UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: "CHARADE GAME AND VOCABULARY LEARNING"

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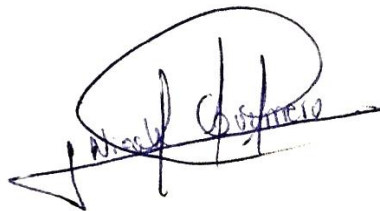
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I declare this undergraduate dissertation entitled **"CHARADE GAME AND VOCABULARY LEARNING"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God who has given me the strength and dedication to fulfill this goal of completing my degree project. To my parents, Edgar and Myriam, who have always supported me during this hard road. Thank you to them for their words of encouragement that didn't let me give up.

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TABLE OF CONTENT

INDEX OF TABLES

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "CHARADE GAME AND VOCABULARY LEARNING"

ABSTRACT

Learning English vocabulary can be complicated. However, there are ways and tools that make learning vocabulary easier and more fun. There are students who have difficulties when learning English words. For this reason, the main purpose of this research project was to examine how charade game improves vocabulary learning in students of 5th EGB of the Unidad Educativa Hispano America in Ambato - Ecuador. Consequently, this research was based on quantitative research because data was collected through a pre-test and a post-test (A1 Movers exam) as instruments. In addition, a pre-experimental design was carried out and it was exposed to a dynamic treatment during eight interventions over four weeks in which charade game was applied for teaching different vocabulary topics. Furthermore, the experimental group was made up of 34 students (23 males and 11 females). Afterwards, the results were analyzed using a nonparametric test for two related Wilcoxon samples, likewise, the results showed a positive advance in the use of charade game to improve students' vocabulary competence, which confirmed the acceptance of the alternative hypothesis. In the end it was concluded that through charade game students felt more motivated to learn vocabulary and paid more attention. Furthermore, this technique improved collaborative work and increased confidence and students were not afraid to make mistakes.

Keywords: Charade game, vocabulary learning, memorize, dynamic treatment, foreign language.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

Aprender vocabulario en inglés puede ser complicado. Sin embargo, existen formas y herramientas que hacen que aprender vocabulario sea más fácil y divertido. Hay estudiantes que tienen dificultades a la hora de aprender palabras en inglés. Por tal motivo, el propósito principal de este proyecto de investigación fue examinar cómo el juego de charada mejora el aprendizaje de vocabulario en estudiantes de 5to EGB de la Unidad Educativa Hispano América en Ambato - Ecuador. En consecuencia, esta investigación se basó en una investigación cuantitativa porque los datos se recopilaron a través de un pre-test y un post-test (examen A1 Movers) como instrumentos. Además, se realizó un diseño preexperimental y se sometió a un tratamiento dinámico de ocho intervenciones durante cuatro semanas en las que se aplicó el juego de charada para la enseñanza de diferentes temas de vocabulario. Además, el grupo experimental estuvo formado por 34 alumnos (23 varones y 11 mujeres). Posteriormente, los resultados se analizaron mediante una prueba no paramétrica para dos muestras relacionadas de Wilcoxon, así mismo, los resultados mostraron un avance positivo en el uso del juego de charada para mejorar la competencia de vocabulario de los estudiantes, lo que confirmó la aceptación de la hipótesis alterna. Al final se llegó a la conclusión de que a través del juego de charada los estudiantes se sintieron más motivados para aprender vocabulario y prestaron más atención. Además, esta técnica mejoró el trabajo colaborativo y aumentó la confianza y los estudiantes no tuvieron miedo de cometer errores.

Palabras clave: Juego de charadas, aprendizaje de vocabulario, memorizar, tratamiento dinámico, lengua extranjera.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

To support the current research, important information was collected from several previous studies in different academic databases such as Google scholar, university repositories, Redalyc, and Scielo these works such as magazines, dissertations, journals, and articles contributed similar points of view to the study of charade game in vocabulary learning.

Rahmah and Astutik (2020) conducted a research study to determine the effect of the use of charades game on elementary school students in improving English vocabulary as a foreign language. Researchers use pre-experimental quantitative design as the research method. This study uses one group pretest and posttest. The data obtained from the pretest and posttest which is analyzed by using the t-test formula. The population of this data were 5th grade students of Madrasah Ibtidaiyah Nahdlatul Ulama Tropodo Sidoarjo, while the data was the application of charades game to students before and after being given a test. The results show that at the 5% level the t-test value is higher than t-table (tt) (4.53> 2.024). Based on the test criteria, the results of the study show that there is a significant influence on the students' vocabulary skills after using charades game. It proves that charades game can improve the foreign language vocabulary of Islamic elementary school students, especially in Madrasah Ibtidaiyah Tropodo Sidoarjo.

The research conducted by Hidayati (2016) aimed to show the use of charade game to teach vocabulary has positive results. This research is conducted by using

quasi-experimental design. The population is all seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. The researcher chooses 54 students from two classes as the sample of the study, 27 students as experimental groups and 27 students as control group. In the pre-test, the average score of experimental group is 59.70 and the average score of control group is 57.63. Subsequently, the experimental group is taught by using charade game whereas the control group is taught by using conventional method. The results from post-tests show that the average score of experimental group is 87.26 whereas the average score of the control group is 79.26. After calculating by t-test, the result of the t-value is 3.05 and t-table is 2.006. The t-value of the post test is higher than the critical value means that statistically there is significant difference between two groups. Since the experimental group gets higher average scores (87.26 > 79.26), it can be concluded that teaching vocabulary using charade game results better achievement.

Khayati and Sofian (2020) conducted the research aimed to determine the efficacy of students' vocabulary mastery by charade Game. The method of this study was quantitative and a quasi-experimental design of the pre-test and post-test. The data used for this study were gathered through pre-test and post-test vocabulary. This research has used 8th students of SMPN 18 Kota Tangerang Selatan as a sample population. There had been 30 students throughout this group. The researchers used a simple cluster sampling technique to select the sample. The findings of this research clarified that the student pre-test score was 57 but then after treatment, the student post-test score was 81.83. The findings also indicate that the t-obtained value was 15.79 and the t-critical value was 0.05. These findings mean that charade game was likely to succeed in mastering vocabulary.

Bafadal et al. (2018) conducted the research study to investigate the effect of charade game toward student's vocabulary. This study used quasi experimental design that is used pre-test and post-test control group design. In this study, the writer used vocabulary test consist of 20 items multiple choice covered with indicator of vocabulary consist of spelling, pronunciation and meaning. The population of study involved 40 students from two classes SMPN 18 Mataram in academic year 2017/2018.The writer took all of the students as a sample; they are 20 students belong to the experimental group and 20 students in control group. In this data, pre-test and post-test as the research technique of data collection, then followed by analyzing the data using t-test formula. The level of significant is at 0, 05%, ttest = 2,99 and t-table= 2,02, Alternative Hypothesis (Ha) was accepted, and Null Hypothesis (Ho) was rejected. It means that there was significant different between the students' pre-test and post-test scores. Thus, the study concludes that charades game on the students' vocabulary has effect.

