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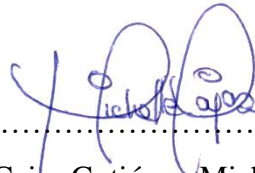
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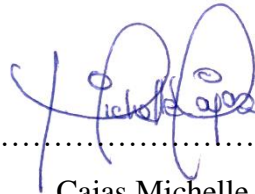
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DEDICATION

TO:

I am thankful to God for giving me life, health, and intelligence to follow the path of good. Thereby, I dedicate this achievement to my family, my parents, who gave me an outstanding education, especially my father who is the fundamental pillar in my life and worked hard to support me and provide all the resources I needed to get here. Without their support and dedication, I could never be the woman I am today, neither be where I am.

Michelle.

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TOPIC: ESL Games and Vocabulary Acquisition

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ABSTRACT

The use of games for English vocabulary acquisition in nowadays education has been avoided due to different aspects such as time, methodologies, strategies, and personal preferences that some tutors have. However, some educators agree with the idea of having playful activities for helping learners improve their language skills. The present study has the purpose of investigating the effects of using ESL games for improving students' English vocabulary acquisition using a pre-experimental method of research. The population considered for this research were 20 students, 11 male and 9 female with an age range between 14 to 16 years old from 1st level baccalaureate at Unidad Educativa Juan León Mera "La Salle". The research had a length of three weeks in which eight interventions were carried out, two meetings for vocabulary form unit 1, two sessions for vocabulary words of unit 2, and two interventions for unit 3 vocabulary for applying the ESL game "Pictionary", and a pre-test and post-test (divided in two sections, synonyms and meaning) application. Nevertheless, students worked asynchronously 6 times for developing their support material to practice vocabulary. After the three-week interventions quantitative data was gathered and analyzed using the SPSS program comparing the average scores from the tests, concluding that ESL games have a genuine improvement on vocabulary acquisition.

Key words: ESL Games, Vocabulary acquisition, Pictionary, synonyms and meaning.

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative Background

In the present study, foregoing and previous research works that aimed to see the relationship between ESL games and vocabulary acquisition were analyzed.

Shabaneh and Farrah (2019) conducted a study that aimed to investigate the effectiveness of using games for vocabulary retention inside the classroom. This investigation was developed at Hebron, Palestine. 20 participants, 10 males and 10 females were randomly selected from which eight students were from third grade and twelve students from fourth grade with age range between eight and nine years old. For two months students were introduced unfamiliar vocabulary through games. The researchers collected data using two instruments, class observation to observe students' reactions towards games and their performance in classroom and a pretest and posttest. Furthermore, the findings of the current study showed that using games in vocabulary acquisition is efficient, since it helps students retain new vocabulary, associate with information, and develop their language skills.

Flores, Gutiérrez, Rocha, Paz and Viches (2021) led a research whose purpose was to test the use of Kahoot as a second language game with English vocabulary and to investigate the effects of the game for improving vocabulary. This research was carried out in Quinta Normal school, in Santiago, Chile. The methodology was quasi-experimental, and researchers divided two 9th grade classes into two groups, fifty-seven participants, 28 in the control group and 29 in the experimental group. In addition, a pretest and a posttest were given, and the scores were compared to know if improvement existed after the experiment. From the findings of the research, it was concluded that Kahoot helped improve vocabulary and achieve significant scores compared to traditional methodologies used before.

Karaaslan, Kilic, Guven-Yalcin and Gullu (2018) developed an investigation whose main aim was to expand students' vocabulary using both synchronous and asynchronous games while investigating. The investigation had a length of eight weeks, and it was conducted at an English Medium State University. Participants were from preparatory from which 24 were male and 21 females, 45 students total with an age range of eighteen to twenty years old. For this investigation, students' views on game-based vocabulary acquisition data were collected with a self-report questionnaire which was developed considering motivational elements such as: challenge, curiosity, cooperation, interest, fun, and control. From the results, most students surveyed liked learning vocabulary through games in both synchronous and asynchronous classes.

Perveen, Asif and Mehmood (2016) carried out a research to investigate the effectiveness of games in vocabulary acquisition while learning English. The intention of the research was to explore games, the impact it has on second language learners, and how it helps to acquire vocabulary. The population for the research were 5 English teachers, and 150 8th class students from public schools from Lahore, Pakistan. Moreover, to measure the effectiveness of vocabulary learning with games, researchers collected data with two instruments, an evaluation checklist for teachers' opinions and a questionnaire to know the perceptions of the participants about games for vocabulary acquisition. The findings revealed that English games helped learners to unconsciously acquire vocabulary while they were active part of the process.

Zhonggen (2018) researched to identify the influence of serious gaming on the effectiveness of English vocabulary learning. This study used a mixed research design method, to develop this research, the methodology included two experiments, the first with 107 participants between 18 to 21 years old, and for the second experiment, 96 participants with an age range from 9 to 12 years old, all of them were from a public university from Nanjing, China. The instruments of research included two-word lists, 4 games, vocabulary knowledge scale and a semi-structured interview. For identifying the initial knowledge of the participants, both experimental groups took a pretest and

after the treatments a posttest. After collecting and analyzing data, the researcher concluded that games are effective and have more significance for vocabulary rather than less interactive activities in language teaching.

Shehadeh and Hijazi (2018) conducted a study to investigate the impact of electronic games on English vocabulary teaching to kindergarten students. The aim of this study was to find out if games facilitate the English language learners' competences. The participants for this study were 100 kindergarten students from a private school in Irbid, Jordan during the academic semester in 2016-2017. To achieve the purpose of the study, a pretest and a posttest were given to measure the learners level of English. The experiment was given in four parts which consisted of two experimental groups and two control groups. From the findings, it can be said that games encourage vocabulary acquisition and in a comfortable environment.

Şimşek and Direkci (2019) developed an investigation to examine the relationship within games and vocabulary acquisition. The population in this investigation were 255 students through cluster sampling from two schools in Konyaalti, Antalya. Quantitative data was collected with vocabulary knowledge assessment form and qualitative data was collected with a semi-structured interview. Thanks to the development of this investigation, the researchers were able to find out that from vocabulary assessment forms (quantitative) and interviews (qualitative) was no significant difference between vocabulary scores and media games used since participants did not pay attention to language items.

All in all, the studies showed before about the use of games for vocabulary are a support for this research as well as demonstrated the effectiveness in English vocabulary acquisition. Those studies were executed with participants from different age ranges and levels. The studies demonstrated that the participants improved their vocabulary skills by playing English games at the end of each treatment.

1.2. Technical Scientific Foundation

Independent Variable

1.2.1. Games

Hadfield (1999) explains that a game is an activity containing some elements between which we can find a goal, rules, and fun. The author mentions that there are two types of existing games, competitive games, and cooperative games. Competitive games are referred to participants or teams racing to be the first in accomplishing the stated goal. Meanwhile, in cooperative games participants work together towards a goal. It is worth mentioning that cooperative or collaborative games allow players to exchange ideas, information, and develop problem-solving skills.

