'' (McGuirk & O'Neill, 2016). Open-ended questions give the respondents' chance to share their beliefs, opinions, demonstrating an alternative interpretation, and add qualifications and justifications.

The questionnaire is based on six questions which were applied in person with the students on July 20th, 2022. The relationship of the questionnaire with the purpose of the study is the description and students' opinion about how effective are games as a didactic strategy and what games are used to promote motivation on learning vocabulary.

Population and sample

In every research it is important to lay out the group/area where the research is focused and, the group where the data will be collected, it refers to the population and sample. In order to develop this research, the population includes Unidad Educativa Virgen del Cisne located in Santa Elena province. For the sample, 20 students of 7th grade between the age of eleven and twelve years old.

CHAPTER IV

ANALYSIS OF FINDINGS

Interpretation of data from focus group

    Question 1: How is learning vocabulary for you?

    Figure 1

Interview made by: Marilyn Rodriguez Toledo, 2022

Most used words: difficult, hard to understand, complicated, easy

Most of the group said that it is difficult and hard to understand the vocabulary because they did not have heard it before, and the pronunciation is complicated. On the other hand, a few of them mentioned that learning vocabulary is easy because they like learning English.

Question 2: How does your teacher teach you vocabulary?

Figure 2

Interview made by: Marilyn Rodriguez Toledo, 2022

Most used words: with games, exercises on the board, exercises on the book.

There are different strategies a teacher can apply when teaching vocabulary. According to the focus group, the teacher uses strategies such as games, exercises on the book and board exercises like completing and writing. In this way, students are learning vocabulary.

Question 3: What are the activities do you enjoy the most when you are learning vocabulary?

Figure 3

Interview made by: Marilyn Rodriguez Toledo, 2022

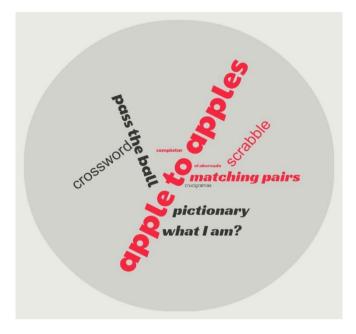**Most used words:** with games, exercises on the board.

The previous question was about the strategies that the teacher usually uses, now it is important to know which of these strategies students prefer. The focus group reveals that two of these strategies are when the teacher uses games, and when they participate doing exercises on the board.

Question 4: How do you feel when your teacher applies games in the classroom?

Figure 4

Interview made by: Marilyn Rodriguez Toledo, 2022

Most used words: happy, excited, motivated, focused.

Games have an impact on students' learning and emotions. The interviewed feel happy and excited when they are playing games during classes, it is a fun activity and makes them feel motivated to learn more. In addition, students mentioned feel more focused because listening and following the instructions is necessary to play in the right way.

Question 5: Which games have you ever played as a student in English class?
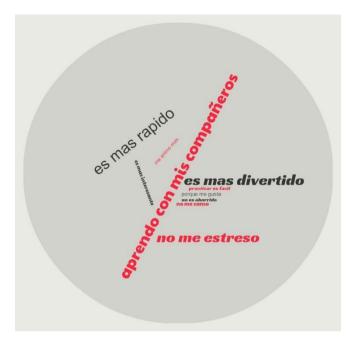
Figure 5

Interview made by: Marilyn Rodriguez Toledo, 2022

Most used words: Pictionary, matching pairs, what am I? apple to apples, pass the

ball, scrabble, taboo, crossword.

On this question was important to find out which games specifically students have

played, and it indicates that some of them are: Pictionary, matching pairs, what am I?

apple to apples, pass the ball, scrabble, taboo, and crossword in which, students

participate actively by themselves or in competitions between groups.

Question 6: Why do you consider learning English through games will enhance your vocabulary?

Figure 6

Interview made by: Marilyn Rodriguez Toledo, 2022

Most used words: learn with my partners, is quick, is fun, not feel stressed

The class's responses were that it is because they learn through fun activities which they enjoy a lot. Also, exchanging information while interacting with their classmates. Another reason for this question is the time, for some students it is quick, it allows them to learn and remember the vocabulary easily.

Analysis and discussion of focus group vs bibliographic review

Based on Lampung (2021) where he mentions that, learning vocabulary gives students the opportunity to use the language, develop their basic skills and take advantage of it. The results of the interview show that for most of the students it can be difficult if they are not familiarized with the language (English) and not all their skills can be developed, being the pronunciation one of the problems. So, how can the researcher improve the learning of vocabulary?

When students are learning Palacios Rojas & Cifuentes Duque (2019) says, the use of didactic strategies is fundamental to enhance the comprehension and understanding of this area (vocabulary). There are vast examples of these strategies. Moreover, due to the interview some of them are games, exercises on the book and board exercises. And games are one of the highlights for the enjoyment that causes during the learning.

