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## **Universidad Nacional de Loja**

**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Online games and English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year**

**Juegos en línea y vocabulario en inglés, en estudiantes de octavo año de una institución pública en Loja, durante el año lectivo 2022-2023**

**Trabajo de Integración Curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.**

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## **Dedication**

To God, since he has blessed me with health and wisdom during the realization of this investigation.

To my precious mother Maria and exemplary father Luis, who taught me to be humble, patient, and work hard for my goals. For believing in me and giving me their unconditional support during this arduous but rewarding process. They are my reason for living and main inspiration to continue growing personally and professionally.

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***Talia Soledad Cuenca Calva***

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## **1. Title**

**Online games and English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year**

## 2. Resumen

En la enseñanza y aprendizaje del idioma inglés como lengua extranjera, el vocabulario es primordial para que los estudiantes desarrollen cada una de las habilidades lingüísticas necesarias para una comunicación efectiva utilizando el idioma. Por consiguiente, el presente trabajo investigativo tuvo como objetivo incrementar el conocimiento de vocabulario a través de la implementación de juegos en línea en estudiantes de octavo grado de una institución pública de Loja durante el año lectivo 2022-2023. La investigación empleó un método mixto siguiendo un modelo de investigación-acción práctica en el cual participaron 25 estudiantes ecuatorianos de octavo grado elegidos mediante un muestreo intencional. Los instrumentos consistieron en un pretest y posttest, un cuestionario, diarios de reflexión y observaciones entre compañeros, los cuales recolectaron datos cuantitativos, es decir, las calificaciones de los estudiantes antes y después de la intervención, y datos cualitativos, correspondientes a las percepciones de los estudiantes frente al uso de los juegos en línea para aprender vocabulario. La información cuantitativa se analizó mediante estadística descriptiva y la cualitativa a través de un análisis temático. Los resultados evidenciaron una diferencia de 3.07 puntos entre el pretest y posttest, la cual denota un aumento importante en el conocimiento de diversos aspectos del vocabulario como la forma escrita, forma hablada, asociaciones, funciones gramaticales y colocaciones. Por otro lado, los hallazgos resaltan que los alumnos de octavo grado percibieron a los juegos en línea; Educandy, Genially, Vocabulary Spelling City, Wordwall y en especial Blooket, como recursos educativos innovadores y divertidos que incrementaron su motivación, permitieron la práctica y evaluación de léxico e incitaron su participación activa. Por lo tanto, se concluyó que los juegos en línea son efectivos para mejorar el vocabulario y los estudiantes demuestran actitudes meramente positivas ante su implementación, ya que estos crean un ambiente educativo dinámico y entretenido.

*Palabras clave:* aspectos de vocabulario, Blooket, participación activa, práctica de léxico.

## 2.1. Abstract

Within the teaching and learning of English as a Foreign Language, vocabulary is essential for students to develop each of the linguistic skills necessary for effective communication using the language. Consequently, the present research aimed to increase vocabulary knowledge through the implementation of online games, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year. The investigation employed a mixed method following a practical action research model with the participation of 25 Ecuadorian eighth graders, all of whom were chosen by purposeful sampling. The instruments consisted of a pretest and posttest, a questionnaire, reflection journals, and peer observations, all of which collected quantitative data, that is, students' scores before and after the intervention, and qualitative data, corresponding to students' perceptions regarding the use of online games to learn vocabulary. The quantitative information was analyzed through descriptive statistics and the qualitative information through thematic analysis. The results showed a difference of 3.07 points between pretest and posttest, which denotes a relevant increase in the knowledge of various aspects of vocabulary such as written form, spoken form, associations, grammatical functions, and collocations. On the other hand, eighth graders perceived the online games; Educandy, Genially, Vocabulary Spelling City, Wordwall, and especially Blooket, as innovative and fun educational resources that increased their motivation, allowed lexical practice and assessment, and encouraged their active participation. Hence, it was concluded that online games are effective in improving vocabulary, and students demonstrate positive attitudes towards their implementation as they create a dynamic and entertaining educational environment.

***Keywords:*** *active participation, aspects of vocabulary, Blooket, lexical practice.*

### 3. Introduction

In the 21st century, the English language plays a fundamental role in society since it is used as a lingua franca to enable communication among people who do not share the same mother tongue. For this significant reason, in Ecuador the teaching of English as a Foreign Language (EFL) is compulsory from the second year of general basic education to the third year of Bachillerato where learners must reach a B1 level according to the Common European Framework of Reference for Languages (CEFR) (Ministerio de Educación [MinEduc], 2016). In this context, lexical knowledge becomes crucial, since, according to Katemba (2022, p.2) “vocabulary is one component of language competence that enhances overall language skill”. Therefore, in order to achieve the development and acquisition of the four communicative skills, previous knowledge of vocabulary is a requirement (Dakhi & Fitria, 2019). Hence, up to the eighth year of superior general basic education, students are expected to attain an A1.1 level, in which they must have a basic knowledge of the form, meaning and use of vocabulary that helps them to write, speak, listen and read simple information.

Unfortunately, eighth grade students from a public institution in the city of Loja possess a quiet limited vocabulary knowledge that inhibits the proper development of the language skills. Based on the experience as preservice teacher, the researcher evidenced that eighth-graders did not know the meaning of words, made many mistakes in spelling, pronunciation, simple sentence formulation and completion of fill-in activities using audios. Moreover, it was very noticeable the lack of motivation of students, who qualified English as something quite complex and boring because their teachers rarely use technology and focus on teaching grammatical rules for writing sentences. The aforementioned problems were also found in other studies, which indicated that students struggle to learn vocabulary because it is tied to passive teaching methods that are not interesting, do not increase motivation, and require translation, fill-in-the-blanks activities, and word memorization (Alnatour & Hijazi, 2018; Derbouche & Hamadouche, 2016; Hasram et al., 2021; Pintado-Peñaloza & Fajardo-Dack, 2022).

In response to the stated problem, and as concluded in previous studies, online games are one of the most suitable strategies to improve vocabulary. Based on several authors, the implementation of online games within the EFL classroom helped students to familiarize, practice, reinforce and accordingly, acquire new words (Derbouche & Hamadouche, 2016; Katemba, 2022; Octaberlina & Rofiki, 2021; Pede, 2017; Pintado-Peñaloza & Fajardo-Dack, 2022). Likewise, online games provided a fun and interesting environment which motivated and engaged students in their learning, making them active actors in the educational process (Alnatour & Hijazi, 2018, Hasram et al., 2021, Katemba, 2022, and Utku & Dolgunsöz, 2018).

Therefore, a lesson that incorporates the use of games and technology was considered necessary for students' learning in this era (Utku & Dolgunsöz, 2018).

In light of the fact that most studies have explored the effectiveness of online games on preschool, elementary school, and college students, there is a knowledge gap regarding adolescents, particularly eighth-grade students. Indeed, Katemba (2022), Alnatour and Hijazi (2018) suggested that future research should address other educational levels. Aimed at filling this gap, the present research examined the impact of online games on eighth graders' vocabulary.

Hence, the purpose of this investigation was to improve students' vocabulary knowledge using online games. Based on this, this investigation had as its central question: "How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?" Furthermore, the following subquestions were also posed: "What is the effectiveness of online games to increase English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year? and "What are the students' perceptions about the implementation of online games to increase English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?".

Consequently, this study provides some benefits for eighth-grade students and the preservice teacher. Through the application of online games, eighth graders were able to improve their knowledge of the form, meaning, and use of vocabulary. Moreover, this research work strengthened the professional and research growth of the preservice teacher who in her future labor as educator have the obligation to apply effective methods and strategies to improve the process of teaching and learning English as a Foreign Language.

Furthermore, the results of this research contribute to the advancement of knowledge in the educational and research fields. On the one hand, this study makes educators aware of the importance of incorporating online games and different technological tools to innovate the educational process. For other researchers and university research programs, this investigation yields valuable findings to support future studies on the same subject.

The present study was conducted over a period of 6 weeks covering a total of 40 hours of intervention. The participants were 25 eighth graders enrolled in the 2022-2023 academic year of a public secondary institution in the city of Loja. In the development of the intervention, the researcher made use of various online games, such as Educandy, Vocabulary Spelling City, Blooket, Genially, and Wordwall to enhance spelling, pronunciation, associations, and grammatical functions of English vocabulary among eighth graders.

Nonetheless, the execution of this research faced several limitations including; the absence of a control group that would allow the generalization of the results, short intervention time, the conditioning of students when applying a pretest, limited number of devices to play, and lack of technological equipment in the institution. Thereby, it is recommended that future research address these issues in order to achieve better results regarding vocabulary knowledge using online games.

Within this framework, the general objective that guided the present research was to increase vocabulary knowledge through the implementation of online games, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year. In order to achieve this major goal, two specific objectives were established: 1) To validate the effectiveness of online games to improve vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year. 2) To explore students' perceptions about the implementation of online games to increase vocabulary knowledge, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year.

## **4. Theoretical framework**

Online digital games are one of the most effective strategies for teaching and learning in this digital era. In 2001, Prensky introduced the term “digital native” to refer to those students who were born and grew up within this great technological change. According to this author, digital natives have a learning style completely away from the traditional and non-technological education since they learn better through the Internet and digital tools such as YouTube, Google, video games, etc. Thus, technology and online games are necessary within the educational environment of digital natives. Afterwards, when it comes to learning English, vocabulary is an essential component for its successful achievement. In this sense, Nation points out in his book entitled “Learning Vocabulary in Another Language” (2012) that vocabulary is present in each of the four language skills; therefore, it is paramount to be able to communicate successfully. Likewise, the author explained that true vocabulary knowledge lies in three essential aspects; form, meaning, and use, and within each of these there are more sub-aspects that must be learned in order to achieve an improvement in language proficiency. To provide a theoretical background to this research, several articles, books, and theses found in databases such as Eric and Google Scholar were collected. In the literature review of previous studies, it has been found that there is a lack of implementation of online games among adolescents from superior basic education. Accordingly, the present research attempts to shed light on the effect of online games to improve English vocabulary among eighth-grade students. For this purpose, this section will cover several topics about online games (independent variable) and their application in education, as well as English vocabulary (dependent variable) and its different aspects.

### **4.1. Online Games**

#### ***4.1.1. Digital Natives and Digital Immigrants in Education***

While it is true that several aspects of society in today's world have evolved radically thanks to technology, one of its fundamental dimensions such as education seems not to have known what technology is, or at least not deeply. If we compare how much education has changed in the past 100 years ago, it is almost impossible to find a difference; inside a classroom there are still the same chairs, same tables, same blackboard and marker board, nothing new. On the other hand, if we analyze how much a telephone, car or television has evolved in the past 100 years, the change is remarkable. Due to the fact that education is the major tool for the transformation and improvement of society, this could be one of the reasons why there are so many crises in our country.

The term “digital native” was originated by Prensky in 2001 and is attributed to all those young people who have grown up surrounded by technology. Students who are taught in the traditional classroom, are the same students who are always using electronic devices, who love to play online video games, chat on social networks, watch videos on YouTube, make calls and send emails, those students who quickly turn to Google and online browsers for information rather than to conventional books and dictionaries. This demonstrates that the Internet, cell phones, computers and other digital tools are a basic part of the daily lives of today's students known as digital natives.

At the other side are digital immigrants, in other words, all those people who have not grown up in the digital world but have had to adapt to it, therefore, they have been part of two different eras, the pre-digital and the digital era. Among these immigrants, the teachers are considered by the aforementioned author as “digital immigrant instructors”, who show great difficulty in teaching a student who does not speak the same technological language as them, and even, students know more about technology than the teacher him/herself. “Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now” (Prensky, 2001, p. 3).

After having explained who are digital natives and digital immigrants, what is the correct method to educate a student of the current generation? In this sense, the educator Prensky (2001) emphasizes that “today’s students are no longer the people our educational system was designed to teach” (p. 1). For digital natives the traditional methods used by digital immigrant instructors are uninteresting, monotonous, boring and demotivating, this is because the current methodologies are not adapted to their way of learning. Digital learners are highly familiar with getting information quickly, they prefer graphics to written text, they can learn meaningfully by listening to music or watching TV series, they love rewards and online games instead of serious work.

To conclude, this perspective of digital natives suggests that today's students have changed and the way of teaching must be adapted to their needs and abilities, thus, educational centers must have access to technology and educators must implement and learn to use technological resources (Sadiku et al., 2017). Consequently, this research project intends to implement the use of online games to learn English, therefore, it is necessary to define what online games are.

#### ***4.1.2. Conceptualization of Online Games***

According to Derbouche and Hamadouche (2016) “an online game is a digital, video

or a computer game that is played over an online environment that is, the internet”, and these games can be played alone or by several players (p. 22). In this sense, Huizenga (2017) indicated that a digital game is the one that is played on a computer, mobile device or game console. Similarly, the authors Pintado-Peñaloza and Fajardo-Dack (2022) explains that online games are those that employ the use of the internet, and can be played through a web browser or a program. Another author points out that online games are not a genre, but a technology that focuses on creating interactions between several players instead of just one, all taking as a main tool the Internet connection (Pajarillo-Aquino, 2019). Moreover, following Chen's words (2014) an online game is a multiplayer game involving players who are connected through a wired or wireless network.

Hence, an online game is defined as a digital game that employs the use of the internet which allows users to interact with other players beyond space and time, besides they can be played through a cell phone, tablet, console or simply using the web browser of a computer. At the same time, online games have several features, which are explained below.

#### **4.1.3. Characteristics of Online Games**

Witthon (2010) maintains that online games contain the following characteristics:

- *Competition.* When playing a game, the player knows that the one who gets the best score or manages to reach the goal is the one who wins the game, therefore the players' sense of competition is automatically activated, and this is an essential feature of the games because it strengthens students' capabilities. This competition can be against oneself to improve a previous score, against the game system or against another known or unknown internet user.
- *Challenge.* Richter et al., (2015) pointed out that, challenges in online games are paramount since they give sense to the game and provide interactivity between the game and the player. These authors emphasized that challenges should cover topics that have been learned in class and should not be extremely difficult because students may become discouraged in the process and abandon them. In relation to the difficulty of the challenges, there are several levels, but most games offer the possibility of choosing between high, medium or low difficulty. Indeed, the amount and level of difficulty of the challenges or missions in online games represent the attractive and challenging part of the game that makes the player strive to reach the goal (Witthon, 2010).
- *Exploration and Fantasy.* An online game is a virtual world to be discovered. The games offer a narrative, scenario and characters, often fictitious, which capture the

attention of the players, thus strengthening the curiosity and awakening the imagination of the users.

- *Goals.* A goal is one that guides the actions of a person, within a game this is essential because the players know what they must achieve to win the game. Therefore, the game must indicate with precision what is the role of the player and what activities must be fulfilled to achieve this goal and win the game.
- *Interaction.* Another important feature of online games is the space for social interaction, especially in multiplayer games. In online games the user obtains a virtual base of connection with the outside world since in a game session users can communicate and collaborate with other players regardless the distance or time. Thus, multiplayer games help to create social relationships between users.
- *Outcomes.* After having finished a game, the results should be visible to the players so that the winner of the game is revealed. In addition, the outcome of a game is relevant since it leads to future rounds in order to beat this rating.
- *Other People.* In multiplayer games, more than one person participates, which allows users to interact with more people at the same time they play.
- *Rules and Safety.* For the correct development of the playing activity, an online game must establish and explain the basic rules of the game that each player must respect. These rules control what players should and should not do to avoid bad consequences. In other words, the game must be safe and not lead to negative effects in the real life of its players.

As it has been seen, online games are part of the digital natives and when included in their education they provide several advantages as explained by several researches.

#### **4.1.4. Advantages of Using Games in English learning**

Analyzing various studies, Tebeweka (2021) identified the following positive effects of digital games on English learning:

**4.1.4.1. Reduced Speaking Stress or Anxiety.** Mašić and Tarabar (2021) indicated that one way to have a willingness to use language is through video games, in which the learner has to interact and communicate with other players. In the authors' opinions, games provide a low-stress and no-pressure environment that encourages learners to produce language naturally. Furthermore, if learners reduce anxiety, the acquisition of input will be more effective as well (Aslanabadi & Rasouli, 2013).

**4.1.4.2. Improved Self-Confidence.** In the same way, a stress-free environment

increases feelings of positivity and confidence in learners as they no longer fear criticism or punishment while freely playing and practicing the target language. Games are a motivating and entertaining strategy, which helps shy students to better express their opinions and feelings (Aslanabadi & Rasouli, 2013).

**4.1.4.3. Self-Learning Platform.** Ellis (2005, as quoted in Aslanabadi and Rasouli, 2013) and Tebeweka (2021) stated that, since most games can be played anywhere at any time, they encourage learners to practice the language outside the classroom. In other words, the games strengthen students' autonomous learning.

**4.1.4.4. Motivation to Learn.** “One of the foremost qualities of digital games is their capacity to motivate, to engage and to immerse players” (Felicia, 2009, p 12). Hasram et al. (2020) highlighted several elements that make online games a powerful tool for motivating learners.

Firstly, the points, badges, trophies and rewards obtained in the completion of tasks or challenges to achieve the goal of the game, encourages students to perform well in playing and learning, as they show self-determination to achieve the objectives of the game. On the whole, learners are very excited to get points for playing the game and making several attempts (Hasram et al., 2020).

Another reason why online games motivate students is because of their levels and leaderboards. Within most online games, there are different levels that increase in difficulty, this element significantly stimulates the desire to continue completing each level, or in other words, it stimulates the intrinsic motivation of students to continue learning. Moreover, the leaderboards, where the positions of all the players are projected, creates a healthy competition among all the students which motivates them to win prizes and finish first in the game (Hasram et al., 2020).

**4.1.4.5. Reduced Boredom, Increased Interest, and Concentration.** When playing, students are totally immersed in the game and their concentration is activated. The playful thinking and game mechanics, which are actions and activities that the learner performs within the game to advance in it, keep the learners more engaged and interested in the game (Hasram et al., 2020). Likewise, the different multimedia elements of online games such as sound effects, personalized text, narrative, eye-catching graphics and animation help the teacher to present the content in a more fun, original and creative way. These elements are included in online games with the aim of capturing students' attention and getting them to focus on the topic to be learned (Talib et al., 2016, as cited in Hasram et al., 2020).

In this way, the different elements and mechanics of the games mentioned above make

the students see the content of the class in a more interesting, fun and exciting way, which encourages them to actively learn through play and creates a more interactive teaching and learning environment.

**4.1.4.6. Memory Retention.** Taking the words of Aghlara and Tamjid (2011), the use of games to learn vocabulary helps the cognitive process of children. Therefore, students who learn through games succeed in learning a greater number of words compared to students who learn vocabulary through traditional activities.

**5.1.4.7. Enhancing Strategic Thinking.** As part of the game, the challenges cause students to develop different strategies that lead to vocabulary mastery. For example, in the Super Word Search game used by Hong et al. (2019, as cited in Tebeweka, 2021) students developed and employ different strategies and techniques in order to spell words. This makes students improve their strategic thinking skills through team communication, in addition to acquiring more vocabulary.

**4.1.4.8. Class Cooperation.** Aslanabadi and Rasouli (2013) emphasized that “Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal - winning” (p. 187). Playing in pairs or groups allows students to mentor and cooperate with each other to win while not realizing that in doing so they are learning. At the same time, learners positively improve their social relationships and are not afraid of making mistakes. In this way, the more knowledgeable learners can provide feedback or vocabulary corrections to the less experienced ones (Sulistianingsih et al., 2019, as cited in Tebeweka, 2021).

**4.1.4.9. Formative Assessment and Feedback Tool.** Castillo-Cuesta (2020) indicated that online games help teachers determine their students' strengths and weaknesses in vocabulary and grammar. This author, through the use of the digital tool Educaplay, was able to notice in what type of vocabulary the students improved and in what areas of vocabulary they still have difficulty, therefore games are useful when evaluating the students' knowledge. Similarly, students can receive information about their progress and performance, which encourages deep learning. Likewise, Hasram et al., (2020) reported that the prompt feedback provided by online games encourages students to reflect on their achievements and mistakes, which facilitates the meaningful construction of their knowledge.

In general, online games provide several advantages for learning and teaching, nevertheless, these games specifically used in education are known as educational online games, for this reason, this category of games will be conceptualized.