Santri et al. (2019) conducted a research to find out the effectiveness of using charades game in improving the students` mastery of English vocabulary. The experimental research was used in this research. The researcher used pre-test, post-test and also questionnaire to collect the data. The subjects of this research were conducted at second grade of SMAN 1 Kreung Barona Jaya. There are two classes namely experimental class and control class. The experimental class (XI-MIA 1) consisted of 31 students and the control class (XI-MIA 2) consisted of 30 students. The result of pre-test showed the mean score in experimental class is 61,94, while the mean score of control class is 59. After the treatment, the mean score of the post-test in experimental class is 71,14 and the mean score of control class is 67. It means that the mean score of vocabulary mastery test of experimental score is higher than the mean score of control

class. So, it can be stated that the use of charades game has a good effect on students`
vocabulary mastery.

The research conducted by Sari and Chairani (2017) intended to find out the
students' vocabulary mastery in experimental group who is taught by using charades
game and in control group who is taught without using charades game and to find out
whether there is a significant difference in English vocabulary mastery between the
students in control group and the students in experimental group. The experimental
research was used in this research. The researcher used descriptive and inferential
analysis to analyze the data, including the normality, homogeneity, and hypothesis test.
The subjects of this research were conducted at fourth grade students of SD Unggulan
Aisyiyah Bantul Yogyakarta. They were divided into four classes. There are two classes
namely experimental group and control group that was taken in experimental research.
The experimental group (IV B) consists of 31 students and the control group (IV D) also
consists of 31 students. The data were collected by using vocabulary test. Then, the
result of hypothesis using Independent T-test in the post-test showed that the level of
significance is lower than 0.05. i.e. $0.000 < 0.05$. Thus, H1 is accepted and H0 is
rejected. So, it can be stated that the use of charades game has a good effect on students'
vocabulary mastery.

Sakhar et al. (2020) conducted a research to investigate the effect of charades
game technique on enhancing pupils' memory of English vocabulary by using the
participants' scores on vocabulary achievement tests. The study used quantitative
research method. The samples of the study were randomly selected from the fifth
primary school pupils. In this study, the pre-test and post-test designs are adopted. The
sample of the study was 62 pupils. The study proved that the use of charades game
technique has had a beneficial effectiveness on the pupils' retention of English

vocabulary. The researcher concluded that charades game is a helpful technique for enhancing English vocabulary teaching and facilitating vocabulary perception. It increases pupils' interest and self-confidence during the learning process. Improvements in teaching vocabulary can be easily achieved according to the result of the post-test scores that is higher than those of the pre-test.

All previous research projects have been a fundamental source for the development of this research project which have shown that charade game improves vocabulary learning. The analysis of all research has been of vital importance for the understanding of the variables studied. In addition, all research projects have been a basis for the development of this research project, not only in the theoretical framework but also assist for the validity of it and serves as a support for obtaining new information. Furthermore, most of these research projects used quantitative research and have applied pre-test and post-test. Therefore, this research project was developed using the same type of research and with the application of both tests.

Theoretical framework

In order to carry out this research project, some articles and papers were analyzed to carry out appropriate research on the use of charade game for vocabulary learning. These papers have been of great help since they allow to have a grounded base on the topic.

Independent variable

Game-based learning

Trybus (2015) argued that game-based learning refers to the borrowing of certain gaming principles and applying them to real-life settings to engage users. This

principle is based on the use of certain principles of games but applied for educational purposes. Sometimes when referring to game it is thought that it is virtual, however this is not always the case. On the other hand, this principle has a series of advantages that motivate students and help them to have more interest in learning.

Bakhsh (2016) pointed out that games are important and useful. Not only they are fun, but also, they create the desire to communicate and create predictability. Games are not simply for entertainment; on the contrary they are very useful and efficient within a classroom. These allow students to want to communicate without any barriers. In addition, they are of great help within the classrooms since they create expectations expected by the teacher and that has positive results.

Akour et al. (2020) demonstrated that game-based learning engages students more deeply in solving complex class works and they concentrate much harder to challenge each other to solve homework. Students find learning much more entertaining with game-based learning. This allows students to commit to learning deeply and make it easier for them to concentrate since in some way they have the attention of the students.

Technique

IGI Global (2010) mentioned that a technique is a particular method of doing an activity, usually a method that involves practical skills or special facilities. Technique refers to a method of doing something that can often be both practical and theoretical. In this case, technique can be defined as a way to do something.

The Oxford Advanced Learners Dictionary (2016) defined a technique as a way of carrying out a particular task, especially in the execution of duty. A technique can be understood as a way to carry out a task. In the case of the application of a game to learn

18

vocabulary could be understood as a technique in which the only task is to learn words of some specific topic. Within teaching, it is important to apply different techniques through which students can fulfill the activity.

Charade game

Bafadal and Humaira (2018) stated that there are many games that can be used to teach English vocabularies, one of those games is charades game. Today there are several ways to teach English vocabulary. It is important to apply different techniques for learning. In addition, there are techniques that allow the learning process to be better and reflect better results. When it comes to vocabulary learning, charade game is a good technique.

Nau (2000) mentioned that charades are a game of pantomimes: you have to "act out" a phrase without speaking, while the other members of your team try to guess what the phrase is. The objective is for your team to guess the phrase as quickly as possible". The game is about expressing some word or phrase through mimicry and without saying a single word. This game is used in groups where a participant of each group will imitate the word that was given to him, while the other members of the group must guess.

Oxford Dictionary (2008) stated that charades is a game in which one player acts out the syllables of a word or title and the other players try to guess what it is. This game is very simple and consists of making mimics and gestures to guess a plate or phrase. It is a very dynamic game that attracts the attention of players. On the other hand, it is a very simple game that does not need materials to carry it out.

Harmer (2007) pointed out that using mime, gesture, and expression to convey meaning are one of the specific ways that can help students to understand language. The

use of mimics and gestures within the classroom is one of the easiest ways in which vocabulary learning is easier. This type of technique helps students stay focused and also captures their attention. Thanks to the mimics and gestures, students can understand the topic they are reviewing in a way. Charade game is a kind of game in which words are represented in pantomime. The idea is using physical rather than verbal language to convey meaning. Physical language like mime and gestures will be able to facilitate communication, understanding and participation. Students will be more engaged and more likely to retain what they are taught in the classroom. Excitement and enthusiasm that are resulted in playing charade game can drive lesson content and lesson delivery at the same time.