According to Daesri (2002), a series of factors must be considered in the process of gaming while performed. Those factors regard rules, learning, and competition. Nowadays, thanks to technology, games have become a topic of interest in the educational field in the 21st century, and as technology grows, games will continue advancing and improving as well. In addition, games can be both virtual or physical to create learning experiences according to the learners' needs and engage them to the process.

1.2.2. Educational Games

Even though it is considered that games have recently become a topic of interest in some places, educational games have always been part of teachers' techniques for their teaching and for helping the learners' learning process. Educational games have taken place in the field of education not only inside but outside the classrooms, there is an uncountable number of educational games that improve and help for the teaching and learning process.

Vygotsky (1978) strongly believed that language learning is developed through social interactions with communicative purposes. For the author, language is one of the greatest means of communicating, hence, he proposed a theory that explained that learning a language has a basis on social interaction and it is developed in a collaborative context. The author meant that people learn by interacting with other individuals, and that learning occurs through experiences, interaction, and knowledge building. In other words, meaningful learning. As learners become competent, they are allowed to be more independent as it promotes cognitive development. In addition, the author suggests using cooperative activities to develop skills and strategies in the teaching and learning process.

Backlund and Hendrix (2013) had the idea that educational games are games used for only educational purposes. Both authors added also that serious games are activities that engage the participants and contribute to achieve an educational purpose. According to Dörner and Göbe (2016) serious games do include educational games. To avoid difficulties while having games in the classroom, it is crucial to make learners familiarize with the game's instructions. According to Wright, Betteridge and Buckby (2006) once learners are familiar with the game and group work, games must be introduced in the following order:

1. Explanation by the teacher.
2. Demonstration of parts of the game by the teacher and volunteers.
3. Trial in front of the class.
4. Any instructions written on the board.
5. Try out the games by students.
6. Remove instructions from the board.
7. Continue the game.

1.2.3. Language Games

Rooyackers (1994) mentions that a language is seriously powerful, and it can bring fun. The author declares that language games can make language powerful since they enrich each other. In addition, according to the author they can be used for learners of

all ages and in courses in general but specially for English, writing, poetry, drama and speaking classes. Rooyackers (1994) points that language games are designed to encourage appreciation of language as many learners feel intimidated by using the language publicly, however, by using games learners become confident in a noncompetitive environment. While playing, learners are invited to foster their creativity. Games which involve new words is a way to make learners familiarize with them, these language games allow learners to collect, associate with sounds, retain, and become familiar with new vocabulary words from clues about their meaning or context.

With games, learners are challenged to use and experiment with new words and speaking is one of the best ways, as they must think in new words spontaneously. This helps learners to choose both easy and precise words. Besides, to develop social skills such as self-expression, listening and collaboration. Language games allow students learn how to express themselves in a collaborative activity, how to interact with their peers and, as they use language, self-confidence increases.

It is evident that language games serve for various educational purposes, as well as how valuable they are for the learners for their social and personal development inside and outside the classroom.

1.2.4. Pictionary

Pictionary was invented by Robert Angel in 1985. It implies players guessing words associated to a certain subject from drawings. Hinebaugh (2009) declared that Pictionary is appropriate as a teaching tool for teachers and for learners who are learning a second or a foreign language. In addition, it develops their communicative and creative skills. The author added that the rules are established to develop critical thinking and reinforce ideas for visual learners, in other words, players must be creative and create designs to communicate ideas properly.

The game is designed for players to work in groups. The dynamic of this game is easy and appropriate for everyone to have the opportunity to be part of it. However, the rules and steps can be adapted based on the players needs and interests. First of all, teams are formed. Then, players can volunteer to start or by throwing the dice to have a winner. Secondly, one participant from one team throws the dice, moves the pin to the corresponding square and takes a card. According to the color of the square the player must draw the word belonging to the same color. Then players from both teams are able to guess the vocabulary word. Once the word is said, the team that guessed wins the next turn, and so on until the board is completed.

1.2.5. Reasons for using games in English classrooms

Sigurðardóttir (2010) mentioned that games deserve to be included in language classrooms for several reasons, he mentions 7 reasons why it is worth using games in English classes. First, because games are fun. The author considers it as important as fun games help activate students who were inactive in previous activities or classes because of the lack of interest, motivation, dynamic activities, etc. Agreeing with the author, having, and keeping active students is form importance as they oversee their own learning, if learners are not engaged, they do not learn.

Secondly, games give learners the opportunity to build relationships with their peers and develop confidence. Having games in the classroom can provide chances to create a friendly and positive atmosphere to learn in and give the sense of diversity for a good environment. Another reason that Sigurðardóttir (2010) gives is that games are a good way for learners to have opportunities to practice language skills and learn real-life language for real-life situations while improving fluency. Using games for class force students to take on more responsibility with bigger roles in any activity. A fourth reason that the author mentions, is that games allow students to be exposed to the language in many different situations.

Furthermore, a fifth reason comes to be emotionally involved. Emotions have also a role in language learning, which the same author says that games enable learners to feel confident in the learning process. By playing a game the atmosphere that is created is not as serious as other situations in which learners are asked to participate, and with no emphasis in grammatical structures but in fluency. Finally, the author affirms that games are a good strategy when teaching not only English but different subjects as they tend to develop interest. And one advantage is that games can be used with learners of all ages making it ideal for working in schools with age diversity.

Dependent Variable

1.3.1. Language

Wardhaugh (2006) states that a language is what people who conform a society speak, and the system of communication they use is known as “code”. In addition, Fromkin, Rodman and Hyams (2003) agree that what makes development and strength of human beings is the language. Nowadays, roughly 6,500 languages are spoken all around the world, some languages are less spoken than others and vice versa. This is the case of English language, which now is considered as a lingua franca in many countries because it is taught for different purposes such as business, commercial and academic exchanges, culture and entertainment, technology and etc. Learning not only one but more languages provide different benefits to get more opportunities all around the world.

1.3.2. Language Acquisition

Harmer (2007) declared that language acquisition begins at six years. When children are acquiring a language, it seems to be with ease, as well as how easy they can forget a language. It is also said by the author that children have the ease of acquiring a language, after that, acquiring language becomes even more difficult as they grow up. Harmer (2007) mentions that acquisition is the way how people “get” a language

unconsciously, with no effort. In other words, with no conscious effort to think about grammatical structures or vocabulary.

The author affirms some conditions are needed for acquisition to take place. Such conditions are:

- Learners must hear the language. Exposure to the language is mandatory.
- The nature of the language learners hear matter. Learners both consciously and unconsciously simplify what they are said. Technical vocabulary and complex sentences are not used, instead they use language to fit the situation.

In addition, Harmer (2007) states three features that must be presented to acquire a language: exposure to the language, motivation to communicate, and opportunities to use the language.

1.3.3. Language Acquisition and Learning

Knowing the difference between the two terms is a must. On the one hand, acquisition is unconscious and anxiety free, on the other hand, learning process is conscious where the language items are studied and practiced according to Harmer (2007). When talking about a language, it is said that teachers should and must focus on acquisition rather than learning, and as teachers, they should oversee providing the appropriate language exposure, known as input.