#### **4.1.5. Online Educational Games**

Taking Proner's (2017) categorization as reference, educational games have as their main focus the educational element, in other words, they are created with the objective of teaching and/or learning a concept. These games are combined with other games such as strategy games, puzzles, or role-playing games.

Meanwhile, O'Brien et al., (2010) identified four types of educational games. The first ones are *linear games*, which are characterized by problem solving and sequential exposure to content, such as puzzles. Later are the *competitive games*, which promote combat against someone else, and therefore include interaction with another player. Similar to the latter are the *strategic games* that, unlike the previous ones, require the handling and management of resources within the game, hence communication and collaboration become much more important to defeat an opposing team. Finally, *role-playing games* make each student take the place or role of a character in a match and overcome challenges in order to continue advancing in the game. In summary, each of these games strengthens the cognitive skills of the students, which is why their educational advantages are very similar.

Now, some useful websites and platforms for teachers to create online educational games will be described.

#### **4.1.6. Online Educational Games Websites and Platforms**

Castillo-Cuesta (2020, p. 128) pointed out that “online platforms constitute one of the alternatives teachers can use in the EFL classroom to develop students’ linguistic skills. Indeed, online platforms allow instructors to create digital games which are useful resources for learning a language”. Based on the words of this author, language teachers can make use of a variety of educational tools that help in the acquisition of the English language; thus, the following websites and platforms are of great value in the English language teaching and learning process as they allow the creation and use of online educational games.

**4.1.5.1. Educandy.** According to Denby (2019), Educandy is a really straightforward platform for creating interactive games for learners to practice vocabulary and take quick quizzes. Within this platform there are 8 different types of games: Word search, Crosswords, Spell it, Anagrams, Match up, Multiple choice, Memory, Noughts and Crossess (LaFave, 2020).

In order to assign these games to students, teachers must first download the Educandy Studio application. Second, teachers must create an account. Third, they choose one of the three activities to create the games: words, association and quiz, the type of activity chosen determines the games that can be played. Fourth, enter the name and description of the activity,

as well as all the words or questions with their respective answers. Once this process is finished, you only need to share the code or link of the activity with the students and they are free to choose the type of game they want to play by visiting the Educandy website or by downloading its application (Curts, 2019).

Therefore, Educandy is an entirely educational tool that allows the practice and revision of vocabulary. Within the classroom, teachers can use this platform to generate group reviews or competitions by projecting the game from a whiteboard (Larmand, 2022). Likewise, students are the most benefited by this platform as they can play review games from anywhere in their free time, and by downloading the Educandy app for students, they can create their own games to review content and words (Denby, 2019). In short, Educandy greatly enhances independent and collaborative learning inside and outside the classroom.

**4.1.5.2. Vocabulary Spelling City.** In his study, Lista (2021) indicated that Vocabulary Spelling City is an educational software aimed at learning English spelling and vocabulary through the use of educational games. In order to make use of this online game website, the teacher has to create an account and simply enter the list of words that their students will be learning (Tasneem, 2020).

This website offers about forty games of words that involve hearing, saying, writing and breaking down words (Lista, 2021). The free version, where teachers can include a variety of words, has eight very useful vocabulary games, which consist of the following (Vocabulary Spelling City, 2022); Spelling TestMe, Spelling TeachMe, Audio Word Match, Missing Letter, Test-N-Teach, Word Search, HangMouse, Read-A-Word.

**4.1.5.3. Blooket.** Tran (2022) defined Blooket as a formative assessment tool that encourages play through questions that students answer from their devices. Furthermore, Mohd et al., (2023) pointed out the features of this platform; the teacher can create a set of questions or utilize those of other users, it is not mandatory to create an account to play, only the game ID is enough, and it can be played live or assigned as homework for students to play at their own pace. Similarly, Thu and Dan (2023) described Blooket as:

A fascinating game platform both fun and effective for learning purposes. Teachers can use them to interact with learners in class, and learners can practice learning vocabulary at home. Blooket also records answers quickly to display on students' screens, which makes them answer the quiz at their own pace. Blooket helps students recognize their achievements as well as their efforts in the learning process. Besides, this platform has just been launched recently, so it has been updated with many new features.

The way Blooket works is as follows:

1. The teacher must choose, import or create his or her set of questions and answers.
2. The teacher selects a game mode, either a seasonal or time-limited game mode.
3. The teacher projects the game in front of the class and the students play on their device with the provided code.
4. Students will review the content given in class through the games.
5. At the end of the game, the teacher can visualize the results, allowing them to analyze the students' performance and weakness areas (Blooket, 2022).

To sum up, this online game platform greatly strengthens teaching and learning by allowing teachers to evaluate, provide feedback and motivate students in a practical and enjoyable way. Furthermore, Blooket makes it possible for students to interact with their classmates or other players around the world (Lombardi et al., n.d.).

**4.1.5.4. Genially.** In 2019, Sanchez and Plumettaz-Sieber (as cited in Hermita et al., 2022) considered Genially as an online tool used to create engaging and interactive posters, stories, games and infographics. At the same time, Martín (2022) explained that this platform emphasizes gaming through various templates that the teacher can use in face-to-face, virtual or blended classes in order to motivate and facilitate students to achieve the established learning goals.

Martín (2022) expressed that Genially offers four different ways to gamify the classroom: Educational breakouts, Escape rooms, Board games and Interactive games. For teachers to use games, they must first choose a template or create their own, then customize the content of the game and finally edit or add elements and animations (Genially, 2022).

- *Educational Breakouts.* One of the most engaging and innovative features of these games is their storytelling with characters, sound and prizes. “Dragon dungeon breakout” works by overcoming challenges to deactivate surprises through the resolution of questions or problems, translations of words or phrases, among many others (Frade, 2022).
- *Escape Rooms.* Martín (2022) mentioned that these games are similar to breakouts but unlike them, escape games require students to escape from a place with a time limit. Education escape room is a widely editable game which can include an introduction or story, clues, characters and challenges that students will have to overcome.
- *Board Games.* These types of activities are used in the classroom to help students learn concepts, vocabulary, numbers, among other important topics (Martín, 2022). “Jumanly Animal Race”, “Snakes and Ladders” and “Board Games” gather all the

features of a classic and traditional board game but presented in a digital form where the content of the lesson is more attractive and interesting.

- *Interactive Games.* Within these games are Wheel of Fortune, Who Wants to Be a Millionaire, which are interesting games to review content in class based on questions and answers and at the end the winner receives a reward.

In conclusion, the genially game templates offer a great opportunity for the teacher to adapt and review previous content in a more engaging way, promote collaborative learning, immediate feedback, develop cognitive and problem-solving skills, and encourage critical thinking. In addition, these games strengthen students' perseverance, confidence and patience, making it a powerful tool in the classroom.

**4.1.5.5. Wordwall.** Az Zahrah & Anwar (2023) wrote that Wordwall is a platform for developing the four language skills through online games such as maze cases, whack-a-mole, matching pairs, missing words, truth or false, among others. In addition, (Hasram et al., 2021) in their study qualify this resource as the most suitable for practicing and studying vocabulary. The manner of use is very simple, the teacher must register, select the game of interest, enter the content, adjust certain aspects of the game such as; time, revealing answers at the end of the game, and the leaderboard, finally the teacher can share the game with students via link (Rahmawati & Wijayanti, 2022).

One of the main features of Wordwall is that it contains interactive and printable activities. The interactive activities can be developed by the students on any technological device or the teacher can have students take turns playing the game in front of the whole class. On the other hand, the activities on this platform can be downloaded in pdf format and printed (Rahmawati & Wijayanti, 2022).

As such, it can be assumed that Wordwall is a valuable resource for the creation of online games, which help to leave aside the monotony of the classroom to give way to interactive activities that encourage the active participation of students in a fully motivating and enjoyable environment.

## **4.2. English Vocabulary**

### ***4.2.1. Conceptualization of Vocabulary***

To be clear about what is vocabulary, the definitions given by various authors will be explored. On the one hand, Lessard-Clouston (2013) interprets vocabulary as all those lexical items of a language that hold one or more meanings; these items may appear individually, as phrases or lexical sets. Similarly, Nushi and Jenabzadeh (2016) affirms that “vocabulary is

much more than just single words, that is, vocabulary includes not only single words but also multiword phrases, idioms, and even sentences” (p. 52). In addition, there is no exact number of words for each language as they are in constant change (Derbouche & Hamadouche, 2016).

On the other hand, Katemba (2022, p. 2) points out that “vocabulary is one component of language competence that enhances overall language skill”. Likewise, Alnatour and Hijazi (2018) postulated that vocabulary enables language production and comprehension. Lastly, Shabaneh and Farrah (2019) supports these ideas by saying that “in order for people to express themselves, and be understood by others, both sides (sender and recipient) need to be acquainted with a sufficient amount of vocabulary” (p. 81).

Based on these authors, vocabulary comprises all the words or the set of words of a language that a speaker knows and uses to understand a text or audio, as well as to express him/herself in written and spoken form. Basically, vocabulary is an essential component for effective communication, that is why it is important to know their influence on English language.

#### **4.2.2. Importance of Vocabulary**

Harmer (1991, as cited in Derbouche & Hamadouche, 2016, p. 34) highlighted the great importance of vocabulary with the following well-known phrase, “if linguistic structures constitute the skeleton of a language, vocabulary provides the flesh and vital organs”. From this it can be affirmed that vocabulary is the most important component of a language since without a rich vocabulary, the learner cannot understand the English produced by another person or express or share his or her ideas with others (Alnatour & Hijazi, 2018). In brief, vocabulary makes effective communication possible as it is present in the four communication skills.

**4.2.2.1. Vocabulary and Reading.** Quoting Moghadam et al. (2012, p. 559) “vocabulary knowledge facilitates decoding, which is a significant part of reading”. Therefore, to effectively comprehend a reading it is necessary to know the meaning of the majority of the words. For this reason, it is important to have a solid foundation of the vocabulary of a reading in order to recognize words and understand their meaning in context.

**4.2.2.2. Vocabulary and Writing.** For a writer to be able to produce a written text he/she must master some writing skills such as, producing ideas, creating a plan, reviewing and revising what has been written, and controlling writing performance (Zunita & Baharudin, 2016). To accomplish this writing process, one must know the various meanings of words, their usage and correct spelling. This is where the number of words a person knows comes into play, if a person has a very limited vocabulary his/her ability to write will be restricted as well.

**4.2.2.3. Vocabulary and Speaking.** Within speaking, one of the main language skills, vocabulary is undoubtedly vital. To be able to carry an effective message through spoken language, knowledge of the pronunciation, meaning and use of words must be noted. In fact, a learner with a rich vocabulary will be more likely to speak because he or she already has the resources to do so (Derbouche & Hamadouche, 2016).

**4.2.2.4. Vocabulary and Listening.** Derbouche and Hamadouche (2016) declared that for effective interpretation of a spoken message it is necessary to understand the words and a key component for decoding these messages is vocabulary knowledge. When a person knows a word or words used in an oral speech, he or she will be able to distinguish the various meanings, pronunciation and usage of the words. Consequently, he or she can interact and communicate successfully with other speakers.

### **4.2.3. Types of Vocabulary**

Similar to the importance of vocabulary in developing the speaking, writing, listening and reading skill, Dakhi and Fitria (2019, pp. 18-19) identified four the types of vocabulary, which are closely linked to these skills.

**4.2.3.1. Receptive Vocabulary Vs. Productive Vocabulary.** On the one hand, Nation (2012) stated that “receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning” (p. 38). This means that receptive vocabulary is all those words that can be grasped and understood by the receptive skills of a language: reading and listening. In other words, receptive vocabulary involves knowing a word when reading (“what does it look like?”) or listening (“what does it sound like?”).

In other matters, “productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” (Nation, 2012, p. 38). As its name indicates, this type of vocabulary is related to the productive skills of a language, whereby the individual demonstrates the ability to express him/herself in written or oral form using the correct spelling and pronunciation of vocabulary.

**4.2.3.2. Passive Vocabulary Vs. Active vocabulary.** When classifying frequency of vocabulary use, the author Corson (as cited in Nation, 2012) divided it into two types: passive and active vocabulary. Passive vocabulary is comprised of all the words that can be received but are rarely produced orally or in written form. Supporting this idea, Nation (2012, p. 39) manifested that “passive vocabulary may be very well known but never used and therefore never active”. Usually, for language learners these words represent a larger number than active vocabulary, but with practice and exposure to the language, passive vocabulary can become active one.

Contrary to the passive vocabulary, there is active vocabulary which according to Dakhi and Fitria (2019) are those words that are easily used when speaking or writing, that is to say, the most frequently used words when producing a language. In this vocabulary, the individual demonstrates his or her knowledge of pronunciation, spelling, meaning(s) and the use of words in context. On the whole, active vocabulary is a postcondition of passive vocabulary.

Going on to another topic, it must be explained how this component is learned.

#### ***4.2.4. Vocabulary Learning Steps***

Concerning the process of vocabulary learning, Brown and Payne (1994) identified 5 main steps, which do not always follow the same order since learning happens differently for each learner, but they are the general route of lexical learning:

1. Find new words through information received, whether in the classroom, in dictionaries, on television, or in digital games.
2. Create an image that associates the word or item, either by hearing what it means or by simply creating a mental image that associates the word in the target language with a word(s) in the first language.
3. The learner must understand the meaning of the word deeply or by its meaning in context.
4. The learned meaning is associated with already existing knowledge.
5. The already acquired knowledge of the word is put into practice in a sentence, collocation or conversation.

Last but not least, it is crucial to describe each of the aspects involved in learning vocabulary.

#### ***4.2.5. Aspects of Vocabulary***

Nation (2012) divides the knowledge of a word into three categories; form, meaning and use. Within form it is considered the spoken form, the written form and the word parts. Secondly, the meaning is composed of form and meaning, concepts and referents and associations. Lastly, there is the use of the word where grammatical functions, collocations and constraints on use are noted.

**Table 1***What is involved in knowing a word*

<b>Form</b>	spoken	<b>R: What does the word sound like?</b> <b>P: How is the word pronounced?</b>
	written	<b>R: What does the word look like?</b> <b>P: How is the word written and spelled?</b>
	word parts	<b>R: What parts are recognizable in this word?</b> <b>P: What word parts are needed to express the meaning?</b>
<b>Meaning</b>	form and meaning	<b>R: What meaning does this word form signal?</b> <b>P: What word form can be used to express this meaning?</b>
	concept and referents	<b>R: What is included in the concept?</b> <b>P: What items can the concept refer to?</b>
	associations	<b>R: What other words does this make us think of?</b> <b>P: What other words could we use instead of this one?</b>
<b>Use</b>	grammatical functions	<b>R: In what patterns does the word occur?</b> <b>P: In what patterns must we use this word?</b>
	collocations	<b>R: What words or types of words occur with this one?</b> <b>P: What words or types of words must we use with this one?</b>
	constraints on use (register, frequency ...)	<b>R: Where, when, and how often would we expect to meet this word?</b> <b>P: Where, when, and how often can we use this word?</b>

*Note:* This table is presented by Nation (2012, p. 40) in his book *Learning Vocabulary in Another Language*. R = receptive knowledge, P = productive knowledge.

#### **4.2.5.1. Form.**

**4.2.5.1.1. Spoken Form.** “Knowing the spoken form of a word includes being able to recognize the word when it is heard and at the other end of the receptive-productive scale being able to produce the spoken form in order to express a meaning” (Nation, 2012, p. 56). From this concept it can be inferred that the spoken form of vocabulary refers to the pronunciation of words. For example, mastering the spoken form of vocabulary involves knowing that the pronunciation of the word “three” is /θri:/ and not /tri:/ (tree).

To recognize a spoken word, prior knowledge of the words is necessary and special attention is paid to the initial and final letter, the suffix, the number of syllables and the stressed syllable. Moreover, the oral production of a word is comprised of the sounds and the stress on the syllable of a word. Therefore, taking into account the British Received Pronunciation, Rao (2018, p. 4) recognized that “the sounds of English are represented by 44 symbols called phonemes: 24 consonant sounds and 20 vowel sounds”.

Within this aspect of vocabulary, the pronounceability of words plays a fundamental role. Pronounceability contrasts various aspects of the first language and the target language such as sounds, stress, tone, sound combinations and the relationship between spelling and sounds (Scholes, 1966, as cited in Nation, 2012). The more similar the pronunciation of a word is between the two languages, the more pronounceable the words will be, and consequently the easier they will be to learn.

**4.2.5.1.2. Written Form.** The written form of a word involves knowing what it looks like and how it is spelled correctly (Nation, 2012). Afterwards, Rao defined spelling as “the act of forming words correctly from individual letter” (2018, p. 4). Within English, spelling is a great challenge for students, since there is not a complete correspondence between the 26 letters of the alphabet and the 44 sounds (Murphy, 2016; Rao, 2018). To illustrate an example, when a student knows the written form of the vocabulary, he/she knows that “made” and “maid” sound alike but have different spellings.

Murphy (2016) disclosed the three linguistic components of spelling; phonological awareness, orthographic and morphological knowledge. Focusing on the first component he stated that *phonological awareness* is “the awareness of and the ability to manipulate the sound structures of language and it includes skills such as rhyming, alliteration, and syllable blending and segmenting” (Murphy, 2016, p. 23). Based on this author, the most common phonological errors are the elimination of sounds e.g., spelling <bt> for boat, and insertion of sounds e.g., spelling <selam> for slam. The second component is *orthography*, which is comprised of all spelling rules and patterns that govern words and the orthotactic rules that restrict the position of letters in word construction. It also refers to the orthographic knowledge of concrete words that do not follow the aforementioned patterns. Lastly, there is the *morphological knowledge* that according to Murphy (2016) refers to morphemes which are the smallest units that carry meaning. Each of these morphemes is made up of a base element and/or several affixes.

**4.2.5.1.3. Word parts.** In his book, Nation (2012) stated that this aspect of vocabulary has to do with the different parts of a word that can be recognized and used to form a word. To put it differently, this aspect refers to the knowledge of the two main parts of a word: the *affixes* and *stems*. For example, the word “unhappy” is composed of the affix /un-/ and the stem /happy/. Likewise, knowing a word implies knowing its family. For instance, knowing the word play implies knowing its forms, meanings and uses such as plays, played and playing. Hence, one method for learning vocabulary is using the parts of the word to recognize its meaning. Then, it should be emphasized the learning of frequently used affixes in order for the students to be able to recognize them in the words and reproduce a different meaning using their parts.

#### **4.2.5.2. Meaning.**

**4.2.5.2.1. Form and Meaning.** This aspect of vocabulary answers: what meaning does a lexical form point to? and what lexical form can be used to express this meaning? (Nation, 2012). Therefore, knowing vocabulary includes being able to associate a form with its meaning and vice versa. For instance, when hearing or reading the noun doctor a student immediately knows that it refers to the person in charge of healing sick people in a hospital. That is why in order to understand the meaning of a word and to be able to use it, it is necessary to reinforce this connection between the form and its meaning.

Furthermore, when a word from a foreign language has a similar form or pronunciation to the first language word, learning the meaning of the word will take little effort, that is the case of the word *piano* which has the same form and meaning in English and Spanish. In this regard, the loan of words among languages makes learning vocabulary much easier.

**4.2.5.2.2. Concept and Referents.** Another feature of word knowledge is the understanding of the different meanings or entries that a word can have in a dictionary. To give an example, the word train, as a noun represents a means of transportation but as a verb it refers to the teaching and training of an individual. These meanings can be derived from words with the same spelling (*homographs*) or pronunciation (*homophones*), also called *homonyms*. It must be taken into consideration that in order to successfully learn these concepts, each one of them must be learned within a different situation and by using a different representation (Nation, 2012).

**4.2.5.2.3. Associations.** Miller and Fellbaum (1991, as quoted in Nation, 2012) indicated that awareness of semantic word relationships is crucial for vocabulary learning. Within these semantic relations there are the *synonyms* consisting of pairs of words with a similar meaning and that can be substituted for each other, for example the words convey and transmit. Then, the semantic hierarchy of nouns is called *hyponymy* and it is formed by specific terms (hyponyms) and a more general one (hypernym), for instance, cow, dog, sheep, cat are hyponyms of the hypernym mammal and this in turn functions as a hyponym of the hypernym animal. Furthermore, there are the part-whole relations or *meronyms* like strawberry and fruit. When two words indicate an opposite relationship, they are named *antonyms*, for instance, good is an antonym of bad. For the hierarchical relationship of verbs, it is used the term *troponymy*, which indicates the way something is done, then, “stroll” is a troponym for “walk” as it implies a relaxed, and slow way of walking. These authors also identified a semantic relation called *entailment* in which an action implies the performance of another one, for example: snore implies sleep.