Why do games cause this enjoyment? Crystal (1997) on his theory says, through playing, learners can get satisfaction developing their different skills. Students say that they feel motivated, excited, happy, and focused when they are learning using games. It proves Crystal's theory of effect. On the other hand, there are different learning styles that explain how people learn and according to Honey & Mumford (1986) ''activist'' is the one who fit and answer why this is enjoyable because they are people who learn by doing and are interested in activities where games can be used.

On the results about which types of games students have played during their classes, they mentioned: Pictionary, matching pairs, what am I? apple to apples, pass the ball, scrabble, taboo, and crossword. Those games can be classified on guessing games, matching games and board games following the list of games with linguistic and communicative features of Hadfield's classification.

Finally, games are a motivation for learning vocabulary. Some of the advantages of games reported by Ghyama (2021) are that they allow interaction between students and improve the language acquisition that is linked with the answers on the last question where interviewed say it is quick, can remember and learn with their partners, they work together and exchange information.

CHAPTER V

REFLEXIONS OF THE STUDY

This research project has analyzed if games are important to enhance the motivation in the learning of vocabulary. Through the pre professional practices with seventh grade students at Unidad Educativa Virgen del Cisne, the students' participation during the classes was minimal but when games were used to learn vocabulary, they were more participative and understood these new words. Due to that, exploring why games can be a good strategy to motivate students in learning vocabulary was an interesting topic to be studied.

At the beginning, the researcher thought that games were a common strategy that can be used during the class and not really important to promote motivation on learning vocabulary. However, according to the results the researcher concludes that the influence of games on learning vocabulary has to be considered at the moment of teaching because it makes the students feel motivated to learn and they enjoy this kind of activity.

Based on questions in chapter 1 about how effective are games as a didactic strategy in order to motivate students in learning vocabulary can be said that, when students learn vocabulary by using games, they feel happy, excited, motivated and even more focused at the moment of learning. It means that the effect of this didactic strategy is successful on learning vocabulary.

In addition, there are games that are used to motivate students when they are learning vocabulary such as pictionary, matching pairs, what am I? apple to apples, pass the ball, scrabble, taboo, and crossword. They are classified according to Hadfield's features in: guessing games, matching games and board games.

Working with a qualitative method requires a different way of data collection. In this case, a focus group was applied, however, before doing the research, it was necessary to research about what a focus group is, what types of questions should be used and the respective approval of the tutor. The questions were six and their structure was open-ended. In this way, students can argue their answers giving reasons, instead of saying yes or no in each response.

When the focus group was done, this was one of the best experiences. To start, there was a presentation and explanation to students about the aims of this activity and before starting with questions, they played a game called ''pass the ball''. First, the learners were worried about it, but when it started, they enjoyed it. After the game, at the moment of answering the questions from the questionnaire they answered instantly with their opinions. Their answers were well supported with strong arguments, they were not shy through this activity. Finally, when the questions finished, they asked if it was possible to play the same game which they did at the beginning, so they did it. Students were happy, the majority of the class participated, even if they had a mistake on their answers, they continued playing and all class helped their partners with the right response.

During this research, having contact with the authorities of the institution and getting permission was complicated at some moments because they were busy in other meetings, or they were absent from the institution. However, the researcher never stopped and she continued trying to contact the authorities due the importance of this research project.

Maybe, one challenge during the focus group was classroom management. At some point it was necessary to say to the students: be quiet, respect the turns, and be silent, but students immediately paid attention and followed my instructions.

Additionally, the English teacher was there, she monitored all this activity and helped with the students.

Finally, for further investigations it would be great to research more deeply on this topic about games as a didactic strategy to promote motivation on learning vocabulary in EFL, focusing on advantages and disadvantages, in what topics can be better the use of games, or not only focus on students' perspective but also teachers' points of view.

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ANNEXES

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

MEMORANDO

REFERENCIA: PINE-052-2022

DE: Lcda. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: Marilyn Madeline Rodríguez Toledo
CC: Ítalo Carabajo Romero, MSc

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular

FECHA: 03 de junio del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-015 Sesión ordinaria del 26 de mayo del 2022, fue aprobado el tema de su trabajo de integración curricular denominado "Games as a didactic strategy to promote motivation on learning vocabulary in EFL"; siendo designado como tutor el docente:

DOCENTE	CORREO	TELÉFONO
MSc. Ítalo Carabajo Romero	icarabajo@upse.edu.ec	0991742622

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Recordarle que los docentes tutores deben enviar mensualmente el informe de avance de los estudiantes así como también que las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

.

Atentamente,

Lcda. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (e).

c/c Archivo

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - Teléfono: (04) 2-781732
www.upse.edu.ec

UNIVERSIDAD ESTATAL
PENINSULA DE SANTA ELENA

Santa Elena, 20 de Julio del 2022.