The linguistic theory was proposed by Chomsky (1957), whose theory consisted on explaining how language is acquired, understood and how it is produced into spoken language. According to the author's theory, first language is acquired unconsciously, it means automatically, the process of acquiring the first language is uncontrollable. Furthermore, language learning which is more practiced allows learners to think consciously when they want to communicate an idea. This also inhibits spontaneous language communication. Moreover, a good classroom environment not only expose learners to language but give the opportunities to activate language knowledge. For

that reason, learners must be given chances to study how language works, language itself, or provide them chances to improve at least, in classroom activities. To sum up, both language learning and acquisition are key in the teaching and learning process of foreign language. (Harmer, 2007).

1.3.4. Vocabulary Acquisition

Loewen and Sato (2017) state that the process of learning lexical items to be able to use them in both productively and receptively, whether it is intentional or not is vocabulary acquisition. While presenting vocabulary to a group of language learners we can find the possibility to have students knowing some vocabulary words more than the others. (Harmer, 1988). Learning English vocabulary is essential for using a second or a foreign language and for developing the learner's oral and written skills. Moreover, learning and having a good level of English lexicon is nowadays advantageous for all language skills such as speaking, reading, listening, and writing since without an accurate lexicon, language speakers will not be able to communicate ideas, thoughts, emotions, feelings, etc.

Susanto (2017) mentions that second language vocabulary acquisition depend most on vocabulary knowledge and the lack of it can be an inconvenient for language learning. Vocabulary must be mastered by learners of a second and foreign language to be able to understand a language, also, to be able to understand others speech. Being able to master vocabulary can be interpreted as having complete vocabulary knowledge, or even a skill in word processing. Mastering vocabulary requires self-interest and self-needs as it is one of the most required components when learning a language. For vocabulary acquisition, there are some aspects such as meaning, form, and use. As well both teachers and students must be completely involved in the process to make vocabulary acquisition possible.

Acquisition of linguistic characteristics such as vocabulary also depends on the quality of exposure to the language and information that is presented to the learners.

Knowledge of vocabulary influences both receptive (Reading and listening) and productive skills (Speaking and writing). There have been plenty researches about the two basic forms of vocabulary acquisition, which are intentional and incidental acquisition. Ahmad (2012) differs incidental vocabulary from intentional in the following manners:

Incidental vocabulary as the form in which learners have deeper processing and better retention of vocabulary words. So, in this form learners are totally engaged and involved on the process. Something positive about this, it that vocabulary acquisition gives the learners the chance to retain words in their long-term memory. On the other hand, intentional vocabulary is more based on learners cramming meaning of words with no cognitive processing. Few words are learned by this form, meanwhile, having extensive readings results more efficient for these cases. This form includes different strategies as vocabulary exercises, vocabulary notebooks, word cards, etc.

1.3.5. Synonyms

Jackson and Etienne Zé (2001) state that the term “synonym” comes from a Greek word (*Sunonumom*) that means “having the same name” and that in semantics it is used to refer to the sameness of meaning between two or more words. In addition, according to the Cambridge Advanced Learner’s Dictionary (2009) a synonym is a word or statement that has same or almost the same meaning as another word or statement in a similar context. Synonyms are normally classified in two major types, strict and loose synonyms which are worth being discussed.

Jackson and Etienne Zé (2000) consider two words as strict synonyms if they can be used conversely in all their possible contexts of use, moreover, the replacement of one word does not result in a change in meaning of what is being said or written. With regard to loose synonyms, they refer to synonyms that can be interchangeably used where meanings overlap, but where meaning is beyond the shared area, they cannot substitute the other.

1.3.6. Meaning

The Cambridge Advances Learner's Dictionary (2009) defines the meaning of something as what it expresses, represents, the importance, or its value. However, when we talk about language, vocabulary, and so on, we emphasize that a meaning is what a word expresses or represents. The definition of the word can also be interpreted as something that is intended to be, or actually is, something indicated or expressed as mentioned before. However, concerning synonyms and meaning acquisition it refers to learners learning a language without studying it, acquiring it just by hearing, or repeating, unintentionally. Meanwhile, learning refers to the students aim to learn a language by studying it, intentionally.

1.3. Objectives

General Objective

- To analyze the effects of ESL games in the development of vocabulary acquisition on students from 1st baccalaureate “B” at Unidad Educativa Juan León Mera “La Salle”

Specific Objectives

- To evaluate students’ knowledge of vocabulary using an adapted standardized PET vocabulary test.
- To apply ESL games that contribute to the English vocabulary acquisition
- To compare the results of the pretest and posttest before and after the interventions.

1.4. Description of the fulfilment of the objectives

The current research has one general objective and three specific objectives. In this section the description of the fulfilment of the objectives is presented.

The fulfilment of the general objective was achieved by applying an ESL game focused on vocabulary acquisition, gathering, and analyzing data during the three-week interventions at Unidad Educativa Juan León Mera “La Salle”. From which it could be noticed that using ESL games had positive effects on students results by improving their scores when comparing both the pre-test and the post-test.

The first specific objective was successfully fulfilled by using a standardized adapted PET vocabulary test from Cambridge focusing on synonyms and meaning. From the tests, students’ vocabulary knowledge was evaluated by comparing a pre-test and a post-test before and after using ESL games.

The second specific objective was developed by using an ESL game (Pictionary) that contributed to students’ English vocabulary acquisition by showing them new words and performing them in drawings and by assessing a task that helped them have deeper comprehension of the words. In two sections: synonyms and meaning. Students were exposed to new lexis that contributed to their vocabulary knowledge.

Finally, the third specific objective was carried out after the experiment when the researcher administered the pre-test before the treatment and the post-test results after the treatment. The results were carefully analyzed and compared by using the SPSS program using data from field research.

CHAPTER II

METHODOLOGY

2.1. Resources

In order to achieve this project, some resources were needed.

2.1.1. Population

The population selected for developing this research were 20 students, 11 women and 9 men with an age range from 14 to 16 years old from 1st level of baccalaureate at Unidad Educativa Juan León Mera “La Salle”. They were students who were taking the English subject

2.1.2. Instruments

2.1.2.1. Pre-test

A pretest to evaluate students vocabulary knowledge of English language before using ESL games. This instrument of data collection was adjusted to a standardized PET vocabulary test according to units 1, 2, and 3 from Achievers b1+ book in which students were working on. The pretest was focused on two sections: meaning and synonyms to give students the ease to relate words and remember their meanings. The pretest was applied the beginning of the experiment using handouts.

2.1.2.2. Post-test

A posttest to analyze students English vocabulary improvement after the treatment using ESL games. As well as the pretest, the posttest was adjusted to the PET vocabulary test and the units 1, 2, and 3 from Achievers b1+ book. The posttest was applied at the end of the experiment.