#### 4.2.5.3. Use.

**4.2.5.3.1. Grammatical Functions.** Grammar refers to the grammatical patterns and rules that govern word usage. According to Nation (2012) “knowing a word involves knowing how to use it in sentences” (p. 136). Moreover, Richards and Schmidt (2010) indicated that a grammatical function refers to the relationship between one element of a sentence and the others. For example:

Liza bought a car.

Liza is the subject of the verb bought and car is the object of this verb.

**4.2.5.3.2. Collocations.** All those pairs or groups of words that often appear together are called collocations and their learning is fundamental for the good practice and interpretation of vocabulary. Pawley and Syder (1983, as cited in Nation, 2012) stated that knowing the correct sequencing of words makes a person speak more fluently, quickly and naturally.

Furthermore, Nation (2012) indicates that collocations differ in: *size*, that is. the number of words that appear together (e.g., burst into tears); *type*, when a function word is placed next to a content word (e.g., listen to, look at) or content words placed next to another content word (e.g., united states, do homework); the *closeness of the collocations* (e.g., expressed their own honest opinion); and the *range of collocations that can be made with a single word* (e.g., commit a crime, commit suicide, commit murder).

**4.2.5.3.3. Constraints on Use.** Another important aspect of vocabulary acquisition is knowing when and how often a word can be encountered or used (Nation, 2012). The use of a word is constrained by the social and cultural context and the way in which the word is translated into the native language. For example, in the English context using the adjective fat to describe a person may result offensive whereas in another cultural context this adjective may refer to a good economic status. Therefore, the meaning of a word in a given context influences whether it should be used or not.

### 4.3. State of the Art

This part describes some studies aimed at exploring the effect of online games on English vocabulary learning. Thereby, the purpose of this section is to provide a valid knowledge background for the development of this project which demonstrates that the use of online games is necessary in the process of teaching and learning English as a Foreign Language. In this sense, eight studies have been selected, all of which have been developed in different contexts such as Algeria, Jordan, Indonesia, Turkey, Bosnia and Herzegovina and Ecuador.

Firstly, Alnatour and Hijazi (2018) conducted quasi-experimental research with the aim of finding out the effect of online word games on vocabulary learning achievement. The problem that the authors emphasized was that students had a lot of difficulties with vocabulary and its retention due to the fact that their teachers made them memorize a large number of words in each class. The research instruments were a pretest and a posttest. The results indicated that games are effective for teaching vocabulary to young learners and learners consider games to be relaxing, motivating, and fun, which encourages their active participation in the teaching and learning process.

Moreover, Derbouche and Hamadouche (2016) investigated the effectiveness of online games in vocabulary learning given that learners have always complained about reading and memorizing unfamiliar words and on top of that the boredom of traditional methods such as translating, filling the gaps and creating simple sentences. That is why their purpose was to investigate the effectiveness of online games as a self-study strategy for students of English as a Foreign Language with regard to vocabulary acquisition. This experimental research was conducted using a questionnaire and a pre- and post-test to collect the data and their findings confirmed that online games are an effective strategy for learning vocabulary since, when they contain good game features, they encourage discovery, practice and enrichment of lexical knowledge.

Hasram et al. (2021) conducted a quantitative study to investigate the effect of Wordwall (WOW) online games on English vocabulary. These authors were concerned that fifth graders had a reduced vocabulary and that teachers were using traditional methodologies without the use of the Internet, which made students passive agents of learning. Thus, the purposes of this study were to investigate pupils' motivation levels towards using WOW interactive online games in vocabulary learning and to examine the effects of WOW interactive online games on pupils' vocabulary development. The instruments that collected data were a questionnaire, a survey, a T-test, a pilot test, and a pre- and post-test. The results showed that online games facilitated vocabulary understanding and spelling recall as well as provided a positive classroom environment since, through healthy competition within these games, the students' intrinsic motivation and persistence to achieve desired goals and rankings were increased.

In a similar manner, Katemba (2022) conducted an experimental investigation due to the fact that past research had not used three different groups to analyze whether online games or educational videos are more effective than traditional methodologies for teaching vocabulary. Thus, the two questions to address were: Which group of students-those taught by

using educational videos, educational online games, or conventional teaching-has the highest achievement? and Besides ranking, are there differences in vocabulary learning between those students who are taught using educational videos, educational online games, and conventional teaching? In order to collect data, a pilot test, a questionnaire and a pretest and post-test were employed. Therefore, the main conclusions explain that the use of online games strengthened short-term and long-term vocabulary learning, produced good attitudes in learners, increased interaction, and that the levels and challenges of the games kept learners engaged, excited to learn, and curious to play more games. Last but not least, they explained that the reward system drove students to improve their knowledge and achieve higher scores that outperformed their peers. In short, online games facilitated the achievement of learning outcomes.

Another important study was done by Octaberlina and Rofiki (2021), who emphasized that finding an effective vocabulary teaching methods represents a challenge for teachers. Therefore, they decided to conduct quantitative research with the purpose of exploring the outcome of utilizing an online game “SpellingCity” to enrich vocabulary. The means used to collect the data were a survey and an interview. When analyzing the results, it was found that this online game promoted vocabulary acquisition in a more interesting way and although the interface of the game may seem old-fashioned to the students, it is very easy to handle.

In other matters, Pede (2017) conducted a mixed study addressing the problem of poor vocabulary retention and comprehension of students with learning disabilities. The aim of this research was, first, to investigate the effectiveness of the online game Kahoot on the science vocabulary acquisition and focus of students with learning disabilities in a middle school inclusion physical science classroom, as well as to investigate the effectiveness of using Kahoot to increase student focus and time on task, and finally, to investigate whether students are satisfied with the use of Kahoot. The research instruments consisted of a spreadsheet and a checklist, which data collected demonstrated that online games are a valuable tool for increasing students' vocabulary.

Further on, Pintado-Peñaloza and Fajardo-Dack (2022) explored through a qualitative study the impact of online games for teaching vocabulary. This study indicates that students are instructed with traditional and non-innovative methods to learn vocabulary. Therefore, the authors conducted this research with the objectives of exploring and providing a strategy for teaching vocabulary using online games, as well as examining students' views on the implementation of this strategy. A test was developed to assess vocabulary retention and a survey was used to gather students' opinions. The findings emphasize that there is a better

accuracy in vocabulary learning when using online games and that students prefer the use of these games rather than traditional strategies to learn English.

Last but not least, Utku and Dolgunsöz (2018) who observed that the excessive use of English books was the basis for sterile teaching and non-existent learning, developed a mixed-method research design with the aim of exploring the effectiveness of online word games in learning new vocabulary. Throughout the process of applying this strategy, recognition-production tests and interviews were used to collect data. Finally, the main findings of this research indicate games make vocabulary learning fun and motivating for both students and teachers since learners show great willingness to participate in online vocabulary games, thus taking an active part in the lessons. With these results, the researchers state that technology and the Internet create an English teaching and learning environment suitable for digital natives; therefore, they encourage teachers to incorporate games in their lessons.

#### **4.4. Instructional Approach for the Implementation of the Intervention Plan.**

According to Gagné et al. (1992), instruction is a process in which external events are carried out to develop the mental processes of learning, such as: intellectual abilities, cognitive strategies, verbal information, motor skills and attitudes. Under this concept, the nine instructional events explained below were developed:

**Table 2**

*The nine events of instruction*

<b>Instructional Event</b>	<b>Relation to Learning Process</b>
<b>1.</b> Gaining Attention	Reception of patterns of neutral impulses
<b>2.</b> Informing the Learner of the objective	Activating a process of executive control
<b>3.</b> Stimulating Recall of Prerequisite Learning	Retrieval of prior learning to working memory
<b>4.</b> Presenting the Stimulus Material	Emphasizing features for selective perception
<b>5.</b> Providing Learning Guidance	Semantic encoding; cues for retrieval
<b>6.</b> Eliciting the Performance	Activating response organization
<b>7.</b> Providing Feedback	Establishing reinforcement
<b>8.</b> Assessing Performance	Activating retrieval; making reinforcement possible
<b>9.</b> Enhancing Retention and Transfer	Providing cues and strategies for retrieval

*Note:* This table was taken from the book “Principles of instructional design” written by Gagné et al., (1992, p. 190).

The authors of this instructional design stressed that, the order of the events may vary, and more importantly, it is impossible for a teacher to address all nine events in a single lesson.

For this significant reason, the researcher carried out each lesson plan by grouping Gagne's nine events into four phases:

#### ***4.4.1. Warm-up and Objectives Discussion***

Within this phase, the first three events mentioned above are conceived. At the beginning of the lesson, the teacher uses different strategies and resources to attract the students' attention, either through videos, images, interesting questions, or curious facts. Then the objective of the class must be informed, in other words, the students must know what performance indicates that they have learned (“How will I know when I have learned?”), in addition, establishing clear and understandable objectives at the beginning of the instruction encourages students to successfully complete the lesson. The last event of this phase is stimulating recall of prerequisite learning where the teacher again uses strategies for students to bring to memory learning already acquired, which will help in the construction of new knowledge, thereby drawing a line that connects previous and new learning.

#### ***4.4.2. Instruct and Model***

The next two events take place. In the fourth instructional event, the teacher presents the stimulus material that will contain the information students are to learn. The content of the class must be consistent, understandable, sequential and its presentation can vary, from videos, lectures, podcasts, presentations, among others. Further on, the teacher must provide learning guidance, that is, explain the instructions that the students must follow to develop the learning that is to be achieved, besides, asking questions for the students to tell what they must do is a technique used in this event.

#### ***4.4.3. Practice Activity***

In this phase, the teacher elicits the performance and provides feedback. In eliciting the performance, the students demonstrate what they have learned by doing, in other words, the teacher tells the students “show me” or “do it” and it is important that the learners are guided by the material the teacher used in his/her explanation. What's more, at the moment of the students' performance, feedback is fundamental to let them know how well they are doing. When feedback is not automatic, the teacher needs to intervene by nodding, smiling, or using spoken words.

#### ***4.4.4. Assessment***

The teacher must assess the students to know if they understood and learned the topic. Within the assessment, students' performance must be reliable (when learners can successfully apply their knowledge in a variety of examples) and valid (when it truly encompasses or reflect the objective of the lesson). Finally, the teacher can strengthen retention, making revisions of

the topic in different classes, and transfer of knowledge, making students develop a variety of tasks that encourage them to apply in their daily lives what they have learned in the class.

As a conclusion, the above theoretical framework was developed with the intention of describing the background of the use of online games in English language learning. Within this review, major emphasis has been placed on describing online educational games websites and platforms for learning and teaching and on examining the three aspects of vocabulary (form, meaning and usage) and their sub aspects. Further on, all previous studies that support the research have been grouped together, however, all this information that contextualizes the topic of the study has not directly addressed vocabulary learning and teaching with the use of online games among higher basic education students. Therefore, the present study denotes great importance to know the impact of online educational games on vocabulary learning through the implementation of Educandy, Blooket, Genially, Vocabulary Spelling City and Wordwall as online games to improve five aspects of vocabulary; spoken form, written form, associations, grammatical functions and collocations of eighth-grade students.

## **5. Methodology**

### **5.1. Setting and Participants**

The present research work took place at a public institution in the southern part of Ecuador, more specifically in the city of Loja. This educational institution belongs to the Educational District of Zone 7 and it is located at the following geographic coordinates: latitude  $-3.99258^{\circ}$  and longitude  $-79.20926$ .

As matter of fact, the participants were chosen through purposeful sampling in which the researcher intentionally selected the place and the people who will help to understand the core subject of the study (Creswell, 2012). Hence, the main reasons for the selection of the sample were; the proximity of the educational institution to the researcher, the availability of the educational level to be investigated, and the permission provided by the authorities of the institution for the application of the intervention plan. Having explained this, the sample consisted of 25 eighth-grade students (13 females and 12 males), whose average age was between 12 and 13 years old and all of whom attended the morning session during the 2022-2023 academic year. For these participants, the English level required by the EFL curriculum for EGB Superior was A1.1, which is aligned to the Common European Framework of Reference for Languages (MinEduc, 2016).

### **5.2. Procedure**

#### **5.2.1. Method**

Overall, this research employed a mixed method that is defined by Creswell and Clark (2011) as the process of gathering, analyzing and mixing qualitative and quantitative data in a single study. On the one hand, qualitative research is characterized by the understanding of a phenomenon or social problem with a focus on the experiences, meanings and perceptions of the participants (Pope & Mays as cited in Nigatu, 2009). On the other hand, the quantitative research method is in charge of analyzing the variables using numerical data that provide a result (Apuke, 2017).

Since this research contained quantitative data involving students' vocabulary scores and qualitative data comprising students' perceptions on the implementation of online games for vocabulary learning, the mixed method was the most appropriate for this study. Besides this major reason, Creswell (2012) emphasizes that, conducting research with a single method (either quantitative or qualitative) is not enough to address and understand a research problem. Therefore, the mixed method approach within this study helped the researcher to provide a rich insight into the use of online games to improve English vocabulary.

### **5.2.2. Research Design**

The aforementioned research method followed a practical action research model since the researcher carried out the implementation of an intervention plan focused on improving students' English vocabulary learning (Creswell, 2012). Additionally, within this action research, the teacher played the role of researcher (Creswell, 2012), such role contributed to the development of reflective, inquiry and pedagogical skills for English language teaching. In other words, practical action research encouraged the teacher to reflect, critically analyze daily teaching and discover different strategies to improve or enhance it (Gay et al., 2011).

Consequently, the present research was conducted following the five stages of the action research cycle proposed by Richards and Lockhart (1994, p. 27), taking as a reference the action research spiral developed by Kemmis and McTaggart in 1988.

**5.2.2.1. Initial Reflection.** In the first phase, the problem that served as the starting point for the research was identified. The researcher reflected on her experiences as a student and pre-service teacher and realized that eighth graders face many problems when developing their four language skills due to their lack of vocabulary. When the teacher asked the students to explain something basic in their own words, none were able to do it, and when reading they had poor pronunciation. Spelling and grammatical functions were also deficient aspects since most learners could not write words or simple sentences. Likewise, when students had to fill in the blanks according to the audio, many of them did not write anything or wrote the word as they heard it without taking into account that English is a non-phonetic language. Moreover, the English teaching methodology influences the aforementioned problem since conventional methods linked to the use of the blackboard and marker to teach vocabulary are quite monotonous and negatively affect the students' motivation to learn.

Being the lack of vocabulary and the teaching methodology the most relevant issues for the researcher, at this stage, a search and compilation of scientific articles was carried in order to corroborate the existence of these problems when learning English.

**5.2.2.2. Planning.** Once the problem was identified, it was proposed to increase the vocabulary knowledge through the implementation of online games. Having selected the strategy, the researcher stated the following question: How can online games improve English vocabulary, among eighth grade students of a public institution in Loja, during the 2022-2023 academic year? In order to implement this research, the researcher conducted a literature review to provide a theoretical framework that contextualized, supported and justified the use of online games to improve vocabulary. Based on this information, the researcher selected the indicators to be addressed in each variable and designed the data collection instruments; pre/posttest,

questionnaire, reflective journals and peer observations. It is relevant to mention that, before starting the action stage, the test and questionnaire were piloted to ensure that they comply with the principles of validity and practicality.

Afterwards, the researcher sought an instructional approach to guide the implementation of the proposed strategy. Thereby, the researcher elaborated lesson plans that included the use of online games under Gagne's 9 instructional events grouped in four phases; warm-up and discussion of objectives, instruct and model, practice activity, and assessment. Firstly, the teacher presented the stimulating material, that is to say; videos, warm-up games, online games for review, and pictures that focused the students' attention on the topic of the class. In the same phase, the teacher introduced the objective of the class and its importance. Then, in the instructional phase, the teacher explained the class topic using slides, flashcards, videos or flipcharts. Within this explanation, the teacher used examples to model what students were going to do in the practical activity. In the third phase, the students were the center of the class since they were in charge of practicing what they had learned in the previous phase either playing online games, developing activities from the book or practicing their productive skills with the help and guidance of the teacher. Finally, the teacher assessed students' learning through worksheets, students' productive activities (without the teacher's help) or by using online games.

Before starting to execute everything planned in this phase, the investigator approached to the educational institution and due to the agreement between the university and the institution, she obtained the authorization to carry out the research ([See Annex 1](#)). Consequently, the researcher prepared all the legal documentation to begin the intervention and, in order to comply with the ethical issues for research and respect the privacy of the participants and the setting where the data were collected (Creswell, 2012, p. 169), the name of the institution was not revealed and the participants remained anonymous since codes were used for each test and questionnaire.

**5.2.2.3. Action.** In this stage, the intervention plan was implemented for a period of 6 weeks in the morning session of the educational institution. The hours used for the implementation of the intervention plan were 40, delivered 5 hours per week with a total of 11 lesson plans ([See Annex 2](#)). When carrying out each lesson plan, the researcher assumed the role of participant observer by teaching and observing the attitude and behavior of the students regarding the use of online games to teach and learn vocabulary.

**5.2.2.4. Observation.** As mentioned above, when the researcher was executing the lesson plans, everything that happened with the participants was also observed, for this reason, this phase and the previous one occurred at the same time.

At the beginning of the observation, the researcher administered the pretest to collect quantitative data used to determine the level of vocabulary knowledge that eighth graders possessed before starting the intervention.

Later on, in the execution of the lesson plans, the researcher played the role of participant observer and hosted a non-participant observer in the research setting. The researcher acted as a participant observer, as she was the teacher in charge of applying online games to improve vocabulary and therefore, she directly observed the students' attitudes toward her strategy. Immediately after delivering each lesson, the researcher reflected on what she observed and recorded it in a reflective journal. Furthermore, the researcher received a collaborator (non-participant observer) who observed and collected evidence of the class developed by the researcher for three weeks, which means that 3 peer observations were developed. The purpose of the non-participant observer was to provide feedback from a different point of view.

At the end of the observation, the researcher administered the posttest and postquestionnaire. The first instrument was utilized to evaluate and obtain quantitative data related to the students' knowledge after the intervention. In other matters, the questionnaire, composed of closed and open-ended questions, collected quantitative and qualitative information about the students' perceptions of the use of online games.

**5.2.2.5. Reflection.** Richards and Lockhart (1994) indicated that, when the researcher has finished applying her action plan, she should critically analyze and reflect on everything that has happened. In other words, the researcher should describe what happened, how much she improved the problem addressed, what she learned, what problems remain to be changed, and how she can further improve the changes she tried to make.

Based on the previous concept, in this final stage, the researcher carefully analyzed the results obtained from all of the instruments and determined that online games certainly increased the eighth-grade students' vocabulary knowledge, and they demonstrated positive attitudes towards the implementation of this strategy. In contrast to these favorable results, the limitations that influenced the success of the intervention were explained, such as the lack of devices to play online games, the absence of Internet connection, the deteriorated equipment of the classrooms, and the short duration of the implementation. Furthermore, taking into account the limitations and experiences in the intervention, the researcher included suggestions

for future research, for instance, to apply the use of online games to improve vocabulary at higher education levels where all students already have a mobile device.

### **5.2.3. Data Collection Sources and Techniques**

Given that the nature of this study was mixed, different quantitative and qualitative data collection techniques and instruments were used to address the cognitive and affective dimension of the participants when using online games to learn vocabulary.

The first instrument used for quantitative data collection was a researcher-made test based on the paper and pencil method (Gay et al., 2011, p. 154). The researcher designed a pretest and posttest ([See Annex 3](#)) in order to obtain a numerical score that would indicate the cognitive characteristics or level of vocabulary knowledge that eighth graders possessed before and after the intervention (Gay et al., 2011, p. 154; Creswell, 2012, p. 297). To fulfill the purpose of this instrument, aspects of vocabulary related to spoken form, written form, associations, grammatical functions and collocations were evaluated through 10 selection questions (Gay et al., 2011) composed of; 6 multiple choice items, 2 fill-in-the-blank questions, 1 unscrambling item and 1 matching question. When grading this criterion-referenced test (Gay et al., 2011), the researcher appealed to the national grading scale ([See Annex 4](#)) established by the Ministry of Education (2015) and created a test scoring guide ([See Annex 5](#)) that included a rubric for pronunciation taken from Brown (2004) and all correct answers with their respective points.