Conventional teaching is the common teaching method used by the teachers for carrying out the teaching learning process in the classroom situations. Chhabra (2013) mentioned that in this method, the teacher talks more or less continuously to deliver the facts and ideas worth remembering but the class does not converse with the teacher. This implies that it is one of the autocratic teaching strategies. In conventional method, teaching vocabulary focuses on teaching rules and practicing it in translating. The activity in classroom are routines such as lecturing, translating activities, drills, memorizing rules, and isolating item or lexis. The activity lacks context and practice similar to real life situation.

Glouberman and Heti (2011) noted that certain points should be considered while playing the game: keeping communicating, physical communication capabilities, specific and sociocultural references, communication expressions, production of particular vocabulary, impact of competition on productivity and enjoyment. The aspects to carry out this game are fundamental for the activity to be successful and meet the objective of it. Students should have physical abilities such as mimicking and

gesturing. They must also send the message clearly so that the person who receives the message is easy to understand. They should also produce the vocabulary that suits the activity and finally students should enjoy the activity.

Advantages of charade game

Khayati (2020) stated that charades have the benefits of acquiring vocabulary: it increases the student's mastery of vocabulary, it will improve students' enthusiasm since students can work actively to act and guess the correct answer to win the game, it helps to overcome students' boredom in vocabulary learning since students get something interesting and rewarding. There are a number of advantages of applying charade game in the classroom. Students relate the word to some action. In addition, students maintain interest in the activity as it is dynamic. Also, they stay active. This activity keeps students proficient in the words they have learned.

One of the most important advantages of charades game technique is to develop learners thinking process. Himmele (2011) stated that taking the learners to activities of higher-level thinking will create a challenging situation that gives learners the motivation to pay more attention to the process itself. In that way, students develop their thinking skill because they have to understand the word, to act it. Furthermore, students remember these words and it is easy for them to memorize.

Charades game technique helps pupils to overcome their negative feelings and try to understand each other. Kaduson and Schaefer (2001) argued that charades can be used as a tool to treat the relationship between the learners by creating a friendly and joyful environment and focusing on aspects of teamwork. This technique helps to develop collaborative work and also this increases the relationship between students. In that way, students feel more confidence.

Dependent variable

Language

Rabiah (2018) argued language as a system, which means that formed by a number of components that are fixed and can be patterned. Language is a system that allows us to communicate, it is a system that is made up of a series of components. Also, it has the purpose of communicating ideas, thoughts, emotions through sounds and symbols that are naturally emitted by human beings. Language is something primordial in the development of the human being. To transmit what we think is to be able to express our ideas, and it is through language that it can be carried out.

Amberg and Vause (2009) pointed out that language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. Language means communication. Language takes place in an environment where people interact with other, where the main objective is to convey a message. In addition, it is fundamental understand the connections that exist between other people with their different language.

Teaching English components

Kurniasih (2008) argued that teaching English for children requires thoughtful considerations of what and how to teach. It needs full considerations such as what components of the language should be taught, what method should be applied, and what teaching technique should be employed.

Hoque (2008) pointed out that linguists have identified five basic components (phonology, morphology, syntax, semantics, and pragmatics) found across languages.

22

These components are important for any language. All of them are part of the language and are necessary to know them in order to learn a language. These components are the main points for the language. Furthermore, those are in which people can develop language.

Vocabulary

Referring to vocabulary is when someone learns words in their communicative medium is both heard and written, and they allow communication. Neuman and Dwyer (2009) argued that the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). In communication it is necessary to have knowledge of words to be able to express ideas. In this case, vocabulary refers to the words that are known to have a positive communication both in written and listened way.

Cameron (2001) established that vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words". Vocabulary learning is not just about words. On the contrary, it is important to consider that vocabulary development refers to how these words form phrases and those phrases form sentences. That is, learning vocabulary is learning words, phrases, sentences, and learning how each of them has a meaning in a context.

Schmitt (2000) emphasized that lexical knowledge is central to communicative competence and to the acquisition of a second language. Having a broad lexicon is essential to learning a second language. A large extension of vocabulary allows communicative competence to be easier. Considering that, knowing more words will be

less complicated to communicate. Likewise, for the learning of another language it is necessary to have a lexicon in which it is easier to express something.

Thornbury (2002) argued that language learners do not need to spend most of their time studying grammar because their English will not improve very much if they focus only on grammar learning. Students should not waste time studying grammar. On the contrary, they should focus on the word since they are more likely to be able to communicate knowing the most words rather than grammatical rules. In fact, it is easier to learn words that will help develop the language, rather than grammatical rules. That is why, children who start learning English, always start with teaching vocabulary before grammar.

Qutaiti (2018) stated that a plethora of research concludes that when students do not identify at least 90% of the words in a text, they do not sufficiently comprehend what they read. In fact, many school language learners have shown a noticeable shortage of vocabulary which is obligatory for a fluent communication.

The importance of vocabulary

Alqahtani (2015) affirmed that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Vocabulary is such an important tool when learning a second language. Since if you had a reduced vocabulary, it would be impossible for there to be effective communication. Even considering the existence of grammar, successful communication without the presence of vocabulary would be totally null.

Gass and Selinker (2008) demonstrated that the lexicon is more important than any other component, and that it may be the most important language component for learners. Lexicon is undoubtedly the most important component of learning a second

24

language. In fact, it can be considered that they are lexicon it would be impossible to have communication. Thanks to words is that communication is possible, and although it sounds easy, learning words depends on the manner in which it is done.

Nation and Newton (1990) mentioned that knowing a word is complex in that it involves not only the ability to recognize its form, or memorizing its definition provided in the dictionary, it also includes knowledge of using it correctly and appropriately in communication and writing. Knowing words does not just mean being able to recognize their form, or their meaning. Whereas it is somewhat less complicated. Even so, the part that is important is how to use a word in the corresponding context since that is how we use words to communicate.

Teaching vocabulary

Karmadi (2016) stated that teaching vocabulary is not only about teaching words as separate units but formulaic chunks. In addition, teaching strategies play an important role in children's learning success. Teaching vocabulary does not just mean teaching words alone. Teaching vocabulary also involves looking for ways to do it. It is relevant that vocabulary teaching goes together with a good teaching strategy since it depends on that the student is committed to what he is learning. In addition, vocabulary allows language skills to be carried out, that is, it is a fundamental part of learning a second language.

1.2 Objectives

1.2.1 General objective

- To analyze the influence of charade game in vocabulary learning of 5th EGB level students at Unidad Educativa Hispano América.

1.2.2 Specific objectives

- To identify the level of proficiency of the students in the vocabulary learning before and after using charade game.

- To apply charade game to 5th EGB level students at Unidad Educativa Hispano América.

- To determine how charade game improves in vocabular y learning.