2.1.2.3. Pictionary Game

ESL game (Pictionary board game, using cards adapted to the units 1, 2, and 3 from Achievers B1+ book, dice) to make students perform their drawings. The game had 6 rounds in six different meetings. This gaming activity was carried on synchronously in face-to-face classes.

2.1.2.4. WhatsApp

A WhatsApp chat with the English teacher to have direct contact and provide instructions for the assignments students had to complete asynchronously. Moreover, it was used only to clarify doubts and confirm attendance.

2.1.3. Procedure

In the first meeting the researcher greeted and presented herself to the class. Next, the researcher gave an overall description of what the project was about; hence students had a general idea of what they had to do during the next weeks. The researcher applied a warm-up activity to engage students and activate their knowledge. After that, the researcher provided the students the pretest, in that way students could take the test. Students' knowledge of vocabulary regarding to meaning and synonyms was tested.

In the second intervention, the researcher applied a warm-up activity to brainstorm students' knowledge. Secondly, the researcher divided the class into two teams, and then students one by one participated. Both teams had to throw the dices, the team with the higher number won the first turn to take a card and start drawing. Students from both teams were able to guess the vocabulary words that were drawn, the team that guessed first got the next turn. The first team that finished the board won. Meanwhile the game was played, the teacher wrote all the vocabulary words that were performed from Unit 1 of the Achievers B1+ book on the board and asked students to complete an asynchronous activity. For this activity, students had to create flashcards,

add the word given, and on the backside of the card write the meaning and two synonyms. The cards were stored for students to practice vocabulary.

In the third meeting, the researcher started with a warm-up activity to activate students. Then, the researcher randomly distributed the class into two groups to start the game. Students started playing meanwhile the researcher collected the words from Unit 1 of the Achievers B1+ book to send the asynchronous assignment. Once one of the groups finished the board game, the researcher started explaining the task. Finally, the researcher applied a wrap-up activity and finished the activities.

In the fourth and fifth session, the teacher provided feedback of the task. Then, students had warm-up activities using previous vocabulary words learnt. Next, the teacher applied the third and fourth round of the game and the procedure was repeated; two teams, the first team completing the board won and all the vocabulary words that were performed were added to the cards students made asynchronously. The main difference from the first two rounds is that the vocabulary words used were from Unit 2 of the Achievers B1+ book.

In the sixth and seventh meeting, the process was similar to the previous interventions, but faster as students had already known how the dynamic was. First, brainstorm vocabulary already checked by applying warm/up activities, the fifth and sixth round of the game, but this time vocabulary words from Unit 3 of the Achievers B1+ book. Finally, they had to complete the flashcards with the words to have evidence and to serve as an aid for students to remember vocabulary words regarding meaning, and synonyms.

Finally, in the last intervention the researcher asked randomly some students to provide meaning and synonyms from random vocabulary words already checked and proceeded to apply the last warm-up activity. Then the researcher managed the post-test for all participants to take it and with the results, evaluated the students' English

vocabulary improvement after the experiment. So, quantitative data was gathered. At the end, students had a brief wrap-up activity and the experiment finished.

2.2. Methods

2.2.1. Basic Method of Research

2.2.1.1. Pre-Experimental Research

Campbell and Stanley (1966) argue that the pre-experiments are simplest forms of research designs since either one or more groups are agents of treatment in order to obtain a result or change. The authors mention that the one-group pretest-posttest design, allow the researcher to observe and experiment with a single case at two-time points, the first at the beginning, before the treatment. Moreover, the second after the treatment, in other words, at the end of the experiment. In these interventions, there is no control and comparison groups. In the pre-experimental design only one group is used for the treatment.

2.2.2. Research Modality

2.2.2.1. Bibliographic Research

Reed and Baxter (2006) affirm that it is a process of using bibliographic and library resources to get on to relevant information for the research. It is from importance to read, review, and understand prior works based on the research topic that wants to be developed. The authors agree that those are critical steps to follow in the research process since previous works will act as a foundation for the current research and to be aware of what is known and what is unknown. In addition, this research project is based on bibliographical research since information from books, scientific articles, scientific journals, and academic papers were reviewed to have foundations of previous research studies. In other words, this research used primary and secondary resources.

2.2.2.2. Field Research

The present investigation was field research since it was applied to 20 students from 1st level of baccalaureate at Unidad Educativa Juan León Mera “La Salle”. As a result, this allowed the researcher to have in-depth knowledge, and handle data with ease.

2.2.2.3. Quantitative Research

Agreeing with Watson (2015), quantitative research implies different methods regarding investigation of phenomena by using statistical data. This research is a quantitative research since with the use of the pre-test and post-test, numerical results were obtained.

2.2.2.4. Exploratory Research

As exploratory research are studies that have not been studied, this study is an exploratory research since using ESL games for vocabulary acquisition is an innovative suggestion.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

In the following chapter, the results of the data gathered during a three-week experiment are shown. The analysis of using ESL Games for English vocabulary acquisition is presented by comparing both the pre and post-test results which were administered to 20 students from 1st baccalaureate “B” at Unidad Educativa Juan León Mera “La Salle”. Both tests were designed based on the standardized PET vocabulary test using vocabulary words from Unit 1, 2, and 3 from the Achievers B1+ book with 15 multiple choice questions focused on two sections: synonyms and meaning.

3.1.1. Pre-test and post-test results first section.

Table 1. Synonyms score over 7

Section 1: Synonyms	
Pre-test	Post-test
4,2	6,05

Source: Field research

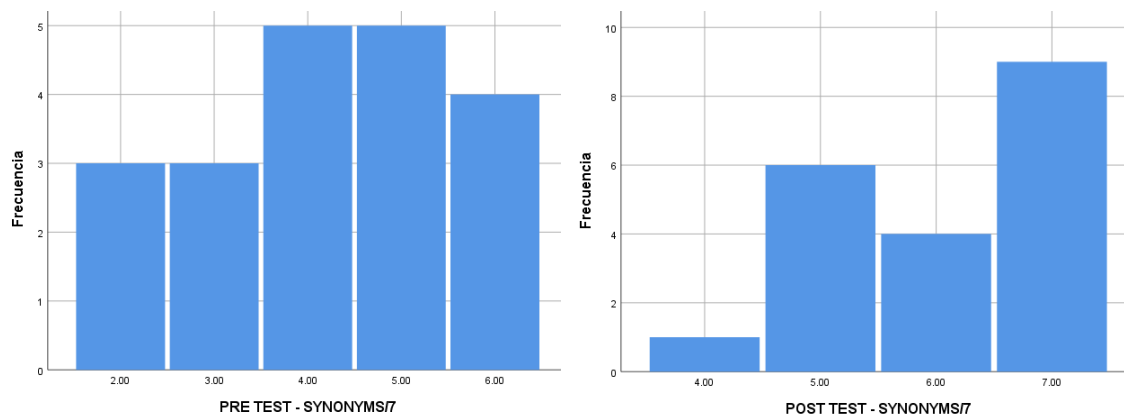
Author: Cajas, M. (2021)

Table 2. Pre-test and post-test results “Synonyms”

Statistical		Pretest	Post test
Media		4.200	6.050
95% confidence interval of the difference	Upper limit	3.563	5.583
	Lower limit	4.837	6.517
Std. deviation		1.361	0.998
Minimum		2	4
Maximum		6	7

Source: Field research

Author: Cajas, M. (2021)



Graphic 1: Pre-test and post-test synonyms results

Source: Field research

Author: Cajas, M. (2021)

Analysis and interpretation

The test was designed considering two sections, from which the first pertained to evaluate synonyms. As shown in table 1, students got an average score of 4,2 over 7 points in the first intervention. However, after the three-week experiment, students were administered a post-test were the average score improved noticeably to 6,05 over 7. It can be added that the results show a difference of 1,85 by comparing the pre-test at the beginning and the post-test results at the end of the experiment.