Furthermore, the researcher obtained quantitative and qualitative information on the affective dimension of the participants through the survey technique using a mixed questionnaire ([See Annex 6](#)) applied immediately after the posttest. The postquestionnaire measured and explored the affective dimension of the participants (Gay et al., 2011), that is, their perceptions, attitudes and interests regarding the use of online games to improve vocabulary. This instrument contained 12 closed-ended questions where students had to choose among several response options (Gay et al., 2011, p. 186), hence the quantitative information about the students' perceptions. For each closed question, attitude scales were provided (Gay et al., 2011). The Likert scale within this instrument indicated the participant's agreement or disagreement with different perceptions of online games. Moreover, the rating scale was used for the students to rank online games according to their preference. Within each closed-ended question, open-ended questions were included allowing participants to explain the reasons for their choice, thereby providing qualitative information that helped the researcher to understand students' perceptions.

The last instrument that collected qualitative information about the two variables were the reflective journals ([See Annex 7](#)) and peer observations ([See Annex 8](#)) that are part of the observation technique (Creswell, 2012, p. 214). Within this technique, the researcher played the role of participant observer using a reflective journal to record what was observed regarding the students' attitudes and behaviors towards the use of online games to teach and learn vocabulary. Likewise, the collaborator developed peer observations reporting everything that happened in the researcher's classroom. These qualitative data allowed the researcher to support the quantitative results of the topic under study.

### **5.3. Data Analysis**

In the words of Cohen et al. (2007) “data analysis involves organizing, accounting for, and explaining the data” (p. 461).

Quantitative data obtained from the pretest, posttest and questionnaire were analyzed using descriptive statistics (Creswell, 2012, p. 182). The results of the administered tests were organized and presented in a bar chart that showed the frequency and central tendency of the results based on the national rating scale, likewise, a table was used to indicate the average score that all participants obtained in each aspect of vocabulary and to visualize the range of variation between the results achieved in the pretest and the posttest. Meanwhile, the closed-ended questions of the questionnaire about students' perceptions were also depicted in tables and bar graphs to demonstrate which was the most common answer selected by students.

In other matters, the qualitative information generated by the students in the open-ended questions and the researcher's reflective journals were described through thematic analysis (Creswell, 2012, p. 248). With this type of analysis, the researcher grouped similar responses provided by the students in each open-ended question into categories or broad themes and compared them with the notes taken in the reflective journals and peer observations. As such, this qualitative information allowed the researcher to explain how online games contributed to vocabulary improvement through the following broad themes; Motivation through online games, Cooperation and competition, Self-learning platform, Facilitate learning, Classification of online games, and Willingness to continue learning English through online games. Hence, the thematic analysis of this qualitative data corroborated the effectiveness of online games for vocabulary learning.

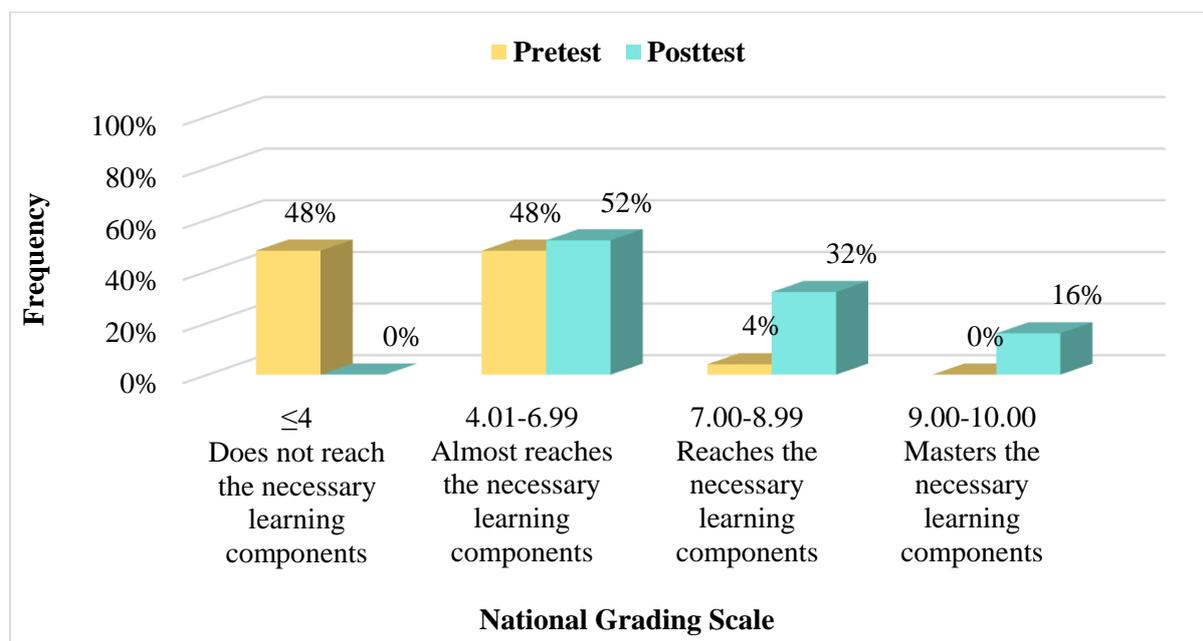
## 6. Results

This section describes the results gathered from the research instruments in order to determine the effectiveness of online games to increase English vocabulary. Accordingly, these results reflect the achievement of the two specific objectives stated in the research. In the first place, the scores obtained by the students in the pretest and posttest are presented and compared with the aim of showing the effectiveness of online games for vocabulary learning. Secondly, the students' perceptions about the use of online games to improve vocabulary are reported through the results of the questionnaire, and they are supported by the students' responses to the open-ended questions and the information found in the reflective journals and peer observations.

### 6.1. Pretest and Posttest Results

**Objective 1.** To validate the effectiveness of online games to improve vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year.

**Subquestion 1.** What is the effectiveness of online games to increase English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?



**Figure 1**

*Vocabulary pretest and posttest scores compared to the Ecuadorian National Grading Scale*

Figure 1 displays the results that eighth-grade students obtained in the pretest and posttest. As a general trend, pretest grades indicate that a large portion of the participants (96%) scored below the average and a tiny fraction of them (4%) reached the necessary learning components in relation to vocabulary. These low scores on the pretest denoted the need to apply

an intervention plan to improve the vocabulary knowledge of eighth graders. Concerning the posttest, just over a half of the students (52%) almost achieved the necessary learning components since they obtained scores between 4 and 6.99. It can also be seen that almost a third of the students (32%) reached the average grade and a small minority (16%) exceeded it. When adding the last two percentages, it can be concluded that nearly half of the students (48%) scored above 7 on the posttest.

**Table 3**

*Mean score differences between the vocabulary pretest and posttest*

	<b>Number of Students</b>	<b>Form (4/4)</b>	<b>Meaning (2/2)</b>	<b>Use (4/4)</b>	<b>Total (10/10)</b>
<b>Pretest</b>	25	1.14	1.06	1.83	4.03
<b>Posttest</b>	25	2.42	1.65	3.03	7.1
<b>Difference</b>	na	1.28	0.59	1.2	3.07

Afterwards, table 1 depicts more information about; the average score before and after the intervention, the average score in each aspect of vocabulary, and the difference between pretest and posttest.

At first glance, students obtained a very low score in the pretest with an average of 4.03 out of 10. This result is due to the fact that the eighth-grade students scored 1.14/4 on the “form” aspect of vocabulary, which means that they did not demonstrate knowledge of the “pronunciation” and “written form” (spelling rules) of words. Likewise, in the “meaning” aspect of the words they scored 1.06/2 showing an intermediate knowledge of synonyms and associations. In the last aspect of vocabulary, that is “use”, students scored 1.83/4 since they made several errors when forming collocations and identifying grammatical functions.

After implementing online games to address the aforementioned vocabulary difficulties, students' knowledge significantly increased. Compared to the pretest, vocabulary “form” increased by 1.28 in the posttest, however, it is important to mention that most of the improved knowledge refers to the written form of the words since pronunciation remained the most complex aspect for students. Further on, the “meaning” aspect, which included synonyms and associations, had an improvement of 0.59 and the “use” aspect of vocabulary gained 1.2 points. To sum up, eighth graders increased 3.07 points, resulting in an average score of 7.1/10 on the posttest.

From the quantitative results described above, it can be inferred that online games are effective for vocabulary learning, but it is necessary to corroborate this information with the qualitative results of the questionnaire, reflective journals and peer observations.

## 6.2. Questionnaire, Reflective Journals, and Peer Observations Findings

**Objective 2.** To explore students' perceptions about the implementation of online games to increase vocabulary knowledge, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year.

**Subquestion 2.** What are the students' perceptions about the implementation of online games to increase English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?

**Table 4**

*Motivation through online games*

Statement	Number of Students		
	Agree	Neutral	Disagree
1. The points, prizes, power-ups and rewards obtained in online games made me feel excited and motivated to continue improving my vocabulary knowledge.	96%	4%	0%
9. I had fun playing online games in the English class.	96%	4%	0%
8. Online games encouraged me to be a more active learner in class.	96%	4%	0%
10. Online games awakened or increased my interest in learning English.	92%	4%	4%

When exploring students' perceptions regarding online games as motivational agents, a high percentage (96%) of students "agreed" that the different elements of online games made them feel excited and motivated to improve vocabulary, the same percentage of students (96%) "agreed" that online games were fun and encouraged them to be more active in class, and a large proportion (92%) of participants "agreed" that their interest in learning English increased after the implementation of online games.

Upon analyzing the responses to the open-ended questions, students expressed that they felt motivated while playing online games given that if they answered properly to the activities within the games they could win, get a prize or a power-up to take gold from the other teams, therefore they were excited and motivated to improve their vocabulary knowledge in order to answer correctly. As part of these perceptions, student 9 highlighted that the above-mentioned online game elements encouraged her to keep playing and learn new words. Associated with motivation is the fun factor of games. In this regard, students pointed out that online games provided a different and fun way to learn English since they love to play and these educational resources were quite similar to those games they play in their free time. In addition, it is interesting the response of student 15 who indicated that within online games there was action, competition, and fun at the same time that she improved her vocabulary.

From the reflective journals and peer observations, the active participation of the students stands out greatly. When the teacher presented a game and it contained interactive characters such as those in the "Maze Chase" game from "Wordwall", most of the students quickly raised their hands to solve the game, and they were excited to participate when they won prizes. Likewise, when working in groups, everyone actively participated in order to answer correctly and beat the opposing teams.

This type of motivation produced by the games was both extrinsic and intrinsic because while in some games students participated to obtain a reward, other students participated for the mere fact of having fun and finding excitement when playing, just like a hobby. In this way, online games created a dynamic environment within the classroom since, students were excited to participate, they had fun playing, they were motivated to improve their vocabulary, and consequently, their interest in learning English increased.

**Table 5**

*Cooperation and competition*

Statement	Number of Students		
	Agree	Neutral	Disagree
2. Playing in teams allowed me to work cooperatively with my classmates in order to achieve the goal of the game and learn English in a better way.	84%	8%	8%
7. The sense of competition within online games raised my interest and engagement in the learning process.	96%	4%	0%

As shown in Table 5, a significant majority (84%) of students "agreed" that playing in teams increased their cooperation, meanwhile, a very small proportion (8%) "strongly disagreed" with this statement. Further on, 96% of participants "agreed" that the sense of competition within online games increased their interest and engagement in learning.

The reasons described by the students in the open-ended questions disclosed that playing in teams reinforced friendship, enabled discussion, interaction and mutual help in order to accomplish the game activities correctly. In contrast, a small minority indicated that some students did not help to solve the activities or, in another case, teammates did not allow him to participate in the game. With regard to competitiveness, students described that they hated to lose and enjoyed beating their peers, for this reason, they made more effort to learn the words taught in class with the aim of winning.

From the reflective journals and peer observations, the teacher-researcher applied the group game due to the limited number of devices, nevertheless, this was beneficial in some aspects. By working in teams, students had the opportunity to socialize, exchange opinions,

strengthen the bonds of partnership and help each other by contributing with their vocabulary knowledge to solve the game activities more quickly and defeat the opposing teams. Hence, since students had a strong desire to be recognized as winners or earn rewards, they showed more commitment to learn vocabulary.

**Table 6**

*Self-learning platform*

Statement	Number of Students		
	Agree	Neutral	Disagree
3. Online games made me realize my mistakes and successes in relation to vocabulary.	92%	8%	0%
4. Online games allowed me to review and practice vocabulary inside and outside the classroom.	96%	4%	0%

When considering online games as a self-learning platform, 92% of students "agreed" that by using online games they were able to assess their vocabulary and 8% of them were "neutral". Besides, 96% "agreed" that online games helped them practice vocabulary inside and outside the classroom, nonetheless, a tiny proportion (4%) expressed a "neutral" attitude towards this statement.

Although almost all students agreed that online games helped them practice vocabulary, in the open-ended questions, some of them stated that they were not able to play "Blooket" at home because they did not have a computer. Generally speaking, students said that through online games they assessed their vocabulary knowledge since it let them know if their answers were correct or incorrect and, if they made any mistakes, it provided them with feedback. As matter of fact, student 24 expressed that this game-based assessment helped her realize which vocabulary areas she needed to emphasize more when studying.

After analyzing the reflective journals and peer observation, it became evident that the classroom did not have the necessary technological equipment, and the use of the computer room was somewhat restricted, therefore the teacher-researcher provided the necessary resources for students to play online games in class, and as no student reported a lack of internet connection at home, online games were utilized as a tool for vocabulary practice and assessment both inside the classroom and at home.

In this respect, "Blooket" was an extremely useful tool for assessing spelling, listening skills, meaning and associations because it instantly let the student know their mistakes and correct answers. At the end of the game, it provided the teacher with a record of the students' scores and answers. Similar to "Blooket", "Wordwall", enabled review and feedback on the

same vocabulary components but included certain types of games like “Unjumble” where students practiced the grammatical function of words by forming sentences. Afterwards, “Vocabulary Spelling City” provided instant feedback to students while they practiced their listening skills and spelling of words. In “Educandy”, students played “pair games” where they practiced the meaning, synonyms and spelling rules of words. As opposed to the former resources, some “Genially” games, specifically “board games”, did not provide any kind of feedback, but through them the teacher included oral and spelling challenges that the students had to overcome in order to advance in the game. By doing so, the practice of oral production, pronunciation, and spelling was strengthened.

Last but not least, it is worth mentioning that when a “Blooket” game was assigned as homework, it could only be played on a computer. That is why some students without this device were not able to practice or assess their vocabulary at home.

**Table 7**

*Facilitate learning*

Statement	Number of Students		
	Agree	Neutral	Disagree
6. The game mechanics, narrative and multimedia elements such as sound effects, graphics and animation of online games increased my attention when learning vocabulary.	100%	0%	0%
5. In contrast to the activities done without the use of technology, online games facilitated me the memorization of new words.	96%	4%	0%

Concerning whether online games facilitated learning, 100% of the students “agreed” that the different elements and mechanics of online games increased their attention and, although 4% of participants were “neutral”, 96% “agreed” that online games helped them memorize vocabulary more easily.

The rationale of the students in the open-ended questions indicated that the story behind the game, characters, colors, the way in which the questions and answers appeared, graphics, background sound and game mechanics caught their total attention and kept them concentrated on the development of the game.

The information collected in the reflective journals and peer observations corroborated what students said. When the teacher started the class with a game, students remained silent, attentive to how the game was played and what they had to do to win. For instance, in the “Quizshow” from “Wordwall”, the teacher-researcher conducted reviews of the previous class in the form of a quiz, and after certain questions, there appeared cards with points and penalties

that were flipped over and quickly moved, here the students kept their full attention on the movement of the point cards and were very excited about not losing sight of the one with the most points. In itself, this game was very successful in keeping the students focused when introducing new content.

Due to these elements and mechanics of the games, students paid much more attention when practicing vocabulary and this led them to memorize words faster in order to avoid mistakes when playing. Hence, the attention gained from online games made students memorize words more quickly, and as a consequence, these cognitive processes facilitated English language learning.

**Table 8**

*Classification of online games*

11. How much did you like the online games used by your teacher to learn vocabulary? Rank 1 to 5 according to your preference (being 1 your favorite and 5 your least favorite).

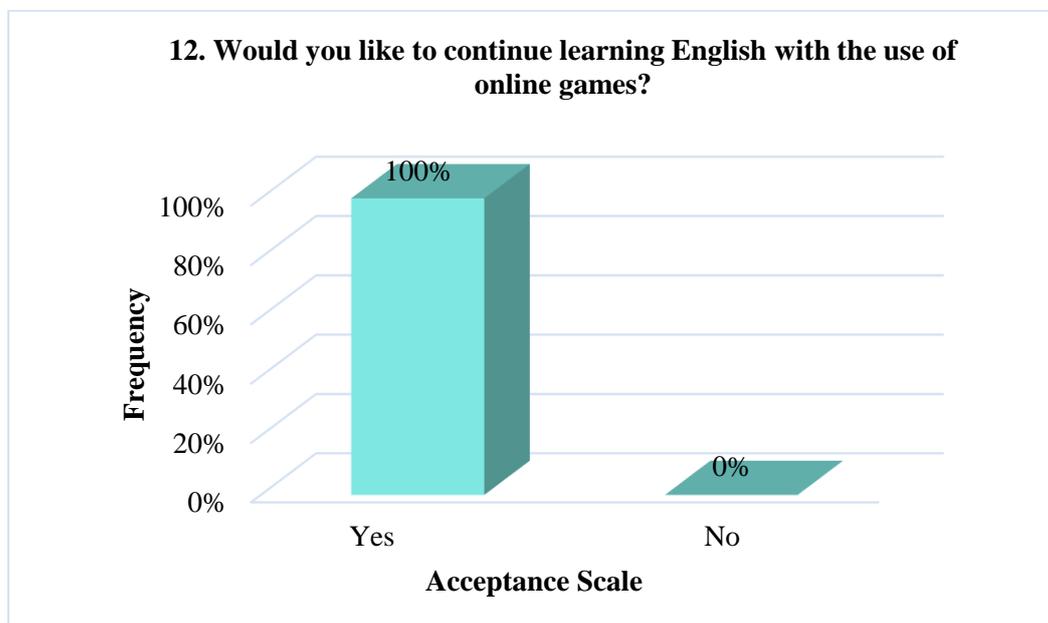
<b>Online Games</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>
Educandy	8%	52%	8%	4%	28%
Vocabulary Spelling City	0%	0%	8%	52%	36%
Blooket	68%	12%	8%	4%	8%
Genially	4%	4%	52%	24%	20%
Wordwall	20%	32%	24%	16%	8%
<b>Total</b>	100%	100%	100%	100%	100%

Table 8 outlines the classification of each online game according to the students' preference. In this regard, almost three-quarters of the students (68%) ranked “Blooket” as their favorite online game for learning vocabulary while “Vocabulary Spelling City” was the least favorite since most of the students (36%) ranked it fifth.

From the open-ended questions, the students stated that “Blooket” was their favorite online game because it was easy to play, corrected vocabulary mistakes, allowed interaction between classmates, let them choose an avatar, the animations were eye-catching, encouraged team play, included power-ups that allowed them to earn and steal gold from other classmates, they learned more words very easily, it included audios that enhanced pronunciation, and motivated them to keep learning in order to earn gold or get a power-up. Conversely, students found “Vocabulary Spelling City” to be the least liked because there were no interactive and eye-catching elements, which made it boring, also, practicing listening and spelling vocabulary at the same time was a complex task since it was hard for them to understand spoken words.