1.3 Fullfillment of the objectives

- To fulfill the first objective, which is to identify the level of vocabulary competence in students before and after applying the treatment, the researcher applied a pre-test and a post-test. Both tests were taken from the A1 Movers. They were composed of 3 parts of reading and writing since they allowed to evaluate the identification of terms through images, the relationship and coherence of vocabulary within a paragraph and the answer questions of an image. The pre-test showed that students have a very low level of vocabulary. While the post-test showed a slight increase in the vocabulary level of the students.

- To apply charade game to 5th EGB level students at Unidad Educativa Hispano América, the researcher designed 8 interventions in which the charade game was applied for vocabulary learning. Each of the interventions was designed to teach

the different vocabulary topics according to the textbook. For this reason, the researcher designed a series of activities using charade game. Also, variations were made with this technique that allowed students to have different appreciations of charade game.

- Finally, to achieve the last objective which is to determine how charade game improves in the vocabulary learning, the researcher, through the application of charade game, was able to recognize how the students improved their competence in vocabulary. In the activities where charade game was used, it was observed how the students were motivated and encouraged to work as a team. In addition, it was evident how they were not afraid to make mistakes when guessing the word, they were learning.

CHAPTER II

METHODOLOGY

2.1 Resources

To carry out the research, a group of students at Unidad Educativa Hispano America collaborated voluntarily for the pre-test, treatment and post-test of this research. The researcher also obtained the approval and collaboration of authorities, teachers and students of the institution where the research was developed.

Additionally, the economic resources that were used to carry out the research were the following: money that was invested in the researcher's workplace, the researcher's own material and funding from the authorities of the Technical University of Ambato, Faculty of Human Sciences and Education, Pedagogy of National and Foreign Languages Major, institution where research became a source.

The following material resources were used in all circumstances to develop the research: whiteboard, markers, worksheets. The materials that were created for the treatment were flashcards as a fundamental part of the charade game. On the other hand, the 5to EGB text was also used to obtain vocabulary topics.

2.2 Methods of research

2.2.1 Quantitative approach

This research work was quanlitative because numerical data obtained from the pre and post-test were collected. Goertzen (2017) stated quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically. The quantitative method was applied since for the research project information was obtained through tests that have the corresponding veracity.

These same tools allowed the collection of numerical data that reflected questions related to how the application of charade game can improve vocabulary learning.

Taherdoost (2022) stated that quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them. The research project used quantitative research as it described the situations within the research and manipulate the variables. On the other hand, thanks to the numerical data obtained through the tests applied to the population, it was possible to deduce the improvement of the charade game in vocabulary learning.

2.3 Design

2.3.1 Pre-experimental:

The pre-experimental research was applied in the research project since the observation was made to a group, in which the pre-test, the treatment and a post-test were applied. After that, a comparison of the results obtained before and after the application of the treatment was made. Frey (2018) established that pre-experimental designs are research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change. Thus, the pre-experimental design allowed the researcher to observe that the applied treatment worked or not and that it had a positive or negative impact.

2.4 Research modality

2.4.1 Field

This research project was a field research project, as the information was collected directly from students at Unidad Educativa Hispano America. Ryser (2021) pointed out that field research is applied by extracting data and information directly

from reality through the use of collection techniques in order to respond to any situation or problem previously raised. In addition, data collection instruments such as pre-test and post-test were used. On the other hand, this type of research and the obtained data allowed a conclusion to be drawn about the research.

This research project was conceived as field research because it involves the combination of the application of pre and post-test, treatment, observation of the participants and analysis. In addition, this research was based on the reality of how students could improve vocabulary learning through charade game. The research was applied in the space where real context situations were carried out. The work took place in a high school located in the city of Ambato considering that it could be carried out in a face-to-face way.

2.4.2 Bibliographic

The research project was bibliographic since it requested a series of bibliographic documents so that it could be developed. Allen (2017) pointed out that bibliographic research may be defined as any research requiring information to be gathered from published materials. This research work was bibliographic-documentary because to be carried out it was necessary to obtain authentic information from sources of information such as books, academic papers, bibliographic citations, articles, and websites with truthful and reliable information. This information was based on authors knowledgeable about the subject related to charade game for vocabulary learning.

2.5 Level or type of research

2.5.1 Exploratory

This research project was exploratory research because it investigated interesting and new facts through the research process. In addition, through this research the

information obtained was relevant to understand the phenomenon of study. Swedberg (2020) argued that exploratory research consists of an attempt to discover something new and interesting, working your way through a research topic.

2.6 Population

The population involved was 34 participants with an age range of 10-11 years. Consequently, the group was made up of 23 women and 11 men who were part of the pre-experimental research that collaborated for the culmination of this research work at Unidad Educativa Hispano America.

Table 1:

Population of the research project

POPULATION	EXPERIMENTAL GROUP	PERCENTAJE
Male	23	67%
Female	11	33%
Total	34	100%

Note: Population table, showing number and percentage of male and female participants.

2.7 Techniques and instruments

The instruments used for the collection and analysis of the information were a pre-test and post-test that had the purpose of evaluating the vocabulary level of the students of 5 EBG of the Unidad Educativa "Hispano America" before and after the application of the treatment. In general, the data were obtained using the A1 Movers reading and writing test (parts 1,3,6) which is the second of the three Cambridge English Qualifications designed for young students. This exam is designed for A1 level

students. Ministerio de Educación del Ecuador (2019) stated that the level that corresponds to 5th EGB students is A1.2.

The evaluation consisted of 3 parts of reading and writing (parts 1, 3, 6) from Cambridge English Qualifications; however, the test was structured in parts 1,2,3. In the first part, there were eight images with their name. Apart from that, there were the definitions of each word. Students had to choose which image matched each definition. In the second part, students read a text that had some missing words (blanks). At the bottom, there were pictures with its word. Students had to decide which word gave meaning to each part of the paragraph. The last part consisted of an image. Students had to complete sentences, answered questions, and wrote complete sentences over the picture. The test lasted 45 minutes and students were evaluated according to their level.

Moreover, a post-test post-treatment was applied to analyze if the students had an improvement in their vocabulary learning. The post-test evaluated the reading and writing of parts 1, 3 and 6 of Movers A1; however, the test was structured in parts 1,2,3. Likewise, this evaluation was not modified as it had the same questions as the pre-test.

For the qualification of the pre-test and post-test, an answer sheet obtained from the A1 Movers exam was used. It is important to emphasize that part 1 was rated on 5 points, part 2 was rated on 5 points and part 3 was rated on 10 points. The tests considered as 20 points the maximum grade that students could obtain. However, the grades were presented over 10 points.

2.8 Procedure

In the research process, a total of 10 interventions were carried out. In 8 of the 10 interventions, the treatment of charade game was applied. In 2 of the 10 interventions, pre-test and post-test were applied. Each intervention lasted 40 minutes.