In addition, table 2 shows that the lower limit of confidence interval of the post-test locates above the upper limit of the pre-test. In other words, a significant difference is noted on students' vocabulary acquisition improvement using synonyms after using ESL games. Finally, graphic 1 evidence that in the pre-test students got scores between 2 to 6, meanwhile in the post-test students got scores between 4 and 7.

3.1.2. Pre-test and post-test results second section.

Table 3. Meaning score over 8

Section 2: Meaning	
Pre-test	Post-test
3	6,15

Source: Field research

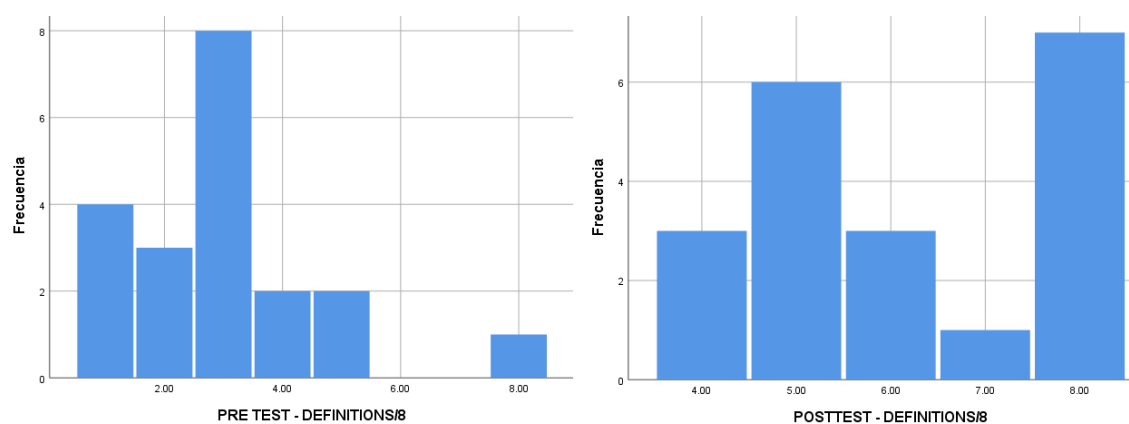
Author: Cajas, M. (2021)

Table 4. Pre-test and post-test results “Meaning”

Statistical		Pretest	Post test
Media		3.000	6.150
95% confidence interval of the difference	Upper	2.211	5.417
	Lower	3.789	6.883
Std. deviation		1.686	1.565
Minimum		1	4
Maximum		8	8

Source: Field research

Author: Cajas, M. (2021)



Graphic 2: Pre-test and post-test meaning results

Source: Field research

Author: Cajas, M. (2021)

Analysis and interpretation

The second section of the test regarded meaning of words. Table 3 evidence that students who were administered the pre-test before being part of the experiment got an average score of 3 points over 7. Nevertheless, at the end of the experiment the same 20 students were managed a post-test in which the average score increased to 6,15 points. The results show an increment of 3,15 points in the average score of the post-test after using ESL games for vocabulary acquisition.

Table 4 manifest that the lower limit of confidence interval of the post-test is above the upper limit of confidence interval of the pre-test. By way of explanation, a symbolic difference can be assumed, and it is proved that ESL games help students acquire vocabulary. Conclusively, graphic 2 helps evidence that students’ grades in

the pre-test were from 1 to 5 and only one student with 8, however, in the post-test scores ranged from 4 to 8.

3.1.3. Pre-test and post-test final results

Table 5. Synonyms and meaning scores over 15

Final results	
Pre-test	Post-test
7,2	12,2

Source: Field research

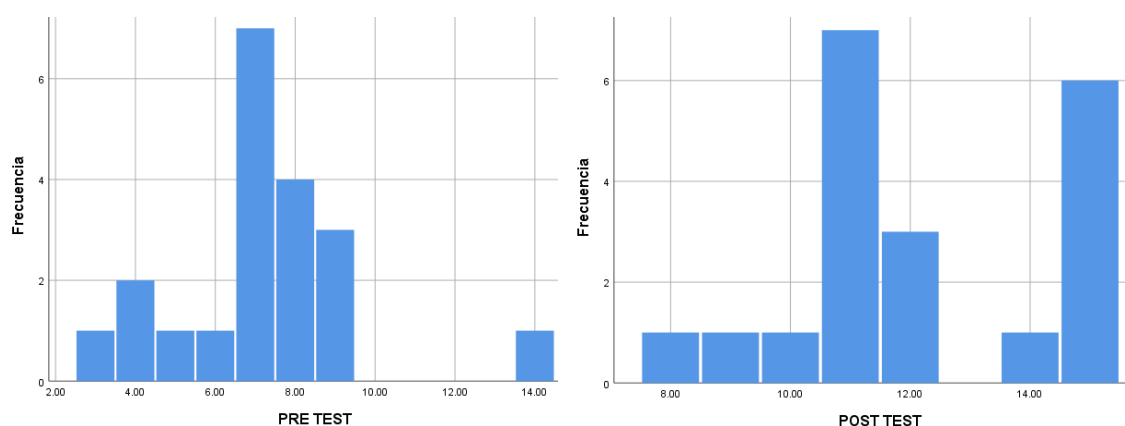
Author: Cajas, M. (2021)

Table 6. Pre-test and post-test results “Synonyms and meaning”

Statistical		Pretest	Post test
Media		7.200	12.200
95% confidence interval of the difference	Upper	6.109	11.163
	Lower	8.291	13.234
Std. deviation		2.331	2.215
Minimum		3.000	8.000
Maximum		14.000	15.000

Source: Field research

Author: Cajas, M. (2021)



Graphic 3: Pre-test and post-test synonyms and meaning results

Source: Field research

Author: Cajas, M. (2021)

Analysis and interpretation

In furtherance of knowing an overall score of students' improvements, a comparison of both tests was made. Table 5 demonstrates students' overall score in the pre-test with 7,2 and the same test administered after the experiment with a result of 12,2 over 15 points. It is asserted that by comparing the pre-test and the post-test the researcher was able to notice that the average score increased 5 points in students' vocabulary acquisition after using ESL games.