The previous information is aligned with the data collected by the researcher in the reflective journals. When playing “Blooket”, students were attracted to the colors and they liked being identified with an avatar in the game. Another element that encouraged their engagement was the leaderboard. By projecting the leaderboard, students could see their position and each of the activities that the teams performed during the game, thus the students constantly looked at what position they were and committed themselves to answer correctly in order to finish first. Moreover, playing "Gold Quest" from “Blooket”, students became highly competitive, since, if they answered correctly, they obtained power-ups that allowed them to win or steal gold from the opposing teams. Finally, one of the most exciting moments of the game was when the time was running out and the first place of the game was revealed.

Regarding “Vocabulary Spelling city”, in the reflective journals and peer observations it was noted that this online game was useful for practicing spelling and listening skill, and although some students were willing to participate, there was not much interest in the game.



**Figure 2**

*Willingness to continue learning English through online games*

Due to the aforementioned positive perceptions, figure 2 sketches out that all students (100%) would like to continue learning English with the use of online games. As stated by the students in the open-ended questions, the main reason for this response was that they love to play games using devices and the implementation of online games is something completely innovative since no other teacher has done it before. In addition, they pointed out that online games facilitated the practice and improvement of their vocabulary.

The reflective journals corroborate this acceptability. At the beginning of each English class the students were enthusiastic and curious to know which game they were going to play and showed much more willingness to participate when the contents of the class were practiced through online games.

## 7. Discussion

The present research work was carried out in order to increase vocabulary knowledge through the implementation of online games among eighth graders at a public institution in Loja during the 2022–2023 academic year. Accordingly, this section answers the three research questions by comparing and contrasting the findings obtained in the investigation with the theoretical framework and previous studies. Furthermore, it describes the limitations faced by the investigator in the development of the inquiry and makes suggestions for future research.

To begin with, the central question of this research sought to determine: “How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?” Generally speaking, the results of this research indicated that online games, such as Educandy, Vocabulary Spelling City, Blooket, Genially, and Wordwall, facilitated vocabulary teaching and learning by providing a dynamic and fun learning environment, where students were motivated and enthusiastic to learn, they allowed practice at the same time as vocabulary assessment, reinforced collaborative work, there was more attention, and the memorization of words happened faster. These results agree with the findings of other studies (Derbouche & Hamadouche, 2016; Hasram et al., 2020; Hasram et al., 2021; Katemba 2022; Octaberlina & Rofiki, 2021; Utku & Dolgunsöz, 2018), in which the features and elements of online games were effective for vocabulary acquisition in an interesting, engaging, interactive way that encouraged vocabulary practice, active participation, and strengthened cognitive processes such as memory and attention.

Within this core question, the first specific question was: "What is the effectiveness of online games to increase English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?" In this sense, the pretest and posttest results revealed that online games had a positive effect on students' vocabulary. In the pretest, students scored 4.03 points, but after implementing online games they reached a score of 7.1, which means that they did increase their vocabulary knowledge. These findings are consistent with those reported by Alnatour and Hijazi (2018), Octaberlina and Rofiki (2021), and Pedo (2017), who indicated that online games are an effective strategy for vocabulary teaching, growth, and acquisition. In addition, Derbouche and Hamadouche (2016) attributed the increase in vocabulary to the fact that online games encourage discovery, practice and enrichment of lexical knowledge.

Nevertheless, these findings cannot be generalized to larger populations since the research was conducted with only one experimental group. Furthermore, due to the short duration of the intervention, it cannot be concluded with certainty that only online games

influenced vocabulary improvement. What is more, by applying a pretest, students were conditioned and alerted about what the responses to the posttest would be. Consequently, in order to achieve accurate results, it is recommended to conduct further research involving at least two research groups (a control group and an experimental group), extend the intervention time, and, instead of applying a pretest, analyze their performance in English tasks, in order to determine their vocabulary knowledge prior to the treatment.

Besides, the second specific research question was, “What are the students’ perceptions about the implementation of online games to increase English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?” This question was answered by the questionnaire, reflective journals, and peer observations, all of which highlighted positive perceptions towards the strategy under study.

At first instance, the prizes, points, and rewards of online games motivated learners to improve their vocabulary, and the fun factor incited their active participation in the educational process. In a very similar way, Utku and Dolgunsöz (2018) and Alnatour and Hijazi (2018) reported that the use of these resources makes vocabulary learning relaxing, fun, and motivating, which encourages learners to take an active part in the lesson. In short, Katemba (2022) indicated that the reward system drives learners to improve their knowledge.

Another important finding was that team play strengthened friendship, collaborative work, and the competitiveness when playing led the students to make more effort to learn in order to win. In light of this result, Hasram et al. (2021) agreed that competition within games increases motivation and persistence to achieve the goals of the game.

Likewise, online games were useful for learners to practice, evaluate, and receive instant feedback, which was key for them to realize which areas they needed to improve. In fact, Hasram et al. (2020) explained that online games prompt learners to reflect on their performance and thereby construct their own knowledge.

Moreover, the present research and the study conducted by Talib et al. (2016, as cited in Hasram et al., 2020) agree on the idea that audiovisual elements and online game mechanics capture students' attention and keep them focused during the lesson. Similarly, learners memorized words faster. In line with this result, Katemba (2022) found that online games strengthen short-term and long-term vocabulary memory, or, as stated by Aghlara and Tamjid (2011), games help young learners' cognitive processes. In this way, online games facilitated language learning.

Last but not least, students want to continue using online games to learn English since they love to play on devices, but within the educational process, no teacher includes them,

which is why online games are novel and awaken their enthusiasm when learning. In particular, Blooket is recognized by students as the preferred online game due to its attractive features and game modes such as the "Gold Quest" that encourages vocabulary learning through fun and healthy competition among learners. These findings further support the idea of Prensky (2001), who considered that technology is part of the "digital natives", and therefore other studies, such as those of Sadiku et al. (2017), Pintado-Peñaloza and Fajardo-Dack (2022), and Utku and Dolgunsöz (2018), promoted its implementation in order to create a teaching and learning environment suitable for today's students.

Although the students' perceptions indicate a positive experience during the implementation of online games, there were several limitations that affected the teaching and learning process when applying this strategy. First of all, since the action research approach of the present study conceives the teacher as the researcher, it was a time-consuming task for the investigator to conduct research at the same time as teaching. On the other hand, the classroom was not adequate for the use of a projector, there was no internet connection, not all students had mobile devices to play individually, and the use of the computer room was limited. In order to avoid these shortcomings, the researcher suggests the application of online games in a technologically equipped educational institution or in higher grades where all, or at least the majority of students have a mobile device.

## **8. Conclusions**

The online games; Educandy, Vocabulary Spelling City, Blooket, Genially, and Wordwall, positively influenced vocabulary learning. The implementation of the aforementioned online games in the English class helped the teacher create a dynamic teaching and learning environment where students practiced vocabulary, had fun, were motivated and enthusiastic to actively participate. In this way, online games provided students with the opportunity to improve their vocabulary knowledge by playing.

Online games stimulated lexical learning as students increased their knowledge of various aspects of vocabulary that are marked within form, meaning, and use. As such, by practicing and assessing vocabulary through online games, students considerably improved the written form, knowledge of associations, grammatical structure of words, and collocations, nonetheless, the spoken form remains the component in which students fail the most.

The findings of this study concluded that students had favorable attitudes towards technology and online games, being fun and entertainment their most remarkable features. More specifically, “Blooket” was established as the favorite online game for learning vocabulary due to the fact that it contains highly attractive qualities and gameplay elements that drive vocabulary improvement and assessment through competition among learners. In view of these perceptions, students completely agreed with the integration of these digital resources into their educational process.

## **9. Recommendations**

The results of this research cannot be generalized due to the fact that only one experimental group was used. Given this limitation, future research is needed to take into account more research groups, or at least a control and an experimental group, in order to ensure with certainty that the use of online games does contribute to vocabulary growth.

Other important limitations of this research are the short intervention time and the conditioning that the students received due to the application of the pretest. To overcome this limitation and achieve more realistic results in the posttest, it is recommended that future research extend the time of intervention and instead of applying a pretest, establish the starting point for intervention on the performance that students demonstrate in English tasks, for instance, taking into account samples of learners' academic work.

Although online games produced positive attitudes in students, their successful implementation was affected by; the lack of internet connection and mobile devices to play, the poor equipment of the classroom, and the restricted access to the computer room. For this main reason, it is suggested to carry out the implementation of online games in an educational institution that allows the use of the computer room and has the necessary resources and technological equipment within the classroom so that all students, or most of them, can interact individually with the games. Moreover, future research should consider applying this strategy in higher grades, where all students already have mobile devices.

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## 11. Annexes

### Annex 1. Solicitud a la institución para realizar el Proyecto de Investigación de Integración Curricular



unl

Universidad  
Nacional  
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
CARRERA DE IDIOMA INGLÉS  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS

O fc.001-DC-II/PINE-NG-FEAC-UNL  
Loja, Febrero 8 del 2023

Magíster

Juan Luis Imaicela Rosillo,

RECTOR DE LA UNIDAD EDUCATIVA "ADOLFO VALAREZO"

Ciudad

De mis consideraciones:

Me dirijo a usted, muy comedidamente, para comunicarle que, conforme consta en la Malla Curricular de la Carrera de Idioma Inglés de la Facultad de la Educación, el Arte y la Comunicación de la Universidad Nacional de Loja, las/los estudiantes del CICLO 7 y 8 deben aprobar la asignatura de DESIGN OF TEFL PROJECTS, en la que inician con el desarrollo del TRABAJO DE INTEGRACIÓN CURRICULAR. Debo manifestar que el cumplimiento del mismo, es uno de los requisitos para aprobar el presente ciclo, para egresar y posteriormente para la graduación.

Conocedora de su alto espíritu de colaboración, con todo lo que significa adelanto y progreso de la juventud lojana, me permito solicitarle, se digne autorizar a quien corresponde, se brinde la apertura necesaria a TALIA SOLEDAD CUENCA CALVA, para que realice las observaciones necesarias en la prestigiosa institución de su acertada regencia, con la finalidad de que pueda desarrollar eficientemente el Proyecto de Investigación; y, posteriormente, culminar con el Trabajo de Titulación.

Por la atención favorable que se digne dar al presente, le anticipo mis agradecimientos, a la vez que aprovecho la oportunidad para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

EN LOS TESOROS DE LA SABIDURÍA  
ESTÁ LA GLORIFICACIÓN DE LA VIDA



ROSA PAOLA MORENO  
ORDÓÑEZ

Lcda.M.Sc. Rosa Paola Moreno Ordóñez,  
DIRECTORA ACADÉMICA

Elaborado por:  
Dra.M.Sc. Neia Aguilera Asanza,  
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

*Handwritten signature*  
Autorizado  
16/02/2023

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RECTORADO  
LOJA - ECUADOR

## Annex 2. Lesson plans

Intervention plan # 1			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Thursday, May 4 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	75 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	2
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	My favorite hobby
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to talk about hobbies using expressions like: <i>I like/love/enjoy ..... in my free time; My hobbies include .....and.....; ..... is my favorite hobby.</i></li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>Administration of the <b>pretest</b>.</li> <li>The teacher starts the class by introducing herself. After that, students write on a sheet of paper some characteristics or interesting facts about themselves, they randomly exchange sheets of paper and each student reads it, the rest of the class guesses which person it is.</li> <li>Teacher indicates the topic of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>The teacher presents some free time activities: exercising, playing video games, reading, watching videos, swimming, painting. (<b>flashcards</b>)</li> <li>Using a <b>flip chart</b>, the teacher indicates how to answer the question: <i>Do you have any hobbies? What are your hobbies? What interest do you have?, What do you do for fun?</i> using <i>I like/love/enjoy ..... in my free time; My hobbies include .....and.....; ..... is my favorite hobby.</i></li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>In pairs, students come to the front, one student asks a question about hobbies, and the other student answers according to his or her information or using the verbs given by the teacher, then, they exchange roles.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>At home, the student asks 3 family members about their hobbies using the questions studied in class and collects the information on a sheet of paper.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources</b></p> <ul style="list-style-type: none"> <li>Flashcards <a href="https://drive.google.com/file/d/1LUg8_fW86Q-9q7iOmju6-UpW_EoQ_JPG/view?usp=drive_link">https://drive.google.com/file/d/1LUg8_fW86Q-9q7iOmju6-UpW_EoQ_JPG/view?usp=drive_link</a></li> <li>Flip chart <a href="https://drive.google.com/file/d/1pHrdMnRAcVXADu2gSCfoNJipfk3FXKI5/view?usp=drive_link">https://drive.google.com/file/d/1pHrdMnRAcVXADu2gSCfoNJipfk3FXKI5/view?usp=drive_link</a></li> <li>Speaker</li> <li>Cell phone to record students' pronunciation</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>Pretest <a href="https://drive.google.com/file/d/1awhxUkvu7TJzOC3Pt_jF0eyQbKPOzzjw/view?usp=drive_link">https://drive.google.com/file/d/1awhxUkvu7TJzOC3Pt_jF0eyQbKPOzzjw/view?usp=drive_link</a></li> <li>Reflective Journals</li> </ul>

Intervention plan # 2			
<b>Class:</b>	8th EGB "B"	<b>Date:</b>	Friday, May 5 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 12:00
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	110 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	3
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	My routines and habits
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>After teacher instruction, students will be able to describe facts, habits and/or routines using the simple present tense in a time limit of 15 minutes.</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>Students play charades using <b>pictures</b> about routines.</li> <li>Teacher indicates the topic of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Using a <b>flip chart</b>, the teacher indicates the use of the present simple, the construction of the third person singular and the formulation of affirmative and negative sentences.</li> <li>Using <b>cardboards</b>, the teacher presents some adverbs of frequency and prepositions of time.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>Students work on a <b>worksheet</b> about the simple present tense.</li> <li>Using a <b>pronoun roulette</b>, 15 students come to the front and conjugate the verbs in the present simple tense as well as don't and doesn't.</li> <li>In <b>Educandy</b>, students play some games by applying the spelling rules for the third person singular to transform the verbs into the present simple.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>On a sheet of paper, students write 8 habits, routines or facts in affirmative and negative sentences using adverbs of frequency and prepositions of time.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources</b></p> <ul style="list-style-type: none"> <li>Pictures</li> <li><a href="https://drive.google.com/file/d/1PPKKTJKYeSWtlwWY7K843C3M0SyhKSf-/view?usp=drive_link">https://drive.google.com/file/d/1PPKKTJKYeSWtlwWY7K843C3M0SyhKSf-/view?usp=drive_link</a></li> <li>Flip charts and Cardboards <a href="https://drive.google.com/file/d/1wXcIrhbAiuFjiPRFEAnAL2dZHKXkO58j/view?usp=drive_link">https://drive.google.com/file/d/1wXcIrhbAiuFjiPRFEAnAL2dZHKXkO58j/view?usp=drive_link</a></li> <li>Worksheet <a href="https://drive.google.com/file/d/1fjK3WNxY5P8baf_truH21PJ4hrpPJJb/view?usp=drive_link">https://drive.google.com/file/d/1fjK3WNxY5P8baf_truH21PJ4hrpPJJb/view?usp=drive_link</a></li> <li>Pronoun roulette <a href="https://drive.google.com/file/d/1iZ6gZm-xald-HBhOIhQiOkuYMg7a85II/view?usp=drive_link">https://drive.google.com/file/d/1iZ6gZm-xald-HBhOIhQiOkuYMg7a85II/view?usp=drive_link</a></li> <li>Educandy: <a href="https://www.educandy.com/site/resource.php?activity-code=113b62">https://www.educandy.com/site/resource.php?activity-code=113b62</a></li> <li>Computers</li> </ul> <p><b>Research Instruments</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> </ul>

Intervention plan # 3			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Thursday, May 11 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	75 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	2
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	Count Nouns
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>After the teacher's instruction, students will be able to apply the spelling rules to transform singular nouns into plurals. (<b>Written form</b>)</li> <li>Students will be able to recognize the final pronunciation Z, IZ, S of plural nouns. (<b>spoken form</b>)</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>Students look at 2 similar pictures and find 7 differences. (<b>slides</b>)</li> <li>Teacher indicates the topic of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Teacher and students discuss: <i>What is a noun?</i> and <i>what is the difference between a singular and a plural noun?</i></li> <li>Using <b>slides</b>, the teacher explains the spelling rules for constructing plurals.</li> <li>The teacher explains the different endings for plurals Z, IZ, S. in four nouns: friends, classes, cats, months.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>In 4 groups of 7 students play “The plural race” in Genially and answer questions about plurals, their final sound and their spelling rules with the help of <b>flashcards</b>.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students solve a <b>worksheet</b> where they transform singular nouns into plurals and classify the nouns according to their rules.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources</b></p> <ul style="list-style-type: none"> <li>Flashcards <a href="https://drive.google.com/file/d/16ilsv9T7eqD3N4CA2hwy9QVOZnS-UDYn/view?usp=drive_link">https://drive.google.com/file/d/16ilsv9T7eqD3N4CA2hwy9QVOZnS-UDYn/view?usp=drive_link</a></li> <li>Slides in Genially: <a href="https://view.genial.ly/64571a3937a49200116853ba/learning-experience-didactic-unit-count-nouns">https://view.genial.ly/64571a3937a49200116853ba/learning-experience-didactic-unit-count-nouns</a></li> <li>Worksheet: <a href="https://www.eslprintables.com/grammar_worksheets/nouns/plural_of_nouns/NOUNS_PLURAL_355857/">https://www.eslprintables.com/grammar_worksheets/nouns/plural_of_nouns/NOUNS_PLURAL_355857/</a></li> <li>“The plural race” game in Genially: <a href="https://view.genial.ly/64572c87fcd3890011720c02/interactive-content-the-plural-race">https://view.genial.ly/64572c87fcd3890011720c02/interactive-content-the-plural-race</a></li> <li>Projector</li> <li>Laptop</li> <li>Internet connection</li> </ul> <p><b>Research Instruments</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> <li>Peer Observations</li> </ul>

Intervention plan # 4			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Friday, May 12 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 12:00
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	110 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	3
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	Countable vs Uncountable nouns
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>• After the teacher's instruction, students will be able to distinguish between countable and uncountable plural nouns.</li> <li>• students will identify the correct quantifiers for countable and uncountable nouns or at least a/an/any/much (<b>grammatical functions</b>).</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>• Teacher projects a <b>song</b> “<i>Lemon Tree</i>” by Fools Garden and ask students to write down all the nouns.</li> <li>• Teacher indicates the topic of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>• Teacher and students discuss: <i>what is the difference between countable and uncountable nouns?</i></li> <li>• Using <b>slides</b> the teacher presents a list countable and uncountable nouns and the quantifiers used for them.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>• Students work on their <b>English book</b> (Student's book page 45). At the end of the activity the students and teacher correct the answers.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>• In <b>Blooket</b>, students play a game where they; select the name of the nouns and the plural form of the noun, identify if the noun is countable and uncountable and recognize the correct quantifiers.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>• Slides in Canva</li> <li>• <a href="https://drive.google.com/file/d/136zxyTSNO84iKTUjIIMGfgozZeIA5iMc/view?usp=drive_link">https://drive.google.com/file/d/136zxyTSNO84iKTUjIIMGfgozZeIA5iMc/view?usp=drive_link</a></li> <li>• Student’s book page 45</li> <li>• <a href="https://drive.google.com/file/d/1UrQlyS8mH4Ydbx03SAIMrfGsv3DKjzB1/view?usp=drive_link">https://drive.google.com/file/d/1UrQlyS8mH4Ydbx03SAIMrfGsv3DKjzB1/view?usp=drive_link</a></li> <li>• Youtube song: <a href="https://www.youtube.com/watch?v=XAFS43NKFag">https://www.youtube.com/watch?v=XAFS43NKFag</a></li> <li>• Blooket game: <a href="https://play.blooket.com/play?hwId=645db5553d291c0ad47e3079">https://play.blooket.com/play?hwId=645db5553d291c0ad47e3079</a></li> <li>• Projector</li> <li>• laptop</li> <li>• Internet connection</li> </ul> <p><b>Bibliography:</b></p> <ul style="list-style-type: none"> <li>• <i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>• Reflective Journals</li> </ul>