In the first intervention, the researcher explained what her research project was about. After that, she gave the instructions to apply the pre-test. Then, the pre-test was applied to the students.

In the second intervention, the class was titled "My school". The teacher started by explaining what charade game is. Teacher explained school terms like teacher, school, subjects, classmates, school celebrations. After that, the teacher applied the charade game in which she divided the class into two groups. Each group received flashcards related to the terms explained above. Later, she asked that each leader of each group do mimics so that the rest guess the word. After that, the students completed a worksheet on the topic.

In the third intervention, the class was titled "My goals". Teacher gave feedback about the terms learned in the previous class through hangman. After that, teacher applied charade game about the goals to start the school year. Children who guessed the word or phrase, wrote it on the blackboard. The students wrote down all their goals to start the year on a sheet. Later, they got together in pairs and shared their answers with their peers.

In the fourth session, the class was titled "Road safety". Teacher created a brainstorming on the board about "Goals". The students wrote the words learned from the previous class. Afterwards, students met in pairs and the teacher gave them flashcards on the topic of road safety. Students took turns making gestures and mimics for their classmate to guess the word. Next, teacher explained each of the terms. Finally, the students made a poster about all the terms learned and wrote a paragraph about the ways to go to school.

In the fifth session, the class was titled "My qualities". Students wrote the most terms about road safety. Later, teacher explained what the qualities are and asked the students for examples. Teacher then divided the class into two groups. She assigned 9 sentences related to the qualities to each group. Each group had to assign a leader and they made mimics and gestures for the students to guess the sentences. The students wrote the sentences on the board and the teacher gave a brief explanation. Finally, students worked in pairs. They asked to each other: "What is one of your qualities? What is another one?". They shared the answers with their partner.

In the sixth session, the class was titled "Daily routine". The teacher asked the students to write a quality of one of their classmates and the rest of the class guessed which classmate it was. Subsequently, teacher applied charade game of the topic "daily routine". Teacher made gestures so that the students guess the verbs. Teacher wrote on the board the verbs that the students guessed. Students related verbs to daily routine. Next, the students created their daily routine with the learned verbs.

In the seventh intervention, the class was titled "School supplies". The students played hot potato about daily routine verbs. Subsequently, teacher selected some school supplies and distributed them to some students. After that, the students with the objects had to mimic so the rest of the class guessed the name of the objects. Each student wrote down the name of all objects. Finally, the students wrote a list of the school supplies they own.

At the eighth session, the class was titled "An eco-friendly school". The students read a reading about an eco-friendly school. At the end of the activity, the students underlined the difficult words to understand. Each student wrote those words on the board. Teacher gestured and mimicked so that the students guessed the word and

understood its meaning. Finally, the students created a dictionary where they wrote the unknown words and drew a picture of them to remember them.

In the ninth session, the class was titled "How to be a successful student". Students played pictionary game to guess the terms they reviewed from the previous class. Subsequently, the teacher wrote on the board the question: How to be a successful student? Teacher divided the class so that the students could work in pairs and discuss the ideas. Teacher then divided the class into boys and girls and each team was given flashcards about how successful a student is. Each team had to choose a leader to guess while the rest of the group gestured and mimicked. Later, the students wrote the sentences on the board and each of them personally wrote how to be a successful student.

In the last session, the teacher applied the post-test. The teacher gave the instructions for the students to do the post-test. This exam had 3 parts which were the same as the pre-test to compare the results of both tests and compare the improvement in vocabulary of the students through the treatment.

2.9 Hypothesis

Null hypothesis

H0: Charade game does not improve vocabulary learning.

Alternative hypothesis

H1: Charade game improves vocabulary learning.

2.10 Variable identification

Charade game (Independent variable)

Vocabulary learning (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the development of the analysis and interpretations of the results obtained from the pre-test and post-test that were applied to the students of 5th EGB at Unidad Educativa Hispano America. For this reason, the reading and writing part was applied. In addition, the tables which summarize the results allowed the analysis and interpretation of the data to be easier to expose.

All information was collected from 34 students of 5th EGB. They participated before and after the applied treatment that was the application of Charade game to improve vocabulary learning. In addition, the pre-test and post-test both contain 3 parts of Reading and Writing parts. Part 1 rated on 5 marks, part 2 rated on 5 marks and part 3 rated on 10 marks. The final grade was obtained with the application of rule of three out of 10 points.

Finally, the IBM SPSS Statistical Package for the Social Sciences was used to obtain statistical data from this research project. In addition, the test of normality indicated that it is appropriate to apply a Wilcoxon test which is a non-parametric test, which allowed whether the null hypothesis is accepted or rejected.

3.1.1. Pre-test results

Table 2:

Pre-test results

	N	Minimum	Maximum	Sum	Mean
Part1_Pre	34	0	4	90	2,65
Part2_Pre	34	0	5	65	1,91
Part3_Pre	34	0	3	59	1,74
Valid (listwise)	N 34				

Note: Overall average representing the minimum and maximum values of the pre-test.

Analysis and interpretation

According to table 2, it can be analyzed that the results were obtained from a population in which it can be visualized that the indicators of the pretest in part 1 has an average of 2,65. It shows that it is a regular average in where students had to relate images with their definition. Part 2 of the test has an average of 1,91. This shows that the average is low, since this part was the completion of a paragraph, in which students related the context to choose the word that best fit. Finally, part 3 has an average of 1,74. This part shows the worst average between the three parts. In this part of the test, students showed that it was very complicated to complete sentences and answer questions based on an image. It is worth mentioning that the general average of the pre-test is 3.89 out of 10. In addition, all this means that the results obtained from the pre-test are really low which reflects that vocabulary learning competence is bad in basic general education.

According to the analysis of the table, it can be interpreted that through the results obtained from the pre-test, the competence in vocabulary is low. The 3 parts that

were evaluated showed a low average which reflects that it was difficult for students to relate images with definitions, maintain the meaning of a paragraph with missing words and answer questions from an image. Therefore, it is understood that the method of learning vocabulary is not appropriate, and this prevents students from showing interest in learning vocabulary.

3.1.2. Post-test results

Table 3:

Post-test results

	N	Minimum	Maximum	Sum	Mean
Part1_Post	34	1	5	127	3,74
Part2_Post	34	0	3	39	1,15
Part3_Post	34	0	6	126	3,71
Valid N (listwise)	34				

Note: Overall average representing the minimum and maximum values of the post-test.