With this improvement, in table 6 the lower limit of the post-test confidence interval is above the upper limit of the pre-test, in that sense, it can be assumed a significant difference that proves the improvement in vocabulary acquisition after the application of the experiment. Convincingly, in graphic 3 the peak of the students' scores is at 7 points, with the rest of the scores distributed between 3 and 9 and one student with 14 in the pre-test. Meanwhile, in the post-test the highest density of the data is between 11 and 15 with the peak at 11 points, and no student obtained 13 points.

3.2. Verification of hypothesis

In furtherance of testing the hypothesis of research, a normality test Shapiro – Wilk with SPSS program is used.

Null hypothesis (H₀)

ESL games do not have an effect on English vocabulary acquisition in students from 1st baccalaureate “B” at Unidad Educativa Juan Leon Mera “La Salle”.

Alternative hypothesis (H₁)

ESL games have an effect on English vocabulary acquisition in students from 1st baccalaureate “B” at Unidad Educativa Juan Leon Mera “La Salle”.

3.2.1. Normality test

Table 7. Normality test Shapiro - Wilk

Variable	Sig.
Pretest: Synonym	0.054
Pretest: Meaning	0.008
Pretest: English vocabulary	0.024
Posttest: Synonyms	0.001
Posttest: Meaning	0.003
Posttest: English vocabulary	0.011

Source: Field research

Created by: Cajas, M. (2021)

Analysis and interpretation

Table 7 shows the results of the Shapiro-Wilk normality test. In which the test values identified with “Sig.” greater than 0.05 mean normality in the data series, therefore, there is normality only in the indicator: synonyms of the pre-test with 0.054. The rest of indicators are lower than 0.05 which means there is no normality in the data series. The indicator meaning of the pre-test had a test value of 0.008, and the general value of the pre-test considering both synonyms and meaning sections had a test value of 0.24. Meanwhile, in the post-test the indicator synonyms had 0.001 value, indicator meaning with 0.003 test value and the whole vocabulary evaluation considering the two sections was a 0.11 test value.

3.2.2. Hypothesis test

Table 8. Hypothesis test results

Variable	Sig.
Synonyms	0.000
Meaning	0.000
English vocabulary	0.000

Source: Field research

Created by: Cajas, M. (2021)

Analysis and interpretation

Based on the normality test, the Wilcoxon test is established as the statistical test for the hypothesis validation. The hypothesis tests were applied using the following criteria:

Statistics hypothesis:

H₀: The mean of the pre-test results is equal to the mean of the post-test results.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H₁: The mean of the pre-test differs from the mean of the post-test results.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

Significance level and decision rule:

With a level of significance at 5%, the rule of decision is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

Data analysis was carried out with the SPSS 25 program. According to the results shown in table 5 the differences are significant in all the comparisons made between the pre-test and post-test. As a result, it can be said that the mean of the pre-test results is different from the mean of the post-test results. Conclusively, there is enough statistical evidence that ESL games have an effect on English vocabulary acquisition, in other words, the alternative hypothesis was accepted, and the null hypothesis was rejected.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

Posterior the development of the research, the following conclusions were reached:

- ✓ Thanks to the application of English as second language games for vocabulary acquisition, a positive effect on students' vocabulary was noticeable in two sections primarily: synonyms and meaning. It is a fact that the population showed improvement in their vocabulary competence after the application of ESL games.
- ✓ From the results obtained in the PET adapted standardized vocabulary pre-test and the post-test, students increased their vocabulary knowledge after being part of the experiment with ESL games. It was confirmed that students' vocabulary knowledge increased significantly after the experiment and the results were shown in the comparisons with the pre-test and the post-test.
- ✓ The results evidenced that applying ESL games help improve learners' vocabulary knowledge since they get exposed to vocabulary words while playing the game and acquire lexis unconsciously. In addition, working collaboratively gave students the opportunity to develop their social skills, critical-thinking skills and showed more confidence when performing the activities.
- ✓ After checking and comparing the overall results obtained in the vocabulary pre and post-test, ESL games for vocabulary acquisition were confirmed as effective for students' vocabulary acquisition and knowledge since the overall score of the pre-test before using ESL games was 7,2 points. Furthermore, after using ESL games students final score improved to 12,2 significantly. There was a significant difference of 5 points after the interventions.

4.2. Recommendations

In case teachers agree with using ESL games for their lessons, some recommendations must be considered:

- Aside from the results obtained at the end of the experiment with ESL games for vocabulary acquisition, most professors must use playful activities not only focused on vocabulary improvement. There are different skills and capacities students need to develop and creating or adapting games according to students needs and including them to the curriculum could be a possible option to vary the dynamic of the lessons in English classes.
- Pictionary game can be adapted according to the learners' needs, age, interests, and depending on the lesson teachers want to teach. However, it is from importance to create or use appropriate ESL games depending on what the teacher's aims are and the objectives of the lesson. Hence, the activities will be adequate for the class.
- There is a huge variety of English language games, besides, having language lesson in which games have a very long duration will not result as engaging as thought. Teachers should use games with an appropriate time to avoid students' boredom and expect students to learn properly what the educator is teaching to the learners.

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Annexes

Annex 1. Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 21 de octubre de 2021

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Silvana Marilú Meléndez Ibarra en mi calidad de Rectora de la Unidad Educativa Juan León Mera "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"ESL Games and Vocabulary Acquisition"** propuesto por la estudiante Cajas Gutiérrez Michelle, portadora de la Cédula de Ciudadanía 1805383146, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


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UNIDAD EDUCATIVA PARTICULAR
"JUAN LEÓN MERA"
La Salle
RECTORADO

Annex 2. Lesson plans

First Intervention

Unit/Topic: Pre-test Application	Date: Nov 29 th , 2021
Subject: English	Year Level: 1 st baccalaureate “B”

LESSON OUTCOME:

<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Describe the dynamic that will be carried out during the next sessions. - Demonstrate their vocabulary knowledge expressing different drawings.

LESSON STRUCTURE:

Time	Introduction:	Teaching Approaches
5 minutes	<p>The researcher presents herself to the class and gives an overall description of the project that will be carried out.</p> <p>WARM UP</p> <p>The researcher will apply a paper plane activity to brainstorm students’ knowledge of vocabulary concepts.</p> <p>The researcher will ask students to share their ideas with their classmates.</p> <p>The researcher will explain what vocabulary is.</p>	Discovery Learning (Student-centered Approach)
Time	Main Content:	Teaching Approaches
25 minutes	<p>The researcher reads the instructions to the participants before taking the pre-test.</p> <p>The researcher clarifies students doubts before giving the test</p> <p>The researcher provides the handouts for the students to take the test.</p> <p>The researcher reminds students the remaining time to finish.</p> <p>The researcher collects the handouts</p>	(Student-centered Approach)
Time	Conclusion:	Teaching Approaches

5 minutes	<p>The researcher will explain students the “Exit slips” dynamic.</p> <p>Students will be asked a to write one sentence about the concept given at the beginning of the class.</p> <p>The teacher will give students 3 minutes to write.</p> <p>The teacher will ask student randomly their answers.</p> <p>Students who answer correctly will be free to leave, meanwhile, students who don’t answer properly will have to stay until they get the correct answer.</p>	(Student-centered Approach)
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Resources/MATERIALS

Face-to-face classes: Classroom, handouts, pen.