Intervention plan # 5			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Thursday, May 18 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	75 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	2
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	The language of fruit
<b>Lesson Objectives</b>	<p>After the teacher's instruction, students will be able:</p> <ul style="list-style-type: none"> <li>To distinguish and identify 6 fruit: strawberry, pineapple, tangerine, apple, cherry, pomegranate (<b>lexical set: associations</b>).</li> <li>To understand the meaning of fruits for different cultures.</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>Students watch a <b>video</b> about the national fruits of some countries. At the end of the video the teacher asks some questions about it: what is the fruit of _____ (country)?</li> <li>Teacher indicates the topic of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Teacher presents the vocabulary of fruit (<b>associations</b>). Students practice their pronunciation by repeating after the teacher. (<b>slides</b>)</li> <li>Teacher explains the characteristics of fruits through a <b>video</b> "All About Fruit". At the end of the video the teacher asks some questions about it.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>Students take turns reading the article "the language of fruit". (Student's book page 46)</li> <li>After reading the article, students complete the activities in the book, page 47.</li> <li><b>Homework:</b> Students draw their favorite fruit and answer the question: what does fruit mean to you?</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students play <b>Educandy</b> and solve various games where they apply their knowledge of fruits.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources</b></p> <ul style="list-style-type: none"> <li>Video “National Fruit from Different Countries”: <a href="https://www.youtube.com/watch?v=y9Oo7snUPPUSlides">https://www.youtube.com/watch?v=y9Oo7snUPPUSlides</a></li> <li>Video “All About Fruit”: <a href="https://www.youtube.com/watch?v=cCj-N9PbL-g">https://www.youtube.com/watch?v=cCj-N9PbL-g</a></li> <li>Slides in genially: <a href="https://view.genial.ly/646327e0c564530011941245/presentation-television-presentation">https://view.genial.ly/646327e0c564530011941245/presentation-television-presentation</a></li> <li>Student's book page 46 and 47</li> <li><a href="https://drive.google.com/file/d/1FT9XeFXPoAh35TLZ0eSIBz2rFXDYPsS4/view?usp=drive_link">https://drive.google.com/file/d/1FT9XeFXPoAh35TLZ0eSIBz2rFXDYPsS4/view?usp=drive link</a></li> <li>“Educandy” game: <a href="https://www.educandy.com/site/resource.php?activity-code=1145d0">https://www.educandy.com/site/resource.php?activity-code=1145d0</a></li> <li>Projector</li> <li>Teacher's laptop</li> <li>Internet connection</li> </ul> <p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li><i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> </ul>

Intervention plan # 6			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Friday, May 19 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 12:00
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	110 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	3
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	Blue skies
<b>Lesson Objectives</b>	<p>After the teacher's instruction, students will be able:</p> <ul style="list-style-type: none"> <li>To identify the seasons and their climatic characteristics.</li> <li>To correctly pronounce vocabulary related to seasons and weather (<b>spoken form</b>).</li> <li>To describe the weather, their favorite season and type of weather.</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li><b>Pictionary race:</b> the classroom is divided into 2 groups. The teacher gives a <b>picture</b> (noun) to a member of each group and draws it on the board, the first team to guess the name wins a point, the team with the most points wins the game.</li> <li>Teacher indicates the topic of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Teacher presents the vocabulary related to weather, the 4 seasons of the year and their characteristics using <b>slides</b>. The students repeat the pronunciation after her.</li> <li>The teacher indicates some expressions to explain what’s the weather like? What season do you like the most? what's your favorite kind of weather? (Student’s book page 60)</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>In pairs, the students practice the expressions and dialogues mentioned before by the teacher. (<b>Student’s book</b> page 50)</li> <li>In 4 groups of 6 students, students play “<b>Seasons and Weather race</b>” in genially and answer orally the questions related to the vocabulary presented by the teacher, their favorite season of the year and their favorite type of weather.</li> <li><b>Homework:</b> students make a video explaining what day it is, what the weather is like, what is your favorite season of the year and what is your favorite type of weather.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students play a <b>Blooket</b> game where they are tested on vocabulary, expressions, and pronunciation recognition of the seasons and their weather characteristics.</li> </ul>
<b>Materials /Bibliography / Research Instruments</b>	<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>Slides in Genially: <a href="https://view.genial.ly/645891257570b50011ee6d42/presentation-blue-skies">https://view.genial.ly/645891257570b50011ee6d42/presentation-blue-skies</a></li> <li>Pictures</li> <li><a href="https://drive.google.com/file/d/1y5adPQCWYy4g2zVggXwh2_DOJ62sNi86x/view?usp=drive_link">https://drive.google.com/file/d/1y5adPQCWYy4g2zVggXwh2_DOJ62sNi86x/view?usp=drive_link</a></li> <li>Student’s book page 50</li> <li><a href="https://drive.google.com/file/d/1HHBWxbyAfVBE0sI2--UHVvtNUPcEcj55/view?usp=drive_link">https://drive.google.com/file/d/1HHBWxbyAfVBE0sI2--UHVvtNUPcEcj55/view?usp=drive_link</a></li> <li>“Seasons and Weather race”: <a href="https://view.genial.ly/64630d6582da750018e90039/interactive-content-jumanlly">https://view.genial.ly/64630d6582da750018e90039/interactive-content-jumanlly</a></li> <li>Blooket game: <a href="https://play.blooket.com/play?hwId=646bf948364c972e18bafb07">https://play.blooket.com/play?hwId=646bf948364c972e18bafb07</a></li> <li>Projector</li> <li>Laptop</li> <li>Internet connection</li> </ul> <p><b>Bibliography:</b></p> <ul style="list-style-type: none"> <li><i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> <li>Peer Observations</li> </ul>

Intervention plan # 7			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Thursday, May 25 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	75 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	2
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	Adjectives
<b>Lesson Objectives</b>	<p>After the teacher's instruction, students will be able:</p> <ul style="list-style-type: none"> <li>To describe a noun using adjectives.</li> <li>To identify the synonyms of adjectives (<b>Associations: synonyms</b>).</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>The class begins with students playing a “maze chase” game on <b>Wordwall</b> to review vocabulary learned in the previous class (weather and seasons).</li> <li>Teacher indicates the new class topic and explains its objectives.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Teacher indicates what adjectives are (<b>video</b>: English Language - Grade 2: Adjectives)</li> <li>Teacher presents vocabulary related to adjectives and their synonyms through <b>slides</b>. Students repeat the vocabulary after the teacher.</li> <li>Teacher explains how to formulate sentences to describe a noun.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>Teacher shows pictures of nouns, some students come to the front and describe the picture by giving sentences (<b>slides</b>). The teacher and students give feedback.</li> <li>Playing “Test-N-Teach” on <b>Vocabulary spelling city</b> students practice their listening and spelling by writing the adjectives they hear.</li> <li>Students develop some “matching pairs” games in <b>Educandy</b> to practice synonyms of adjectives.</li> <li><b>Autonomous work</b>: Students look at the image and decode the adjectives in a crossword puzzle. (<b>worksheet</b>)</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students write 5 sentences where they use adjectives to describe the weather, an object, animal, person, themselves or to describe a place.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources</b></p> <ul style="list-style-type: none"> <li>Video “English Language - Grade 2: Adjectives”: <a href="https://www.youtube.com/watch?v=fcJMHt7XKJI">https://www.youtube.com/watch?v=fcJMHt7XKJI</a></li> <li>“maze chase” game on Wordwall: <a href="https://wordwall.net/resource/27310391">https://wordwall.net/resource/27310391</a></li> <li>“Test-N-Teach” game on Vocabulary Spelling City: <a href="https://www.spellingcity.com/tnt-spelling-game.html?listId=77998512">https://www.spellingcity.com/tnt-spelling-game.html?listId=77998512</a></li> <li>Educandy: <a href="https://www.educandy.com/site/resource.php?activity-code=1149fb">https://www.educandy.com/site/resource.php?activity-code=1149fb</a></li> <li>Worksheet: <a href="https://www.liveworksheets.com/dy333jz">https://www.liveworksheets.com/dy333jz</a></li> <li>Slides in Genially: <a href="https://view.genial.ly/6468ff55ba5fb3001b79adb2/presentation-adjectives">https://view.genial.ly/6468ff55ba5fb3001b79adb2/presentation-adjectives</a></li> <li>Projector</li> <li>Laptop</li> <li>Internet connection</li> </ul> <p><b>Research Instruments</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> <li>Peer Observations</li> </ul>

Intervention plan # 8			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Monday, June 5 <sup>th</sup> , 2023 Thursday, June 8 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	Monday: from 10:10 – 11:25 Thursday: from 10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	150 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	4
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?		
<b>Lesson Topic</b>	Comparing nouns		
<b>Lesson Objectives</b>	<p>After the teacher's instruction, students will be able:</p> <ul style="list-style-type: none"> <li>To apply spelling rules to transform an adjective into its comparative and superlative form (<b>written form</b>).</li> <li>To use comparative and superlative adjectives to construct sentences that compare two or more nouns (<b>grammatical functions</b>).</li> </ul>		
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>Teacher begins the class by playing "Gameshow Quiz" on <b>Wordwall</b> to review the previous class. In the game, students must complete the sentences with the correct adjective or synonym.</li> <li>After reviewing the adjectives learnt in the previous class, the teacher explains the topic of the new class and its objective.</li> </ul>		
<b>2. Instruct and model</b>	Monday	<ul style="list-style-type: none"> <li>Teacher explains the difference between comparative adjectives and superlative adjectives through a <b>Genially presentation</b>.</li> <li>Teacher presents the <i>spelling rules</i> for constructing comparative and superlative adjectives (Genially presentation).</li> </ul>	
	Thursday	<ul style="list-style-type: none"> <li>Teacher indicates the structure for constructing sentences using comparatives and superlatives adjectives through a Genially presentation (<i>grammatical functions</i>).</li> <li>Teacher brings two students to the front of the class, student A (the tallest student in the class) and student B (smaller than student A), and asks the following questions to the rest of the class:               <ol style="list-style-type: none"> <li>what adjective would you use to describe student A?</li> <li>how would you say that student A is taller than student B?</li> <li>Student B sits down and asks the students how they would say that student A is the tallest student in the class.</li> </ol> </li> </ul>	
<b>3. Practice activity</b>	Monday	<ul style="list-style-type: none"> <li>Teacher divides the class into 4 teams and plays the game “Open the box” on <b>Wordwall</b> to see if the students understood the spelling rules for comparatives and superlatives. Each team must choose 5 boxes and inside each box, the students must select the correct comparative or superlative adjective, for each question students have 30 seconds to answer. The team that gets a wrong answer receives a penalty at the end of the game.</li> <li>Students complete the table with the comparative and superlative form of the adjectives. (<b>Worksheet 1</b>)</li> </ul>	
	Thursday	<ul style="list-style-type: none"> <li>Students develop 2 activities from the English book where they complete sentences with the correct form of comparatives and superlatives adjectives (<b>student's book page 55</b>).</li> <li>Some students go to the front of the class and play the game “Unjumble” on <b>Wordwall</b>. In the game, learners order the words to form comparative and superlative sentences.</li> </ul>	

<b>4. Assessment</b>	Thursday	<ul style="list-style-type: none"> <li>Students complete a <b>worksheet (2)</b> where they fill in a table with the comparative and superlative form of adjectives and order the words to form comparative and superlative sentences.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>“Gameshow Quiz” on Wordwall: <a href="https://wordwall.net/resource/57082350">https://wordwall.net/resource/57082350</a></li> <li>“Open the box” on Wordwall: <a href="https://wordwall.net/resource/57084334">https://wordwall.net/resource/57084334</a></li> <li>“Unjumble” on Wordwall: <a href="https://wordwall.net/resource/57083855">https://wordwall.net/resource/57083855</a></li> <li>Slides in Genially: <a href="https://view.genial.ly/64728f617e70970012a325f7/presentation-comparative-and-superlative-adjectives">https://view.genial.ly/64728f617e70970012a325f7/presentation-comparative-and-superlative-adjectives</a></li> <li>Worksheets <a href="https://drive.google.com/file/d/1-gP7VB0WmY7FGZJGDBNuKndK_urjK3zp/view?usp=drive_link">https://drive.google.com/file/d/1-gP7VB0WmY7FGZJGDBNuKndK_urjK3zp/view?usp=drive_link</a></li> <li>Student's book page 55 <a href="https://drive.google.com/file/d/1c499W7ouj6VoqwkHpwD6PndRv5LCT2n7/view?usp=drive_link">https://drive.google.com/file/d/1c499W7ouj6VoqwkHpwD6PndRv5LCT2n7/view?usp=drive_link</a></li> <li>Projector</li> <li>Laptop</li> <li>Internet connection</li> </ul> <p><b>Bibliography:</b></p> <ul style="list-style-type: none"> <li><i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> </ul>	

Intervention plan # 9			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Friday, May 9 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 12:00
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	110 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	3
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	What do you use your computer for?
<b>Lesson Objectives</b>	After the teacher's instruction, students will be able: <ul style="list-style-type: none"> <li>To use <i>collocations</i> in order to explain what uses they give to the computer.</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>The teacher begins the class by showing an animated <b>video</b> about the history of computers (video: Computer History). After the video the class discusses: what was the first reason for the existence of computers, then what machines were invented to finally create computers.</li> <li>The teacher introduces the new class topic and its importance.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Teacher introduces the different uses of computers by using collocations through <b>slides</b> (Information taken from student’s book page 61). Students repeat the pronunciation after the teacher.</li> <li>Teacher explains how to answer the question: What do you use your computer for, using collocations.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>Students play a breakout room game in <b>Genially</b> called "Dragon Dungeon Breakout". In the game, students have to overcome 4 levels by completing challenges where they apply their knowledge of collocations, at the end they have to defeat the dragon to win the game.</li> <li>Students work in pairs with the partner next to them and ask each other; Student A: What do you use your computer for? Student B: I use my computer to .....</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students play a <b>Blooket</b> game where they answer questions about the correct form of collocations in sentences related to computer use and identify computer uses through pictures.</li> <li>Students develop a <b>worksheet</b> where they apply their knowledge of collocations to complete sentences and explain what use they give to the computer.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>Video “Computer History”: <a href="https://www.youtube.com/watch?v=EDpwP3fEJ24">https://www.youtube.com/watch?v=EDpwP3fEJ24</a></li> <li>Slides in Genially: <a href="https://view.genial.ly/6473b766fd9b7b00198daa12/presentation-copy-television-presentation">https://view.genial.ly/6473b766fd9b7b00198daa12/presentation-copy-television-presentation</a></li> <li>“Dragon Dungeon Breakout” in Genially: <a href="https://view.genial.ly/6471925d4ee68f0019b6d776/interactive-content-dragon-dungeon-breakout">https://view.genial.ly/6471925d4ee68f0019b6d776/interactive-content-dragon-dungeon-breakout</a></li> <li>Blooket: <a href="https://play.blooket.com/play?hwId=6473d754f69b65e186cfd6ce">https://play.blooket.com/play?hwId=6473d754f69b65e186cfd6ce</a></li> <li>Worksheet</li> <li><a href="https://drive.google.com/file/d/1ednDhxP48mm51jNfTOH5ZOD0VX25t9H7/view?usp=drive_link">https://drive.google.com/file/d/1ednDhxP48mm51jNfTOH5ZOD0VX25t9H7/view?usp=drive_link</a></li> <li>Projector</li> <li>Laptop</li> <li>Internet connection</li> </ul> <p><b>Bibliography:</b></p> <ul style="list-style-type: none"> <li><i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> </ul>

Intervention plan # 10			
<b>Class:</b>	8th EGB "B"	<b>Date:</b>	Thursday, June 15th, 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	From 10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	75 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	2
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Soledad Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	Second Unit Review
<b>Lesson Objectives</b>	After reviewing unit 2 through online games, students will be able to: <ul style="list-style-type: none"> <li>Recall the pronunciation, spelling rules, grammatical patterns, associations and collocations of vocabulary studied during the unit.</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>The teacher asks students to recall the names of the topics covered in Unit 2.</li> <li>The teacher indicates the theme of the class and its objective.</li> </ul>
<b>2. Instruct and model</b>	Before each review game, the teacher gives the necessary instructions and examples of how to play.
<b>3. Practice activity</b> <b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students play "Gold Quest" game from <b>Blooket</b>. In the game, students answer questions related to spelling rules (<i>written form</i>) for plurals, their final sounds (<i>spoken form</i>), and quantifiers (<i>grammatical functions</i>) used for countable and uncountable nouns. At the end of the game, the winner receives an extra point, and the teacher gives feedback on the questions where the students made the most mistakes.</li> <li>Playing on <b>Educandy</b>, students remember vocabulary related to fruits (<i>associations</i>) and their spelling (<i>written form</i>) by solving a crossword puzzle where they have as a clue the characteristics of each fruit.</li> <li>Students test their listening (<i>spoken form</i>) and spelling (<i>written form</i>) knowledge of weather-related vocabulary by writing the word they hear in the game "Test and Teach" (<b>Vocabulary Spelling City</b>).</li> <li>Students develop a game on <b>Wordwall</b>, where they have to answer questions related to adjectives, their comparative and superlative form (<i>written form</i>), and grammatical structure (<i>grammatical functions</i>).</li> <li>Students play the game "Dragon Dungeon Breakout" from <b>Genially</b> and answer questions related to <i>collocations</i> used to denote the use of computers.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>Blooket: <a href="https://dashboard.blooket.com/set/6459d21263c86ab49a07a5e2">https://dashboard.blooket.com/set/6459d21263c86ab49a07a5e2</a></li> <li>Educandy: <a href="https://www.educandy.com/site/resource.php?activity-code=1145d0">https://www.educandy.com/site/resource.php?activity-code=1145d0</a></li> <li>Vocabulary Spelling City: <a href="https://www.spellingcity.com/tnt-spelling-game.html?listId=78216567">https://www.spellingcity.com/tnt-spelling-game.html?listId=78216567</a></li> <li>Wordwall: <a href="https://wordwall.net/resource/57428739/adjectives-review">https://wordwall.net/resource/57428739/adjectives-review</a></li> <li>Genially: <a href="https://view.genial.ly/6471925d4ee68f0019b6d776/interactive-content-dragondungeon-breakout">https://view.genial.ly/6471925d4ee68f0019b6d776/interactive-content-dragondungeon-breakout</a></li> <li>Projector</li> <li>Laptop</li> <li>Internet connection</li> </ul> <p><b>Bibliography:</b></p> <ul style="list-style-type: none"> <li><i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>Reflective Journals</li> </ul>

Intervention plan # 11			
<b>Class:</b>	8th EGB “B”	<b>Date:</b>	Friday, June 16 <sup>th</sup> , 2023
<b>Number of Students:</b>	25 (12 boys; 13 girls)	<b>Schedule:</b>	10:10 – 12:00
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	110 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	3
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Soledad Cuenca

<b>Research Problem</b>	How do online games improve the English vocabulary, among eighth-grade students at a public institution in Loja, during the 2022-2023 academic year?
<b>Lesson Topic</b>	Posttest and Questionnaire Administration
<b>Lesson Objectives</b>	(N/A)
<b>1. Warm up and objectives discussion</b>	(N/A)
<b>2. Instruct and model</b>	Teacher explains how to develop the posttest and questionnaire by giving students the instructions on how to answer the questions.
<b>3. Practice activity</b>	(N/A) Posttest and questionnaire administration
<b>4. Assessment</b>	(N/A) Posttest and questionnaire administration
<b>Materials /Bibliography/ Research Instruments</b>	<p><b>Materials and resources:</b></p> <ul style="list-style-type: none"> <li>• Speaker</li> <li>• Cell phone to record students' pronunciation</li> </ul> <p><b>Bibliography:</b></p> <ul style="list-style-type: none"> <li>• <i>English book:</i> Dubinsky, A., &amp; Keane, D. E. (2019). 1A Outstanding! Achieving Excellence in English. Andrey Dubinsky; David Edward Keane; Mike Corsini, Patrick Cowsill.</li> </ul> <p><b>Research Instruments:</b></p> <ul style="list-style-type: none"> <li>• Posttest <a href="https://drive.google.com/file/d/1awhxUkvu7TJzOC3Pt_jF0eyQbKPOzxjw/view?usp=drive_link">https://drive.google.com/file/d/1awhxUkvu7TJzOC3Pt_jF0eyQbKPOzxjw/view?usp=drive_link</a></li> <li>• Questionnaire <a href="https://drive.google.com/file/d/13ThZpboRlvZtDiDfjjQtoUyaagF_Opzv/view?usp=drive_link">https://drive.google.com/file/d/13ThZpboRlvZtDiDfjjQtoUyaagF_Opzv/view?usp=drive_link</a></li> <li>• Reflective Journals</li> </ul>

**Annex 3. Pretest and Posttest**



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**DATA COLLECTION INSTRUMENT: PRE/POST TEST**

Dear student, answer the following test with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: UEAV8B.....