Analysis and interpretation

According to table 3, the results were obtained from a group of 34 students from 5th EGB of the Unidad Educativa Hispano America. The post-test reflected the data which can be analyzed. Part 1 has an average of 3.74. This part shows a slight improvement over the previous pre-test results where students completed each word and its image with its definition and obtained a better score. Part 2 has an average of 1.15. This part shows a worse average than the pre-test since it was difficult for the students to understand the paragraph and complete with the words given. Part 3 has an average of 3.71. This part demonstrates an obvious improvement and that this part proved to be easier to complete in which students completed and answered questions about an image.

Finally, the overall results of the post-test show an average of 5.29 points out of 10. In addition, all this means that after the treatment the students have shown a minimal improvement and that the competence in the learning of vocabulary can gradually increase through charade game.

According to the analysis, it can be interpreted that the averages obtained from the post-test reflect an increase in vocabulary competence. The students showed a better performance in the first and third part of the post-test. This shows that this increase was obtained after the application of treatment. However, the second part did not show an increase. In addition, it is easier for students to learn and memorize words. By using charade game, students are exposed to actively learning words, something they did not practice before. This means that despite the application of charade game, it is difficult for students to complete paragraphs with words to maintain the meaning of it.

3.1.3. Comparative results between pre-test and post-test

Table 4:

Comparative results between pre-test and post-test

	Pre-test	Post-test	Difference
Part 1	2,65	3,74	1,09
Part 2	1,91	1,15	-0,76
Part 3	1,74	3,71	1,97
Total	2,10	2,86	0,76

Note: Comparison of the results and difference between pre-test and post-test.

Analysis and interpretation

When analyzing table 7 on the comparison of data regarding the pre-test and the post-test is relevant to mention that the three parts of the test were considered. Part 1 of

the pre-test showed a mean of 2.65 and after the interventions the post-test showed a mean of 3.74. Therefore, there is an improvement of 1.09 in the final mean or difference. Part 2 of the pre-test showed a mean of 1.91 and after the interventions the post-test showed a mean of 1.15. Consequently, the experiment did not give positive results where there is a negative mean of -0.76. Finally, part 3 of the pre-test showed a mean of 1.74 and after the interventions the post-test showed a mean of 3.71. Therefore, there is an improvement of 1.97 in the final mean or difference. The total average of the pre-test is 2.10, while in the post-test the average is 2.86. That is, this shows that there is a difference of 0.76. This shows that there is a slight improvement in the results that students have obtained.

Through the analysis of the table, it can be interpreted that after the treatment of charade game there has been an improvement in the learning of vocabulary in students. In part 1, students showed a low mean that reflected they had difficulty in the development of this part. Consequently, the application of the treatment supported to show a slight improvement in the same part. Part 2 showed results in which after treatment there were no improvements at all. On the contrary, the students in the pre-test showed a low performance, while after the application of the treatment, the performance worsened. In part 3, students demonstrated regular performance in the pre-test. While after the application of charade game, the students showed a better development. Finally, after the treatment of charade game, the post-test results were positive as they showed that the students had an improvement in the results.

3.2 Verification of hypotheses

For the verification of the hypothesis, these two initials are established:

H0: Charade game does not improve vocabulary learning.

H1: Charade game improves vocabulary learning.

3.2.1 Wilcoxon signed ranks test

Table 5:

Ranks

		N	MEAN RANK	SUM OF RANKS
TOTAL_POSTTEST - TOTAL_PRETEST	Negative ranks	1[a]	5,00	5,00
	Positive ranks	32[b]	17,38	556,00
	Ties	1[c]		
	Total	34		

a. Total_Postest < Total_Pretest

b. Total_Postest > Total_Pretest

c. Total_Postest = Total_Pretest

Note: Wilcoxon signed ranks test values.

3.2.2 Test statistics

Table 6:

Test statistics

	TOTAL_POSTEST - TOTAL_PRETEST
Z	-4,953[b]
ASYMP. SIG. (2-TAILED)	,000

Note: Test statistics values with asymptotic significance.

Analysis and interpretation

Table 5 demonstrated the analysis of the research ranks; where it is evident that there is a negative range where the post-test is lower than the pre-test; positive ranges

within the research are 32; that is, students improved vocabulary learning through Charade game. Finally, it can be analyzed that in one case this game did not alter the vocabulary learning in the students.

Therefore, it is concluded that Charade game improved vocabulary learning in almost all students from 10 to 11 years of the Unidad Educativa Hispano America.

To verify the rejection or acceptance of the established hypotheses, the calculated P value is taken into consideration, which is .000. This value is checked with the P standard value that is 0.05, for which having a calculated P value less than the standard value automatically rejects the null hypothesis H0: Charade game does not improve vocabulary learning and the alternative hypothesis is accepted H1: Charade game improves vocabulary learning.

Discussion

After applying the treatment to the students, it was possible to evidence a great improvement in which charade game has a positive effect on vocabulary learning since the post-test results are superior to the pre-test results. Farqui (2014) stated that charades game can also be called a pantomime game where students have to guess words from other friends who act without words or phrases, or with sounds resembling something. The students tried an interactive technique which provided great support for vocabulary learning. In that way, through the charade game the attention of the students was captured and was easier for them to remember the words.

Using Charade Game is one of the interesting activities in enriching students' vocabulary (Putri & Alhusna, 2021). This technique allowed students to discover a new way to learn vocabulary. Thanks to this technique, they have remembered the words because they must understand the meaning of the word, they are going to act so that

they can transmit it to the rest of their partners. It has been a technique in which students have not been afraid to participate because it does not matter if they are wrong. That allows them to generate more confidence in themselves.

Finally, an improvement in the vocabulary of the students is reflected through charade game. This technique has provided a series of benefits to students but above all has allowed their vocabulary learning to be taken to a level in which it is easy for them to understand and memorize words.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Once the data obtained from the pre-test and post-test were analyzed with the Charade game treatment to learn English, it is necessary to give the following conclusions and recommendations:

4.1 Conclusions:

➢ It can be deducted that the level of competence in vocabulary in students is low. This can be inferred because students receive traditional teaching methods because the absence of dynamic activities was evident. Students were exposed to learning vocabulary with monotonous and unvaried activities. This produces that vocabulary learning does not attract the attention of students. On the other hand, after the application of the treatment, the students reflected an improvement in vocabulary learning, which shows that students being exposed to activities in which they remain active and motivated, it is easier for them to learn.

➢ Charade game was the treatment that was applied to the students of 5to EGB of the Unidad Educativa Hispano America. This game allows students to guess what word it is through mime and gestures. It helps students to think in the word that they have to guess. During the application of this treatment, the students have shown good results.

➢ After the application of charade game during 8 interventions, it can be concluded that through the results obtained in the post-test, the level of competence in the vocabulary has improved in the students. This reflects that students through this technique were more motivated. Through it, it was easier for students to remember the words through movements since they have to

analyze the concept of the word to act it. In addition, this technique improved cooperative work and created a dynamic learning environment. The students experienced a technique in which it was easier for them to understand and memorize the vocabulary words.