ASSESSMENT

Students must check vocabulary words from units 1, 2 and 3 for the upcoming activities.

Second Intervention

Unit/Topic: Unit 1 Vocabulary – Round 1 **Date:** Nov 30th, 2021
Subject: English **Year Level:** 1st baccalaureate “B”

LESSON OUTCOME:

By the end of the lesson, students will be able to:

- Demonstrate knowledge of vocabulary words form the book by playing a game.
- Participate in a group work activity to develop vocabulary.

LESSON STRUCTURE:

Time	Introduction:	Teaching Approaches
5 minutes	<p>WARM UP</p> <p>The researcher will apply the “A to Z” game to activate students’ knowledge</p> <p>The researcher will divide the class into two teams (team A and team B)</p> <p>The researcher will give one marker to the leader of each team</p> <p>The researcher will give a signal to start</p> <p>The team that finishes first, win.</p>	Discovery Learning (Student-centered Approach)

Time	Main Content:	Teaching Approaches
25 minutes	<p>The researcher keeps the same two teams to develop the game</p> <p>The researcher explains how the game must be developed.</p> <p>The researcher calls one leader of each group to throw the dice and the team that gets the higher number takes the first turn.</p> <p>The researcher provides students with the cards of vocabulary words, hence, the group that starts, begins drawing.</p> <p>Both groups are allowed to guess the word, the team that guess first, wins the next turn.</p> <p>The team that finishes the board first, wins.</p> <p>The researcher will collect all the vocabulary words used during the game to assess students.</p>	(Student-centered Approach)
Time	Conclusion:	Teaching Approaches
5 minutes	<p>The researcher will explain students the “two truths and a lie” dynamic.</p> <p>Students will be asked a to write three sentences form which two are true and one is a lie.</p> <p>The teacher will give students 3 minutes to write.</p> <p>The teacher will ask student randomly to pass to the front and tell their truths and lies.</p> <p>Students who guess correctly win a reward and keep participating until the last student finishes.</p>	(Student-centered Approach)

Resources/MATERIALS

Face-to-face classes: Classroom, Pictionary board, Pictionary vocabulary cards, board, markers, notebook, pen.

ASSESSMENT

- The researcher will provide students the list of vocabulary words used in the round.
- Students must create flashcards in which in the front side the main word will be written. On the back side students must write the concept of the word, and a synonym.
- All of the activities must be done in English.

Eighth Intervention

Unit/Topic: Post-test Application	Date: Dec 16 th , 2021
Subject: English	Year Level: 1 st baccalaureate “B”

LESSON OUTCOME:

<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> - Demonstrate vocabulary knowledge from units 1, 2, and 3 from the book. - Show their vocabulary improvement by taking a posttest.
--

LESSON STRUCTURE:

Time	Introduction:	Teaching Approaches
5 minutes	<p>WARM UP</p> <p>The researcher will apply a paper plane activity to brainstorm students’ knowledge of vocabulary words (the ones they remember the most).</p> <p>The researcher will ask students to share words with their classmates.</p>	Discovery Learning (Student-centered Approach)
Time	Main Content:	Teaching Approaches
25 minutes	<p>The researcher reads the instructions to the participants before taking the posttest.</p> <p>The researcher clarifies students doubts before giving the test</p> <p>The researcher provides the handouts for the students to take the test.</p> <p>The researcher reminds students the remaining time to finish.</p> <p>The researcher collects the handouts to analyze data.</p>	(Student-centered Approach)
Time	Conclusion:	Teaching Approaches
5 minutes	<p>The researcher will thank students to be active part and collaborate on the development of the research</p> <p>If doubts arise, the researcher will make sure to clarify any doubt before leaving the class.</p>	(Student-centered Approach)

Resources/MATERIALS

Face-to-face classes: Classroom, handouts, pen.

ASSESSMENT

- Students must keep on practicing to avoid future vocabulary difficulties.

Annex 3. Pre-test

The pre-test and post-test were created based on the PET standardized vocabulary test using vocabulary covering units 1, 2, and 3 from the Achievers B1+ book. Both tests were divided in two sections, synonyms with 7 questions and meaning with 8 multiple-choice questions.

PRE-TEST

Topic: ESL Games and Vocabulary Acquisition.

Purpose: To evaluate students' vocabulary of the English language. This test is adapted and following the format of the PET standardized vocabulary test using lexis from the Achievers B1+ book, units 1, 2, and 3. This test is focused on meaning and synonyms.

Instructions:

- Please, write your full name (Last names first)
- You have 15 minutes to complete the test.
- There are 15 questions in this test.
- There are two sections in this test, read each of the statements carefully and choose the correct option.

Name: _____

Synonyms

1. The synonym of "novel" is _____.
A. new
B. story
C. history
D. common
2. The synonym of "narrator" is _____.
A. storyteller
B. performer
C. writer
D. listener
3. The word you can use to replace "advertisement" is _____.
A. advice
B. conference
C. warning
D. commercial
4. The synonym of "terrifying" is _____.
A. terrific
B. impressive
C. frightening
D. hilarious

5. The synonym of "holiday" is _____.
- A. vacation
 - B. workday
 - C. volunteer
 - D. trip
6. The word you can use to replace "set up" is _____.
- A. disorganize
 - B. arrange
 - C. pay for
 - D. finish
7. The synonym of "charity" is _____.
- A. spend
 - B. borrow
 - C. owe
 - D. donation

Meaning

8. A history of a person's life written or told by that person.
- A. historical novel
 - B. autobiography
 - C. biography
 - D. novel
9. To express dissatisfaction, resentment, pain, grief, find fault.
- A. complain
 - B. yell
 - C. annoy
 - D. fault
10. Disposed to take a favorable view of events or conditions and to expect the most favorable outcome.
- A. pessimistic
 - B. optimistic
 - C. negative
 - D. supportive

11. To provide support, relief, or help:

- A. leave
- B. lift
- C. aid
- D. inspire

12. To give or do (something equivalent) in return for a favor:

- A. pay back
- B. tell of
- C. own up
- D. get out

13. To steal (merchandise):

- A. shoplift
- B. steal
- C. buy
- D. shop

14. To provide a service for carrying and turning over letters, goods, and products:

- A. give
- B. deliver
- C. bring
- D. provide

15. A statement of the money owed for goods or services:

- A. credit
- B. account
- C. payment
- D. bill

Source: This test is adjusted to the standardized PET vocabulary practice test.

Annex 4. Post-test

POST-TEST

Topic: ESL Games and Vocabulary Acquisition.

Purpose: To evaluate students' vocabulary of the English language. This test is adapted and following the format of the PET standardized vocabulary test using lexis from the Achievers B1+ book, units 1, 2, and 3. This test is focused on meaning and synonyms.