Date: \_\_\_\_\_

*Spoken form*

**1. Listen and circle the ending of the plural noun you hear. (1 point)**

a) Friends	/ s /	/ z /	/ ɪz /
b) Classes	/ s /	/ z /	/ ɪz /
c) Cats	/ s /	/ z /	/ ɪz /
d) Months	/ s /	/ z /	/ ɪz /

**2. Pronounce the following words. (1 point)**

Rubric for pronunciation			
	Acceptable pronunciation (0,2)	Comprehensible, partially correct pronunciation (0,1)	Silence, seriously incorrect pronunciation (0)
a) cloudy			
b) summer			
c) rainbow			
d) warm			
e) cold			

**Written form**

**3. Write the plural form of each noun. (1 point)**



house = \_\_\_\_\_



fox = \_\_\_\_\_



potato = \_\_\_\_\_



baby = \_\_\_\_\_



child = \_\_\_\_\_

**4. Write the missing comparative / superlative form of each adjective. (1 point)**

<i>Adjective</i>	<i>Comparative</i>	<i>Superlative</i>
beautiful	more beautiful	
close		closest
good	better	
hot		hottest

**Associations**

**5. Find the 5 fruits in the word bank and list them. (1 point)**

**WORD BANK**

bread    tangerine    apple

          tomato        milk

          pineapple      water

          strawberry    cheese

          chocolate    cherry    butter

**FRUITS**

- a.
- b.
- c.
- d.
- e.



**Collocations**

**9. Underline the correct answer. (1 point)**

- a) I like to *listen* / *listen to* music on my cell phone.
- b) *Look at* / *Look to* the picture! It's so beautiful.
- c) Paul always *watches* / *looks* videos on his computer.
- d) Ben is my best friend. I *talk* / *talk to* him about everything.

**10. Match the verbs with the nouns to form collocations. (1 point)**

- 1. Send \_\_\_\_\_
- 2. Read \_\_\_\_\_
- 3. Turn on \_\_\_\_\_
- 4. Surf \_\_\_\_\_

- A. the news
- B. the Internet
- C. e-mails
- D. the TV

**THANKS FOR YOUR COLLABORATION**

**Annex 4.** National Grading Scale

<b>Qualitative Scale</b>	<b>Quantitative Scale</b>
Masters the necessary learning components	9,00-10,00
Reaches the necessary learning components	7,00-8,99
Almost reaches the necessary learning components	4,01-6,99
Does not reach the necessary learning components	$\leq 4$

**Annex 5. Test Scoring Guide**

<b>Pretest and Posttest Answer Key</b>		
<i>Form: Spoken form</i>		
Questions	Answers/ Points per item	Total points per question
<b>1. Listen and circle the ending of the plural noun you hear.</b>	a. / z / <b>(0.25)</b> b. / ɪz / <b>(0.25)</b> c. / s / <b>(0.25)</b> d. / s / <b>(0.25)</b>	1 point
<b>2. Pronounce the following words.</b>	a. cloudy /'klaʊ.di/ <b>(0.2)</b> b. summer /'sʌm.ə/ <b>(0.2)</b> c. rainbow /'reɪn.boʊ/ <b>(0.2)</b> d. warm /wɔ:rm/ <b>(0.2)</b> e. cold /'kəʊld/ <b>(0.2)</b>	1 point
<b>Rubric for pronunciation</b>		
0, 2	0,1	0
Acceptable pronunciation.	Comprehensible, partially correct pronunciation.	Silence, seriously incorrect pronunciation.
<i>Form: Written form</i>		
<b>3. Write the plural form of each noun.</b>	a. Houses <b>(0.2)</b> b. Foxes <b>(0.2)</b> c. Potatoes <b>(0.2)</b> d. Babies <b>(0.2)</b> e. Children <b>(0.2)</b>	1 point
<b>4. Write the missing comparative / superlative form of each adjective.</b>	a. most beautiful <b>(0.25)</b> b. closer <b>(0.25)</b> c. best <b>(0.25)</b> d. hotter <b>(0.25)</b>	1 point
<i>Meaning: Associations</i>		
<b>5. Find the 5 fruits in the word bank and list them.</b>	a. apple <b>(0.2)</b> b. cherry <b>(0.2)</b> c. pineapple <b>(0.2)</b> d. strawberry <b>(0.2)</b> e. tangerine <b>(0.2)</b>	1 point

<p><b>6. Circle the correct synonym for each word or idiom.</b></p>	<p>a. Furious <b>(0.25)</b>  b. adorable <b>(0.25)</b>  c. huge <b>(0.25)</b>  d. intelligent <b>(0.25)</b></p>	<p>1 point</p>
<p><i>Use: Grammatical functions</i></p>		
<p><b>7. Circle the correct quantifier to complete each sentence.</b></p>	<p>a. Many <b>(0.25)</b>  b. a <b>(0.25)</b>  c. much <b>(0.25)</b>  d. any <b>(0.25)</b></p>	<p>1 point</p>
<p><b>8. Put the words in the correct order to form sentences using comparatives and superlatives.</b></p>	<p>a. Russia is the biggest country in the world. <b>(0.2)</b>  b. My dad is older than me. <b>(0.2)</b>  c. Julia is the shortest girl in the class. <b>(0.2)</b>  d. Dogs are faster than turtles. <b>(0.2)</b>  e. Cars are more expensive than bicycles. <b>(0.2)</b></p>	<p>1 point</p>
<p><i>Use: Collocations</i></p>		
<p><b>9. Underline the correct answer.</b></p>	<p>a. Listen to <b>(0.25)</b>  b. Look at <b>(0.25)</b>  c. Watches <b>(0.25)</b>  d. Talk to <b>(0.25)</b></p>	<p>1 point</p>
<p><b>10. Match the verbs with the nouns to form collocations.</b></p>	<p>a. Send e-mails <b>(0.25)</b>  b. Read the news <b>(0.25)</b>  c. Turn on the TV <b>(0.25)</b>  d. Surf the Internet <b>(0.25)</b></p>	<p>1 point</p>
<p><b>Total Points</b></p>		<p><math>\frac{10}{10}</math></p>

Annex 6. Questionnaire



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de Loja

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**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**DATA COLLECTION INSTRUMENT: QUESTIONNAIRE**

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code: UEAV8B.....

Date: \_\_\_\_\_

*Motivation to Learn*

1. The points, prizes, power-ups and rewards obtained in online games made me feel excited and motivated to continue improving my vocabulary knowledge.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

—————  —————  —————  —————

Why do you think it happened?.....  
.....  
.....  
.....

*Class Cooperation*

2. Playing in teams allowed me to work cooperatively with my classmates in order to achieve the goal of the game and learn English in a better way.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

—————  —————  —————  —————

Why? .....  
.....  
.....  
.....

*Formative Assessment and Feedback Tool*

**3. Online games made me realize my mistakes and successes in relation to vocabulary.**

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree 

—  —  —  —

**Briefly explain how you were able to assess your knowledge through online games.....**

.....

.....

.....

*Self-Learning Platform*

**4. Online games allowed me to review and practice vocabulary inside and outside the classroom.**

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree 

—  —  —  —

**Justify your answer.....**

.....

.....

.....

*Memory retention*

**5. In contrast to the activities done without the use of technology, online games facilitated me the memorization of new words.**

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree 

—  —  —  —

*Reduced Boredom, Increased Interest, and Concentration*

**6. The game mechanics, narrative and multimedia elements such as sound effects, graphics and animation of online games increased my attention when learning vocabulary**

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree 

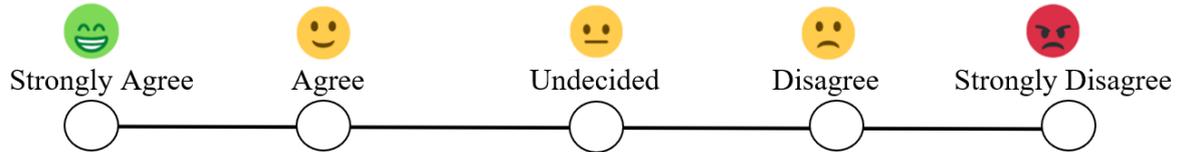
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Explain your answer.....

.....

.....

**7. The sense of competition within online games raised my interest and engagement in the learning process.**

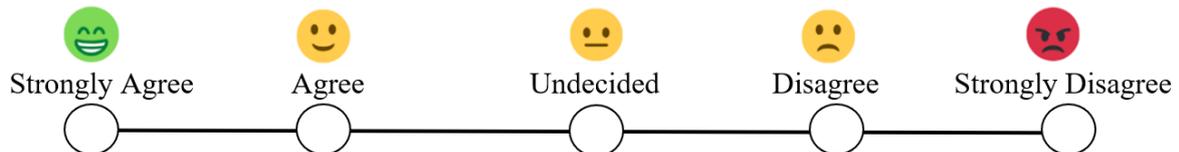


Why do you think it happened?.....

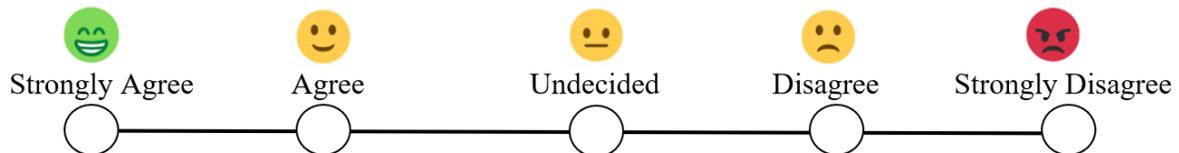
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**8. Online games encouraged me to be a more active learner in class.**



**9. I had fun playing online games in the English class.**

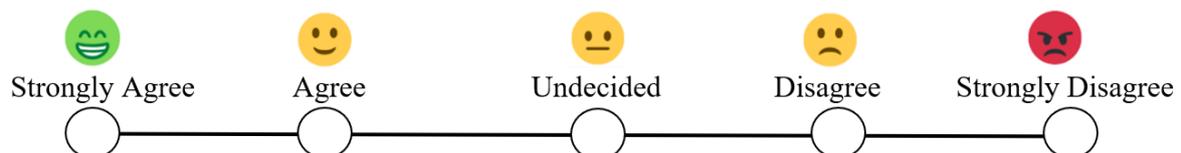


Why did you find online games fun?.....

.....

.....

**10. Online games awakened or increased my interest in learning English.**



11. How much did you like the online games used by your teacher to learn vocabulary? Rank 1 to 5 according to your preference (being 1 your favorite and 5 your least favorite).



	1 _____
	2 _____
	3 _____
	4 _____

Why was number 1 your favorite? .....

.....

.....

Why was number 5 your least favorite? .....

.....

.....

12. Would you like to continue learning English with the use of online games?

Yes ( )      No ( )

Why? .....

.....

.....

**THANKS FOR YOUR COLLABORATION**

**Annex 7. Reflective Journals**



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**DATA COLLECTION INSTRUMENT: REFLECTIVE JOURNALS**

<b>Reflective Journal #:</b>	<b>1</b>	
<b>Date:</b>	<b>Thursday, May 4th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The activity to get to know each other better was very enjoyable for the students.</li> <li>• The students showed a lot of confusion with a pretest question.</li> <li>• The students did not understand basic instructions and questions in English.</li> </ul>	<ul style="list-style-type: none"> <li>• The first impression given by the teacher influences the way they behave with the she/he, that is why the students were attentive and very polite.</li> <li>• The students did not understand the pre-test question because the instruction was not clear enough, or I did not give an example of how to answer it.</li> </ul>	<ul style="list-style-type: none"> <li>• I must demonstrate how to answer a question when the students show difficulty in answering it.</li> <li>• I have to translate my expressions, instructions and vocabulary into the students' native language in order for them to understand.</li> </ul>

Reflective Journal #:	2	
Date:	Friday, May 5th, 2023	
Descriptive Notes	Reflective Notes	Learning
<ul style="list-style-type: none"> <li>• The development of the class was good and the students showed understanding to my explanation.</li> <li>• The students were happy and entertained when playing Educandy.</li> <li>• Educandy was very easy to use as the students did not need much explanation to understand the mechanics of the games.</li> <li>• The students showed little knowledge of verbs.</li> <li>• Although they had studied the present simple before, students did not know its usage.</li> <li>• The time to move and place the whole class in the computer lab was 10 minutes and the time for the students to play Educandy only lasted 15 minutes because of the availability of 1 hour to use the lab.</li> <li>• Due to the need to guide the other students at all times, the teacher was not able to dedicate time to the students with different needs. Fortunately, the institutional teacher took charge of their instruction.</li> <li>• The infrastructure of the classroom and institution is deteriorated.</li> </ul>	<ul style="list-style-type: none"> <li>• Since the games were entertaining for the students, they did their best to complete them using their prior knowledge.</li> <li>• Educandy can be very practical for teaching at the elementary school level because of its simple navigation and playability.</li> <li>• It is quite complicated and un motivating to teach in an educational environment that does not have the necessary equipment for its students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• In my next classes I must go slowly with the topics, explaining in a simple and easy way the vocabulary.</li> <li>• In my future work as a teacher, I must demand that the educational institution implement technological equipment, since the current classroom still looks like the traditional classroom of 100 years ago.</li> <li>• As a teacher I must use more often the technological resources offered by the institution, so that they are used to the fullest and the educational institution can promote its improvement.</li> </ul>

<b>Reflective Journal #:</b>	<b>3</b>	
<b>Date:</b>	<b>Thursday, May 11th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• Students were excited to participate in the warm up.</li> <li>• Students did not demonstrate knowledge of what nouns are.</li> <li>• Students were paying attention to the spelling rules for plurals.</li> <li>• In the game "the plural race" the students worked cooperatively to beat their opposing teams.</li> <li>• During the game the students were very excited and cheerful.</li> <li>• It was difficult to find a space to set up the projector and computer to display the activities.</li> <li>• The Genially game was a bit long so the last part was left for the next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting simple activities that match the English level of the students activates their participation to start the class.</li> <li>• Genially is an excellent application for making eye-catching presentations.</li> <li>• Genially online games are very interactive and engaging with the students, allowing them to have fun while competing.</li> <li>• The institution does not have the infrastructure or equipment necessary for the good development of the teaching practice.</li> <li>• The installation of equipment took valuable minutes for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• In my future classes, I must continue applying online games where the whole class can participate.</li> <li>• In my future work as a teacher, I must promote self-management in order to raise funds to support the acquisition of technological devices and adequacy of the classrooms of the institution.</li> <li>• I must begin to install the technological equipment 10 minutes before the beginning of the class in order to comply with all planned activities.</li> </ul>

<b>Reflective Journal #:</b>	<b>4</b>	
<b>Date:</b>	<b>Friday, May 12th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The students enjoyed and were engaged by watching the song “Lemon Tree”.</li> <li>• The students demonstrated more knowledge about nouns and were able to identify them within the song.</li> <li>• The topic of countable and uncountable nouns was complex for the students because after the explanation some students were unable to apply the correct quantifiers in the book activity.</li> <li>• Entering the Blooket game as homework was restricted for some students since it can only be played on a computer.</li> <li>• Despite having requested permission to use the computer lab in advance, the educational institution did not allow it because the teacher in charge of the lab was occupying it.</li> <li>• After reviewing each player's report in Blooket, the teacher noticed that the students had difficulty with the quantifiers for uncountable nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• The video songs with basic English and slow speed help the students to understand the language.</li> <li>• The themes of the English book that the students use contain very complex themes for their real English level.</li> <li>• Blooket game is very visually appealing and interactive with the students, but it has one limitation. When homework is assigned in Blooket, the game can only be played on a computer.</li> <li>• There is poor management of the institution's technological resources because not all teachers are allowed to use the computer lab.</li> <li>• If the students had played the game together with the teacher in the computer room, the classroom atmosphere would have been more interesting and fun.</li> </ul>	<ul style="list-style-type: none"> <li>• When students are beginning with the language, it is necessary to provide information that is understandable to them, but as they learn more advanced English, the type of songs used should be changed.</li> <li>• In my future work as a teacher, I must make sure that the English book I am going to use is according to the needs and knowledge of my students.</li> </ul>

<b>Reflective Journal #:</b>	<b>5</b>	
<b>Date:</b>	<b>Thursday, May 18th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The students enjoyed watching the video about fruits.</li> <li>• The students developed all the activities in the book without major problems.</li> <li>• The students were able to grasp the information in the video and were able to recognize the characteristics of the fruits.</li> <li>• As each student took turns reading, their voice was not audible and the pronunciation of most words was very poor.</li> <li>• The students were able to explain in their own words using their native language what they understood from the reading.</li> <li>• The students were excited to participate in the Educandy game and asked the teacher to share the link so they could play it at home.</li> <li>• Educandy helped the students practice their spelling and the students were even able to recognize errors in their classmates' spelling.</li> <li>• The teacher arrived several minutes early and used plastic covers on the windows to optimize the projection of the online material and improve the students' vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Audiovisual material is very effective in capturing students' attention.</li> <li>• Using simple topics helps students successfully understand the content being taught.</li> <li>• Translating the meaning of the vocabulary, using pictures and having the students repeat the pronunciation helps the students understand the same information in other formats where their listening skills are tested, such as videos.</li> <li>• When students are at a very basic level of English, it is advisable to have them use their native language as they do not yet have the necessary vocabulary knowledge to produce the language fluently.</li> <li>• Online technology games are a novelty in the classroom since teachers never apply them, so their use makes students excited to participate and want to continue learning outside the classroom. Thus, the games help in the construction of knowledge, since through them students practice and learn vocabulary in an entertaining way.</li> <li>• The crossword games on the Educandy platform are very practical and functional because when applied in English classes, they help students improve their knowledge of the spelling of words, as well as their meaning.</li> <li>• The classrooms of the institution are not suitable for the use of digital tool, such as the projector.</li> </ul>	<ul style="list-style-type: none"> <li>• The different technological resources such as videos or online games are very effective in capturing and making students put their knowledge into practice.</li> <li>• It is evident the desire of students to use technology in the classroom, however its equipment hinders its implementation seriously affecting their learning and motivation.</li> <li>• The lack of resources and facilities of the institution is a serious problem that complicates teaching using technology.</li> </ul>

<b>Reflective Journal #:</b>	<b>6</b>	
<b>Date:</b>	<b>Friday, May 19th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The Pictionary game was very engaging for the students, and they enjoyed seeing the drawing skills of their classmates.</li> <li>• Mixing two themes of seasons and weather adjectives confused the students.</li> <li>• Students were able to infer and discover the meaning of the vocabulary with the help of pictures.</li> <li>• Students were able to simulate a dialogue with the help of sample dialogues.</li> <li>• By placing the students in groups of 6 with the tables in a circle, the classroom environment became a little uncontrolled as the students talked a lot and the teacher had to raise his voice and call their attention repeatedly.</li> <li>• The Genially game captured the attention of the students, but they had difficulty constructing sentences that required their oral production.</li> <li>• The use of the lab in the third hour of class was already allowed, but at the last minute, it was denied.</li> </ul>	<ul style="list-style-type: none"> <li>• Several topics in the students' English textbooks are not developed in a way that is appropriate for the students, as the topics and vocabulary are mixed, making it difficult for the teacher to find a topic to focus on.</li> <li>• Visual material is a great tool to avoid translation, however it is very important to ask the students the meaning to make sure they understand.</li> <li>• To help students develop their productive skills such as speaking, it is essential to shape this skill by giving examples of dialogues and having them practice in small groups repeatedly.</li> <li>• Seating arrangements greatly influence classroom discipline and order; hence, the teacher must have good classroom management skills and strategies to keep students quiet.</li> <li>• When students are learning to produce information, it is necessary to go slowly and focus on a single topic and vocabulary.</li> <li>• The teachers or people in charge of the computer room do not manage with responsibility and equality its use.</li> <li>• The games serve as a motivating element in the classroom, but the activities should be developed carefully and with a very low level of difficulty, in order to avoid mistakes and to strengthen the students' knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• It is necessary to evaluate and carefully examine the books chosen to work with during the school year since they determine the ease and distribution of topics for each class. Therefore, a book that really meets the learning needs of the students should be chosen.</li> <li>• Much of the learning and practical knowledge is developed through student interaction.</li> <li>• Genially is a good tool to strengthen collaborative work and develop students' social skills.</li> <li>• One of the most appropriate seating arrangements is straight rows, as this way students focus their attention on the teacher and interact when they are allowed to do so.</li> <li>• My practice activities should be simpler in order to help the students develop at their own pace and in a safe manner.</li> <li>• Despite having permission to use the computer lab, the teacher should be prepared in case the opposite situation happens, or have a fill-in activity planned for the time to be used in the lab.</li> </ul>