4. Recommendations:

> To promote the development of vocabulary competence in students, it is necessary to implement charade game within the lesson plans. In addition, it should be considered that this game provides fascinating advantages for vocabulary learning. Charade game implies that the student can learn more vocabulary, promotes teamwork and above all communication thereby improving vocabulary in a primordial way to create motivation, innovation and that the student initiates his creativity in the way of learning.

> Furthermore, the students welcomed in a good way charade game for vocabulary learning. That is why it is recommended that the application of charade game in classes is necessary for the improvement of vocabulary learning. The teacher can apply charade game to promote dynamic and fun learning in classes. Moreover, gamifying the class today is one of the challenges that the teacher must face, however, the application of games provides benefits.

> In such a way that the teacher can maintain concentration and in the good development of the students in the learning of vocabulary, he must offer charade game activities that are involved with the content. In addition, the application of charade game in classes allows to improve the learning of vocabulary, that is, through gamification, without neglecting activities such as teamwork, cooperative and collaborative learning.

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ANNEXES

Annex 1: School approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 13 de octubre de 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Franklin Adolfo Flores Flores en mi calidad de rector de la Unidad Educativa "Hispano América", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Charade game and vocabulary learning" propuesto por la estudiante Nicole Salomé Guerrero Yánez , portadora de la Cédula de Ciudadanía 1850204163, 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

Mg. Franklin Adolfo Flores Flores
Rector de la Unidad Educativa Hispano América
1802249118
0979210048
18h00097@gmail.com

Annex 2: Pre-test and post-test

UNIDAD EDUCATIVA "HISPANO AMÉRICA"

PRE-TEST AND POST-TEST

Name:_____

Date:_____

**Instructions:**   **Time:** 40 minutes

1. All questions are compulsory.

2. The answer sheet consists of 3 parts.

3. Listen to the instructions for each section of the test carefully.

4. If you have any questions, raise your hand and ask the teacher.

5. For each section, there will be time for you to read each question and time to review your answers.

6. The use of the cell phone is not allowed.

7. If you try to copy, the exam will be canceled.

8. Use a blue pen to write the answers on the answer sheet.

READING AND WRITING

PART I

Look and read. Choose the correct words and write them on the lines. There is one example. (5 questions)

an island

a sandwich

a driver

a band
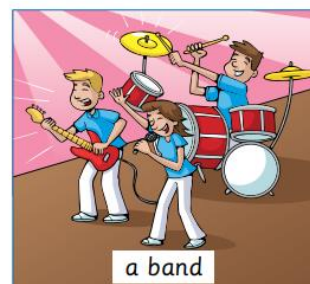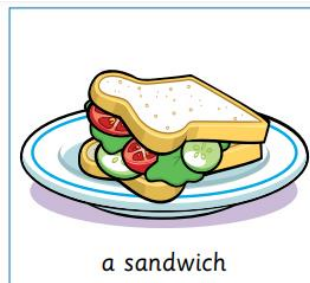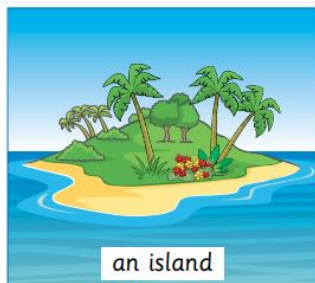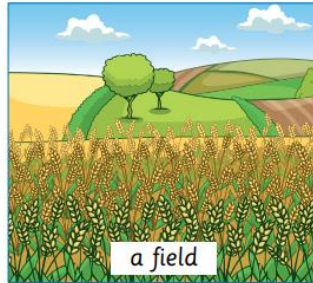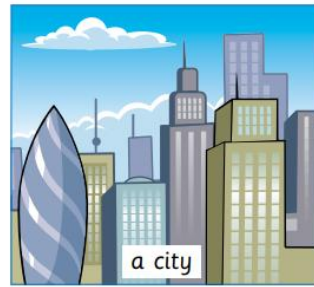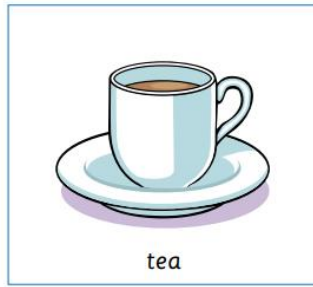
Example

0 The people in this sometimes sing or play guitars.   *a band*

Questions

1 This person helps people who aren't well in hospital.

....

2 Some people put milk or lemon in this drink.

....

3 There are lots of cars, buses and people in this busy place.

....

4 You can put cheese or meat between bread to make this.

....

5 This is part of a farm where you often see vegetable plants.

....

PART II

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. (6 questions)

Jane loves reading about different animals in her school (0) *library*. Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1).......................... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2).......................... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)........................... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4).......................... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5).......................... girl in the class!'

Example

library

website

frightened

hopping

address

surprised

cleverest

bounce

ideas

PART III

Look and read and write.

Complete the sentences.

1 The boy on the bike is wearing grey …………………….

2 One dog is brown and one dog is ………………………..

Answer the questions.

3 What's the girl in the black skirt doing?

……………………………………………………………….

4 Where are the flowers?

……………………………………………………………………

Now write two sentences about the picture.

5 ………………………………………………………….

6………………………………………………………..

LESSON PLAN 1

My school

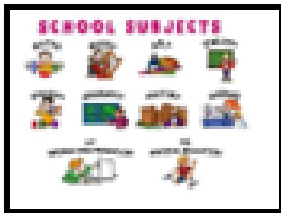|				
Trainees: Nicole Guerrero **Discussion topic**: My School **Students:** 5year EGB B – A1 **Objective:** At the end of the lesson, students will be able to recognize vocabulary about school. **Date**: November 15th, 2022 **Time begin**: 10:40 am **Time end**: 11:20 am				
Time	**ESA**	**Participants organization**	**Activities/procedure**	**Teaching aids/materials**
40 minutes approximately	**Engage** Students work in a short discussion about charade game.	Whole class	- The teacher started by explaining what Charade game is about. - Teacher shows a video about: how to play charade game? -Students watch the video.	https://youtu.be/5YPSfaEGTQ0
	Study Students review new vocabulary about school.	Whole class	- The teacher explained school terms like teacher, school, subjects, classmates, school celebrations. -The teacher applies the charade game in which she divides the class into two groups. -Each group receives flashcards related to the terms explained above. -Teacher asks that each leader of each group do mimics so that the rest guess the word.	Flashcards
	Activate Students give their personal information.	Individually	-Students complete a worksheet on the topic.	Worksheet

Flashcards

NAME:_____   DATE:_____

1. JOIN THE PICTURE WITH THE CORRECT DEFINITION.

- School

- Teacher

- School celebrations

- Subjects

- Classmates

LESSON PLAN 2

My goals

Trainees: Nicole Guerrero
Discussion topic: My goals.
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to use vocabulary to talk about their goals.
Date: November 18th, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students work in a hangman,	Whole class	-The teacher gives feedback about the terms learned in the previous class through hangman.	Hangman
	Study Students review new vocabulary about goals.	Whole class	-The teacher applies charade game about the goals to start the school year. -Children who guess the word or phrase, write it on the blackboard. -Students pass to the board and write one goal.	-Flashcards.
	Activate Students give their personal goals.	Individually	-Students write down all their goals to start the year on a sheet. - Students get together in pairs and share their answers with their peers.	-Sheet of paper.