Ing. Marjorie Floreano Mateo

DIRECTORA DE LA UNIDAD EDUCATIVA VIRGEN DEL CISNE

Presente. -

De mi consideración

Yo, **Marilyn Madeline Rodriguez Toledo** con C.I. **2450062365**, estudiante de la carrera **Pedagogía de los Idiomas Nacionales y Extranjeros,** Facultad Ciencias de la Educación e Idiomas (PINE) del **octavo semestre**, paralelo 8/1 me encuentro desarrollando mi trabajo de titulación con el tema '' Games as a didactic strategy to promote motivation on learning vocabulary in EFL'' por tal motivo solicito a usted como autoridad de la Unidad EducativaVirgen del Cisne me conceda el permiso de realizar una entrevista a los estudiantes de séptimo grado de su prestigiosa institución para continuar desarrollando mi proyecto de investigación.

Sin mas que acotar, agradezco de antemano la atención prestada. Reciba un cordial saludo.

Atentamente:

Marilyn Rodríguez Toledo

CI: 2450062365

Dirección: Campus matriz, La Libertad - prov. Santa Elena - Ecuador
Código Postal: 240204 - Teléfono: (04) 2-781732
www.upse.edu.ec

CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado "GAMES AS A DIDACTIC STRATEGY TO PROMOTE MOTIVATION ON LEARNING VOCABULARY IN EFL" elaborado por el estudiante Marilyn Madeline Rodríguez Toledo, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Firmado electrónicamente por:
ITALO RIGOBERTO CARABAJO ROMERO

_____

MSc. ÍTALO CARABAJO ROMERO

TUTOR

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INTERVIEW TRANSCRIPTION

¿Cuán difícil es para usted aprender el vocabulario en inglés?
00:01:03
00:01:07 Orador 2
¿En qué se les hace difícil?
00:01:19 Orador 2
La pronunciación es difícil. A veces no entiendo
00:01:24
Es muy difícil y complicado
00:01:25 Orador 3
Se hace más complicado al momento de pronunciar palabras.
00:01:28 Orador 3
Porque somos latinoamericanos es difícil aprender otro idioma.
00:01:36 Orador 2
Siguiente pregunta.
00:01:39 Orador 2
¿Cómo su profesor les enseña el vocabulario? ¿Qué hace la miss cuando les va a enseñar una nueva clase?
00:01:49 Orador 3
Pronunciar cada palabra así todos repetimos y es más fácil hacer los ejercicios.
00:01:52 Orador 4
Sí, sí, con juegos de diferentes tipos.
00:01:55 Orador 3
a veces hacemos ejercicios en la pizarra.
00:02:01 Orador 4
Resulta muy bien, cuando hacemos ejercicios en el libro también
00:02:05 Orador 2
A veces practicamos escribiendo oraciones.
00:02:12 Orador 2
Number three.
00:02:14 Orador 2
¿Qué actividades disfrutas más cuando tú estás aprendiendo vocabulario? de todas las actividades que ustedes me dijeron, ¿cuál es la que más les guste a ustedes?
00:02:26 Orador 2
Las actividades, por ejemplo, que ustedes me dijeron, los juegos que hace la miss o cuando los hace participar, ¿qué es lo que más disfrutan?
00:02:37 Orador 2
¿Cuál es?
00:02:40 Orador 2
¿Los juegos?
00:02:41 Orador 4
Y cuando participamos en la pizarra
00:02:55 Orador 2
¿Ustedes alguna vez han jugado Juegos? ¿Obviamente en inglés, cuáles de ellos?
00:03:03 Orador 4
Pictionary and scrabble
00:03:06 Orador 4
What am I? apple to apples
00:03:08 Orador 2
Pass the ball

00:03:10 Orador 4
Taboo and crossword
00:03:16 Orador 2
¿Hay algún otro juego en inglés?
00:03:20 Orador 2
Pues ok, algún otro juego que haya jugado que sea en inglés aquí en clase.
00:03:33 Orador 2
Juegos de completar también.
00:03:35 Orador 2
¿Cómo se sienten? Cuando su profesora aplica los juegos aquí en la clase, felices que más.
00:03:45 Orador 2
¿Si se motiva más, cuando tenga ganas de aprender inglés, ¿verdad? Es más divertido, sí.
00:03:48 Orador 3
Me siento más motivado y me concentro más
00:03:54 Orador 3
Feliz, alegre y muy emocionado de aprender y jugar
00:03:57 Orador 2
¿Otra pregunta, ustedes consideran que aprender inglés a través de los juegos los va a ayudar para mejorar su vocabulario? Sí.
00:04:09 Orador 4
Si, aprendo junto con mis compañeros, ellos me ayudan y yo a ellos.
00:04:13 Orador 4
Es más rápido y divertido
00:04:16 Orador 2
¿Por qué más consideran que aprender este vocabulario mediante juegos les va a ayudar?
00:04:25 Orador 4
Digo, para aprender a pronunciar las palabras bien.
00:04:28 Orador 2
No nos estresamos, es más fácil así.