Instructions:

- Please, write your full name (Last names first)
- You have 15 minutes to complete the test.
- There are 15 questions in this test.
- There are two sections in this test, read each of the statements carefully and choose the correct option.

Name: _____

Synonyms

1. The synonym of "novel" is _____.
 - A. new
 - B. story
 - C. history
 - D. common
2. The synonym of "narrator" is _____.
 - A. storyteller
 - B. performer
 - C. writer
 - D. listener
3. The word you can use to replace "advertisement" is _____.
 - A. advice
 - B. conference
 - C. warning
 - D. commercial
4. The synonym of "terrifying" is _____.
 - A. terrific
 - B. impressive
 - C. frightening
 - D. hilarious

5. The synonym of "holiday" is _____.
- A. vacation
 - B. workday
 - C. volunteer
 - D. trip
6. The word you can use to replace "set up" is _____.
- A. disorganize
 - B. arrange
 - C. pay for
 - D. finish
7. The synonym of "charity" is _____.
- A. spend
 - B. borrow
 - C. owe
 - D. donation

Meaning

8. A history of a person's life written or told by that person.
- A. historical novel
 - B. autobiography
 - C. biography
 - D. novel
9. To express dissatisfaction, resentment, pain, grief, find fault.
- A. complain
 - B. yell
 - C. annoy
 - D. fault
10. Disposed to take a favorable view of events or conditions and to expect the most favorable outcome.
- A. pessimistic
 - B. optimistic
 - C. negative
 - D. supportive

11. To provide support, relief, or help:

- A. leave
- B. lift
- C. aid
- D. inspire

12. To give or do (something equivalent) in return for a favor:

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- B. deliver
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15. A statement of the money owed for goods or services:

- A. credit
- B. account
- C. payment
- D. bill

Source: This test is adjusted to the standardized PET vocabulary practice test.

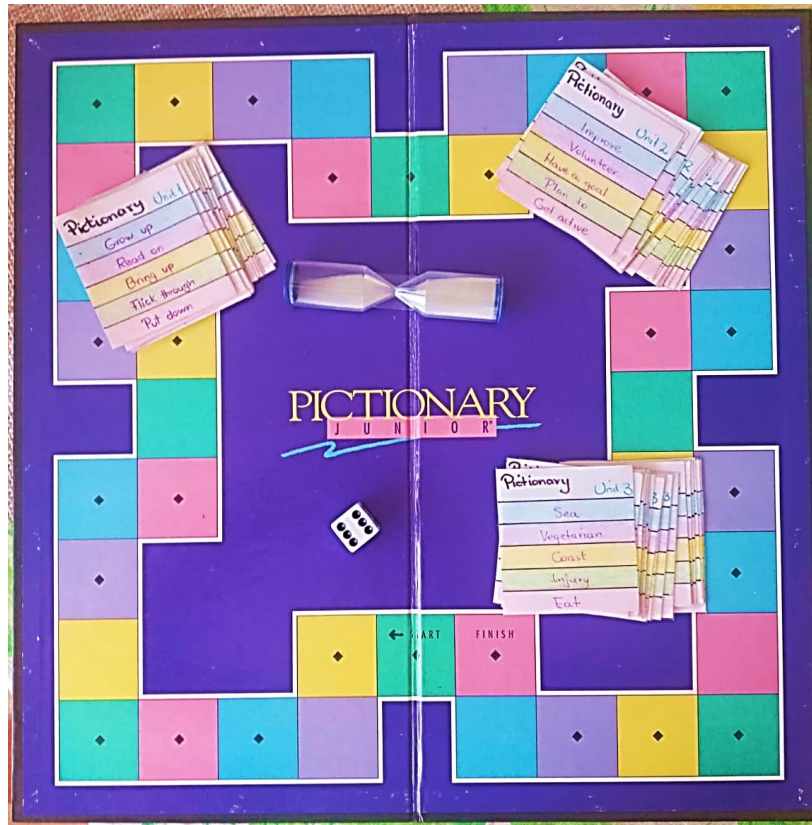
Annex 5. Answer Key

The researcher developed an answer key as an aid for grading students tests before (pre-test) and after (post-test) the experiment.

ANSWER KEY	
PRE-TEST	POST-TEST
1. B	1. B
2. A	2. A
3. D	3. D
4. C	4. C
5. A	5. A
6. B	6. B
7. D	7. D
8. B	8. B
9. A	9. A
10. B	10. B
11. C	11. C
12. A	12. A
13. A	13. A
14. B	14. B
15. D	15. D

Annex 6. Pictionary board and cards

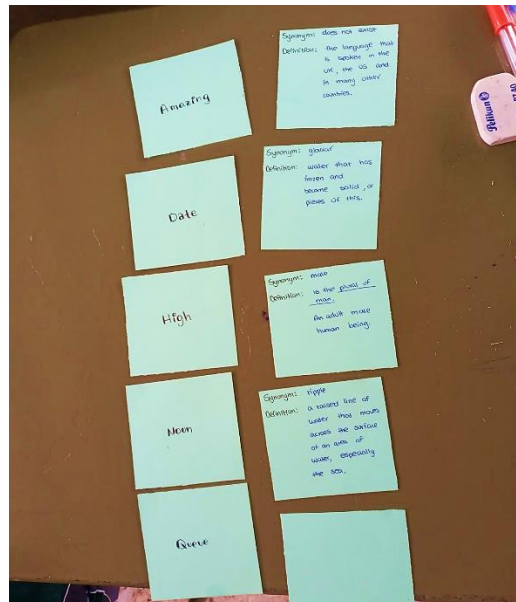
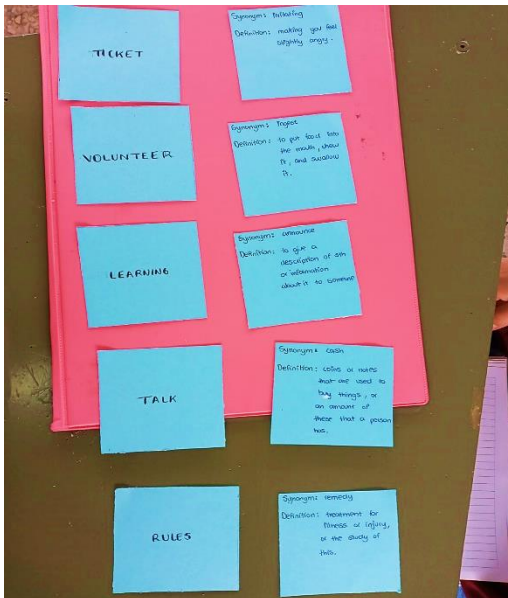
The original Pictionary board was used; however, the vocabulary cards were designed specifically using vocabulary words from the book Achievers B1+.





Annex 7. Evidence

Students worked synchronously in the experimentation process and asynchronously with tasks for further work. They were asked to create flashcards considering vocabulary words performed during the application of ESL games using synonyms and meaning.



Annex 8. Urkund Report



Document Information

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