<b>Reflective Journal #:</b>	<b>7</b>	
<b>Date:</b>	<b>Thursday, May 25th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• Students were very excited to participate in the maze chase game remembering the theme of the previous class.</li> <li>• The most undisciplined students were very participative in the warm up.</li> <li>• The students had no idea what adjectives were and what they were used for, even they confused nouns with adjectives.</li> <li>• Before presenting adjectives and synonyms, the students understood their use and were able to describe the images by giving complete sentences.</li> <li>• The "Test-N-Teach" game in Vocabulary Spelling City was used for the students to practice their listening and spelling skills of adjectives.</li> <li>• Although some students made mistakes, they showed great willingness to participate.</li> <li>• The class time did not allow to continue with the game to practice the synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>• The maze chase game at Wordwall caught the students' attention because of its similarity to the popular online game Pacman.</li> <li>• Online games are very effective in getting all students to take an active part in their learning.</li> <li>• The audiovisual material with a language approximate to the knowledge of the students, makes them fully understand the topic under study.</li> <li>• The "Test-N-Teach" game in Vocabulary Spelling City can be used to practice listening skills and improve spelling, especially for beginner students, as long as the words entered are words that the student has heard before.</li> <li>• The students showed a great willingness to participate for the points obtained in the game and the prize offered by the teacher.</li> <li>• Having students play the game individually in front of the whole class allows the rest of the class to see their performance and learn from the mistakes and successes of their peers, but online games would be more effective for vocabulary practice if each student could interact with the game using a computer.</li> <li>• When the students participated in the game, the teacher did not need to give feedback, since the game itself highlighted in red if the answer was wrong and in green if the answer was right, and as a significant part, when the student misspelled the word, the game system spelled the correct word, making him/her immediately aware of his/her mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Online educational games that have a lot of similarities to classic online games like pacman are very exciting for students.</li> <li>• Online games are resources that teachers should always implement in their classes because through them students participate actively, learning from their mistakes and successes.</li> <li>• The students show great motivation and excitement to participate in the games but there are many limitations for the teacher to give everyone the opportunity. The educational institution does not allow students to build their learning efficiently since it does not provide the necessary resources for students to learn in the way they like, that is, by playing and interacting with electronic devices.</li> </ul>

<b>Reflective Journal #:</b>	<b>8</b>	
<b>Date:</b>	<b>Monday, June 5<sup>th</sup>, 2023</b> <b>Thursday, June 8<sup>th</sup>, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The students were excited to play the Wordwall review game and were very attentive, especially when the point cards were intertwined, the students were very attentive to choose the card that had the most points.</li> <li>• The students were really excited and attentive when they had to choose adjectives for characters that are very well known to them, such as Goku or the characters from the Simpsons series.</li> <li>• The students have great knowledge of the synonyms of adjectives, as they actively participated in the Wordwall game.</li> <li>• The teacher was able to have the students correct their pronunciation when she reproduced the sound of each adjective in the Wordwall review game.</li> <li>• After the teacher's presentation, she checked the students' understanding through the "Open the box" game.</li> <li>• Although it is a complex topic, many students effectively understood the spelling rules of comparatives and superlatives as they easily completed the worksheet given by the English teacher.</li> <li>• The activities in the book were somewhat easy except for the activity where the students had to order the words and form sentences.</li> <li>• In the "Unjumble" game, the students were able to put the sentences in order without much difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• The most attractive elements of Wordwall that caught students' attention are the scenarios where the games take place, the sounds, the point cards, and the colorful way of presenting the activities and vocabulary.</li> <li>• Choosing familiar characters and cartoons to review class content makes learning easier as students make more effort to use the language to describe them.</li> <li>• Students show great enthusiasm to participate when online games are presented.</li> <li>• Wordwall helps students improve their listening skill by allowing the teacher to include audio within games.</li> <li>• The colorful material, clear teacher explanations and online games make it easy for students to teach and understand complex topics.</li> <li>• The students' English book covers grammatical structures that are too advanced for the students, making it difficult for them to solve some activities.</li> <li>• Wordwall Unjumble game is effective for practicing the grammatical structure and function of vocabulary in class, as this online game allows students to order words to form sentences within different interesting scenes.</li> <li>• The online games are very effective in providing feedback, since they immediately show the students that their answer is right or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Wordwall is an online tool that facilitates the teaching and learning of the English language. Through Wordwall online games, the teacher can review, check the level of understanding of a topic after it has been explained, among many other things. Also, practicing complex topics such as spelling rules and grammatical function of comparatives and superlatives is easier when done through online games because they attract students' attention, allowing them to learn vocabulary more quickly. In addition, online games improve the students' listening skills, since the audio included in the vocabulary and images presented in the game allows the students to recall the correct pronunciation of words and correct if they were making a mistake.</li> </ul>

<b>Reflective Journal #:</b>	<b>9</b>	
<b>Date:</b>	<b>Friday, June 9th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The cartoon-style video about the origin of the computer was entertaining for the students as they remained silent, attentive and even laughed at some parts of it.</li> <li>• The narratives, colors, animation and sounds of the Genially game were very catching for the students.</li> <li>• Not all the students had cell phones, so the teacher decided to put them in small groups of 3.</li> <li>• The start of the game in Blooket was delayed for a few minutes due to problems with the internet connection shares by the teacher and malfunction of one student's cell phone.</li> <li>• At the beginning of the game the students did not understand the meaning of each power-ups such as: double gold, swap, nothing.</li> <li>• The Blooket game leaderboard projected by the teacher let the students know their position in the game. In this way, the students were constantly looking at their position in the game and were encouraged to answer the questions correctly in order to be at the top of the leaderboard.</li> <li>• The power-ups found inside the chests randomly chosen by the students produced many positive emotions.</li> <li>• The time moving backwards in the game influenced the students' performance, as they tried to remember the correct vocabulary more quickly.</li> <li>• The Blooket game inform learners their mistakes and successes and helped the teacher to correct the questions and vocabulary areas where students had more trouble.</li> <li>• The sound of Blooket to present the first, second and third place winners brought a lot of</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-visual materials, such as cartoon-style videos, are effective in focusing students' attention and getting them interested in the topic of the class.</li> <li>• Genially's game elements such as sounds, narrative, animation, characters, colors, and settings make vocabulary practice through questions more entertaining and keep students attentive to what is happening in the game.</li> <li>• Although Genially is very helpful for learning as a whole, it does not allow for much interaction between students, and interaction with the game is very limited since the teacher is the one who has full control of the game when it is projected in class.</li> <li>• The lack of mobile phones to play Blooket does not allow the teacher to evaluate the knowledge of the students individually. However, having the students work in groups with a single mobile device strengthens the students' partnership and collaborative work. This happens because by playing in groups, students learn to give everyone the opportunity to participate, and work together contributing with their knowledge to achieve the goal of the game while learning at the same time.</li> <li>• The leaderboard and activity updates within the Blooket game is a key factor that keeps students aware of everything that is happening in the game and each of their positions.</li> <li>• The element of the Blooket game that students liked the most were the power-ups found in the chests. The power-ups appear after answering a correct answer, are chosen randomly and depend on the luck factor, so the students were especially excited because depending on this element, they increased their gold and could take gold from the other teams.</li> <li>• Blooket allows instant feedback, as it tells the students whether their answer is correct or incorrect. Likewise, at the end of the game, Blooket displays a record with the percentage of mistakes in each question of the game, and the correct</li> </ul>	<ul style="list-style-type: none"> <li>• When playing online games, the teacher should always provide at least 5 minutes for the students to connect to the game because sometimes it is not the fault of the internet but technical failures of the devices they use.</li> <li>• Before starting a new game for students, the meaning of each of the words and game mechanics should be explained.</li> <li>• The Blooket game is very well accepted within the learning process, as it provides dynamism and entertainment to the class.</li> <li>• Students actively participate and perform better when the game is entertaining, students compete with each other and the winning player is recognized.</li> <li>• Blooket facilitates the evaluation, practice and feedback.</li> <li>• The time factor within the game promotes student concentration, as they focus their attention on remembering each of the things taught more quickly and assertively.</li> <li>• The Blooket game recognizes outstanding students, luck and gaming skills.</li> <li>• When the game is entertaining, students want to continue to play it at home.</li> <li>• Joining a Blooket game is quick and easy and does not require students to use an account.</li> <li>• Teacher-projected online games are effective in getting students' attention</li> </ul>

<p>excitement and happiness to the students.</p> <ul style="list-style-type: none"> <li>• A student asked for the game code to be shared with her so she could play the game at home.</li> <li>• Logging into the game on Blooket is very easy for the students.</li> </ul>	<p>and wrong answers of each of the players, this feature allows the teacher to give group feedback to clarify any doubts about the topic studied.</p> <ul style="list-style-type: none"> <li>• The end of the game is very exciting, especially for the winning players, since they feel a great recognition by the rest of the players.</li> <li>• Online games awaken the intrinsic motivation of the students since they want to continue playing them outside the classroom, which allows them to reinforce their knowledge and information acquired in class.</li> <li>• Students can enter the game on Blooket in just 3 steps, search for the page, enter the code and type in their name. When there is the possibility to share the link, the student only has to click on it and enter their name. This is very efficient as students prefer simple and quick explanations so that teachers do not waste their time repeating the same instructions over and over again.</li> </ul>	<p>and reinforcing their learning, but students enjoy it much more when they have the opportunity to play the game themselves on their cell phone or computer.</p>
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<b>Reflective Journal #:</b>	<b>10</b>	
<b>Date:</b>	<b>Thursday, June 15th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• When the students were informed that they were going to the computer lab they were very excited and immediately wanted to leave, but since the class was after break, the teacher waited 10 minutes for everyone to arrive.</li> <li>• Taking the students to the computer lab in an orderly manner required a lot of time.</li> <li>• The students could not play Blooket on each computer because the page did not load, and waiting for the page to load took several minutes of class time. Therefore, students had to play in groups using a mobile device.</li> <li>• The students were unable to play Blooket on each computer because the page did not load and the students were frustrated as they made several attempts to get it to work. Therefore, the teacher decided that the students played the game in 4 groups using a single device.</li> <li>• The Wordwall game could be played on the computer, however, there were some devices that were too slow or froze, causing the students to be interrupted.</li> <li>• The Educandy game was very easy and most of students finished it quickly but showed some boredom while playing it.</li> <li>• The teacher was unable to play the Vocabulary Spelling City game in class, as the computers did not have speakers.</li> <li>• Playing online games made the classroom a bit noisy, as the students got very excited when playing.</li> <li>• Since the Vocabulary Spelling City and Genially games could not be completed, the teacher decided to send them as homework for the students to practice the rest of the topics and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Since students are always using technological devices, it is interesting for them to be able to use these devices in the English class.</li> <li>• Using the computer room requires a lot of time, because the teacher must make sure that all 27 students arrive at the place. In addition, when entering the room, the teacher must take the time to place them one by one on each computer.</li> <li>• The computers used by the school have blocked certain pages, which prohibits students from playing Blooket. And although other online educational games can be played, students face problems of slowness and freezing of pages, which indicates that the devices are in bad condition and should be repaired or replaced with new ones.</li> <li>• Another problem linked to the computer room equipment is the lack of speakers that prevents the teacher from using Vocabulary Spelling City to practice the students' listening and writing skills.</li> <li>• Educandy certainly makes students practice their spelling, but its game mechanics are somewhat monotonous and simple, which does not arouse much interest in the students.</li> <li>• When playing Blooket the students felt excited and motivated when they saw that they were being the first on the leaderboard, or when they took the gold away from another team. However, the most tense and exciting moment was when the time was running out and the first place was revealed.</li> <li>• On the other hand, while playing maze chase an Wordwall, some students got excited when they were close to being caught by the enemy or died.</li> <li>• The teacher was not able to implement all the planned games due to various problems with the mobilization of the students and the functioning of computers.</li> </ul>	<ul style="list-style-type: none"> <li>• English teachers should take their students more frequently to the computer lab to teach their English classes, so that they can develop their skills using the devices that they like the most.</li> <li>• Whenever an activity is planned in the computer lab, the teacher should set aside at least 20 minutes for organizing the students in the room.</li> <li>• The person in charge of the computers should be told to unblock educational games in order to allow their use in the classrooms under the supervision of the teacher.</li> <li>• As a teacher, I would demand that the educational institution focus its attention on improving the equipment and its maintenance in order to provide a better experience for the students and to make the classes more effective.</li> <li>• Educandy is very simple, and the animations are very childish for teenage students, that is why it should be used at lower educational levels.</li> <li>• The competition and mechanics used within the online games motivate and encourage students to answer correctly in order to win the game, thus indirectly engaging students in their learning.</li> </ul>

<b>Reflective Journal #:</b>	<b>11</b>	
<b>Date:</b>	<b>Friday, June 16th, 2023</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• The teacher administered the post-test to determine the level of knowledge the students had at the end of the intervention.</li> <li>• The students developed a questionnaire in Spanish about their perspective on the use of online games.</li> <li>• The teacher projected a slide with all the online games used in class with their respective names.</li> <li>• The teacher gave a certificate and a small gift to each student and to the head teacher at the institution in order to show her appreciation for allowing the development of the intervention project.</li> </ul>	<ul style="list-style-type: none"> <li>• The administration of the posttest was fast as the teacher explained with clear examples what they had to do in each question. In addition, the questionnaire was developed efficiently, since the teacher applied it in Spanish and used a slide of the 5 online games to guide the students when describing their perspectives.</li> <li>• The recognition offered by the preservice teacher at the end of her intervention really impressed the students as their effort and collaboration was valued.</li> </ul>	<ul style="list-style-type: none"> <li>• The instruments applied are of great importance in the research, since they are the basis that supports the effectiveness of the online games, and the opinions and thoughts of the students are fundamental to corroborate if this strategy is really accepted and improves the knowledge of the students.</li> </ul>

## Annex 8. Peer Observations

### Peer Observation 1



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Intervention plan # 3			
<b>Class:</b>	8th EGB "B"	<b>Date:</b>	Thursday, May 11 <sup>th</sup> , 2023
<b>Number of Students:</b>	27 (13 boys; 14 girls)	<b>Schedule:</b>	10:10 – 11:25
<b>Language Level:</b>	A1.1	<b>Time per lesson:</b>	75 minutes
<b>School year:</b>	2022-2023	<b>Total hours:</b>	2
<b>Type of institution:</b>	Public	<b>Preservice teacher:</b>	Talia Cuenca

<b>Observer:</b>	Valeria del Rocío Cabrera Ponce
<b>Research Problem</b>	How do online games improve the English vocabulary among eighth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Count Nouns
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>After the teacher's instruction, students will be able to apply the spelling rules to transform singular nouns into plurals.</li> <li>Students will be able to recognize the final pronunciation Z, IZ, S of plural nouns.</li> </ul>
<b>1. Warm up and objectives discussion</b>	Students found the differences. The activity was carry out in order. Students ask to participate. The teacher explained the activity clear, and maintain the activity controlled. Teacher introduced the topic.
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>Discuss the topic: Teacher discussed with students about the topic, countable nouns.</li> <li>Teacher presented slides and explained the countable nouns rules and pronunciation. Students take notes of the rules explained.</li> <li>Teacher taught pronunciation of the four countable nouns, students repeat the sounds produced by the teacher.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>Play online game: Group were formed orderly.</li> <li>Students collaborated to answer the questions game.</li> <li>Students during the game were engaged and all of them try to participate.</li> <li>The questions were clear. Teacher controlled the activity during the game. The game was easy to be followed.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>Students showed they learned the countable nouns rules</li> <li>Teacher explained the task about the worksheets</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	Projector Speakers Genially slides Worksheet.

## Peer Observation 2



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Intervention plan # 6			
Class:	8th EGB "B"	Date:	Friday, May 19 <sup>th</sup> , 2023
Number of Students:	27 (13 boys; 14 girls)	Schedule:	10:10 – 12:00
Language Level:	A1.1	Time per lesson:	110 minutes
School year:	2022-2023	Total hours:	3
Type of institution:	Public	Preservice teacher:	Talia Cuenca
Observer:	Michelle Ordóñez		
Observation date:	Friday, May 19 <sup>th</sup> , 2023		

<b>Research Problem</b>	How do online games improve the English vocabulary among eighth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Blue skies
<b>Lesson Objectives</b>	<p>After the teacher's instruction, students will be able:</p> <ul style="list-style-type: none"> <li>• To identify the seasons and their climatic characteristics.</li> <li>• To correctly pronounce vocabulary related to seasons and weather (<b>spoken form</b>).</li> <li>• To describe the weather, their favorite season and type of weather.</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>• The teacher started the class with a warm-up called "Pictionary", in which students were divided in 2 groups.</li> <li>• The teacher shared the objective of the class with the students.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>• The teacher presented the topic about weather by using slides.</li> <li>• The teacher pointed out some expressions related to the weather.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>• Students sit in pairs and practice the expressions taught before.</li> <li>• In groups, students play a game called "Seasons and Weather race" in Genially.</li> <li>• As a homework, students make a video talking about the weather.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>• Teacher assess students knowledge through an online game called "Blooket"</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<ul style="list-style-type: none"> <li>• Slides (Genially)</li> <li>• Projector</li> <li>• Laptop.</li> <li>• Pictures</li> <li>• Student's book.</li> </ul>

## Peer Observation 3



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Intervention plan # 7			
Class:	8th EGB "B"	Date:	Thursday, May 25 <sup>th</sup> , 2023
Number of Students:	27 (13 boys; 14 girls)	Schedule:	10:10 – 11:25
Language Level:	A1.1	Time per lesson:	75 minutes
School year:	2022-2023	Total hours:	2
Type of institution:	Public	Preservice teacher:	Talia Cuenca
Observer:	Valeria Cabrera	Date of observation:	Thursday 27 <sup>th</sup> , May, 2023

<b>Research Problem</b>	How do online games improve the English vocabulary among eighth graders at a public institution in Loja, during the 2022-2023 school year?
<b>Lesson Topic</b>	Adjectives
<b>Lesson Objectives</b>	After the teacher's instruction, students will be able: <ul style="list-style-type: none"> <li>• To describe a noun using adjectives.</li> <li>• To identify the synonyms of adjectives (<b>Associations: synonyms</b>).</li> </ul>
<b>1. Warm up and objectives discussion</b>	<ul style="list-style-type: none"> <li>◦ During the maze chase game in wordwall students wanted to participate.</li> <li>◦ The game was interesting for students. Moreover, the game was about weather.</li> <li>◦ Teacher explained the class topic which was about adjectives.</li> </ul>
<b>2. Instruct and model</b>	<ul style="list-style-type: none"> <li>◦ Teacher presented a video and also explained what are adjectives while students watched the video.</li> <li>◦ Teacher presented adjectives through flashcard, using synonyms and antonyms. Students wrote the meaning of new words. During the activity students were quiet.</li> <li>◦ Using slides teacher taught to students the pronunciation of each adjective. Teacher explain the structure of sentences using adjectives.</li> </ul>
<b>3. Practice activity</b>	<ul style="list-style-type: none"> <li>◦ Students write on the board their own example guided by pictures that expressed adjectives for example: the tree is tall.</li> </ul>
<b>4. Assessment</b>	<ul style="list-style-type: none"> <li>◦ Teacher send a worksheet as homework.</li> <li>◦ Teacher shared the link to students about a game in Educandy Platform.</li> </ul>
<b>Materials /Bibliography/ Research Instruments</b>	<b>Materials and sources</b> Projector Speakers Slides Worksheet.