MY GOALS

LESSON PLAN 3

Road safety

Trainees: Nicole Guerrero
Discussion topic: Road safety
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to recognize vocabulary about road safety.
Date: November 22nd, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students review vocabulary about goals.	Whole class	-The teacher creates a brainstorming on the board about "Goals". -The students write the words learned from the previous class.	**-**whiteboard
	Study Students review new vocabulary about road safety	Whole class	-the students join in pairs. -the teacher gives them flashcards on the topic of road safety. -Students take turns making gestures and mimics for their classmate to guess the word. -Teacher explains each of the terms.	-Flashcards
	Activate Students create a poster and a paragraph.	Groups Individually	-Students make a poster about all the terms learned and write sentences about the ways to go to school.	-Cupboard Sheet of paper.

Flashcards

Sheet of paper

Write sentences about the ways to go to school.
_____
_____
_____
_____
_____

LESSON PLAN 4

My qualities

Trainees: Nicole Guerrero
Discussion topic: My qualities
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to recognize vocabulary about qualities.
Date: November 22nd, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students work in a short discussion about road safety.	Whole class	-Teacher offers extra points to students who come to the front and write terms learned last class, -Students write the most terms about road safety.	-Whiteboard
	Study Students review new vocabulary about school.	Whole class	- The teacher explains what the qualities are and asks the students for examples. -The teacher then divides the class into two groups. -The teacher assigns 9 sentences related to the qualities to each group. -Each group has to assign a leader and they make mimics and gestures for the students to guess the sentences. -The students write the sentences on the board and the teacher gives a brief explanation.	-Words.
	Activate Students give answers about their qualities.	Pairs	-Students work in pairs. They as to each other: "What is one of your qualities? What is another one?". They share the answers with their partner.	Worksheet

Words

○ I am a good friend.

○ I am a good listener.

○ I like to help others.

○ I don't give up.

○ I like new adventures.

○ I am not a bully.

○ I am respectful.

○ I say "thank you."

Worksheet

My qualities

LESSON PLAN 5

Daily routine

Trainees: Nicole Guerrero
Discussion topic: Daily routine
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to use vocabulary about daily routine.
Date: November 25th, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students review about last topic.	Whole class	- The teacher asks the students to write a quality of one of their classmates and the rest of the class guessed which classmate it was.	Sheet of paper
	Study Students review new vocabulary about daily routine.	Whole class	-Teacher applies charade game of the topic "daily routine". The teacher makes gestures so that the students guess the verbs. The teacher writes on the board the verbs that the students guess. Students relate verbs to daily routine.	-Flashcards https://learnenglishkids.britis hcouncil.org/sites/kids/files/ attachment/flashcards-daily-routines.pdf
	Activate Students give their daily routine..	Individually	-Students create their daily routine with the learned verbs.	-Sheet of paper.

	wake up
	get up
	have a shower
	get dressed
	have breakfast
	clean my teeth
	go to school
	have lunch

LESSON PLAN 6

School supplies

Trainees: Nicole Guerrero
Discussion topic: School supplies
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to use vocabulary about school supplies.
Date: November 29th, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students review about last topic.	Whole class	The students played hot potato about daily routine verbs.	**-**Balloon.
	Study Students review vocabulary about school supplies.	Whole class	-Teacher selected some school supplies and distributed them to some students. -the students with the objects had to mimic so the rest of the class guessed the name of the objects. Each student wrote down the name of all objects	-School supplies.
	Activate Students write the school supplies..	Individually	-Students complete a worksheet on the topic.	https://www.liveworksheets. com/ey7731qa

Worksheet

SCHOOL SUPPLIES

LISTEN AND CHOOSE

68

LESSON PLAN 7

An ecofriendly school

Trainees: Nicole Guerrero
Discussion topic: An ecofriendly school
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to recognize vocabulary about an ecofriendly school
Date: December 2nd, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students get encourage with last topic.	Whole class	- The students read a reading about an eco-friendly school. -Teacher asks to read with popcorn reading activity.	-Passage about an ecofriendly school.
	Study Students review new vocabulary about school.	Whole class	- Students underline the difficult words to understand. - Each student writes those words on the board. The teacher gestures and mimics so that the students guess the word and understand its meaning.	-Passage -Board
	Activate Students recognize the different terms.	Individually	-Students created a dictionary where they wrote the unknown words and drew a picture of them to remember them.	-Notebook

Passage about an ecofriendly school

Reading

An Eco-Friendly School

Nueva Esperanza is a community school in Cabuyal beach, close to Jama in the province of Manabí. It started in 2008 and protects the environment.

It is one of 80 "eco-friendly" schools because it has an ecological structure that uses only local materials like wood, cane, and palm leaves.

It uses education based on motivation and gives students the skills they need.

The local community pays for the school. It is not on a street, but in front of the ocean so students study enjoying the breeze and waves!

Summary taken from El Universo

LESSON PLAN 8

How to be a successful student?

Trainees: Nicole Guerrero
Discussion topic: How to be a successful student?
Students: 5year EGB B – A1
Objective: At the end of the lesson, students will be able to express: How to be a successful student?
Date: December 13th, 2022
Time begin: 10:40 am
Time end: 11:20 am

Time	ESA	Participants organization	Activities/procedure	Teaching aids/materials
40 minutes approximately	**Engage** Students work in a game to review last vocabulary-	Whole class	Students play Pictionary game to guess the terms they reviewed from the previous class.	-Board
	Study Students review new vocabulary about school.	Whole class	-Teacher writes on the board the question: How to be a successful student? -The teacher divides the class so that the students could work in pairs and discuss the ideas. The teacher then divides the class into boys and girls and each team was given flashcards about how successful a student is. Each team has to choose a leader to guess while the rest of the group gesture and mimic.	-Flasscards
	Activate Students give their information about how to be a successful student.	Individually	-Students write the sentences on the board and each of them personally wrote how to be a successful student.	-Sheet of paper.

Flashcards

1. FLASHCARDS