Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Pictionary game and English vocabulary, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.

Juego Pictionary y vocabulario de inglés, en estudiantes de noveno grado de una institución pública de Loja, durante el año lectivo 2022-2023.

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

AUTORA:
Andrea Carolina Piedra González

DIRECTOR:
Lic. Jhimi Bolter Vivanco Loaiza Mg. Sc

Loja – Ecuador

2023

Educamos para Transformar

Autoría

Yo, **Andrea Carolina Piedra González,** declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos, de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi Trabajo de Integración Curricular, en el Repositorio Digital Institucional – Biblioteca Virtual.

Firma:

Cédula de identidad: 1150054664

Fecha: 03 de octubre del 2023

Correo electrónico: andrea.piedra@unl.edu.ec

Teléfono: 0969889945

Carta de autorización por parte de la autora, para la consulta, reproducción parcial o total, y/o publicación electrónica del texto completo, del Trabajo de Integración Curricular.

Yo, **Andrea Carolina Piedra González**, declaro ser autora del Trabajo de Integración Curricular denominado: **Pictionary game and English vocabulary, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.**, como requisito para optar por el título de **Licenciada en Pedagogía del Idioma Inglés,** autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que, con fines académicos, muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los tres días del mes de octubre de dos mil veintitrés.

Firma:

Autora: Andrea Carolina Piedra González
Cédula: 1150054664
Dirección: La Argelia – Loja
Correo electrónico: andrea.piedra@unl.edu.ec
Teléfono: 0969889945

DATOS COMPLEMENTARIOS:

Director del Trabajo de Integración Curricular: Lic. Jhimi Bolter Vivanco Loaiza Mg.Sc

Dedication

First of all, I dedicate this Curricular Integration Research to God, for have given me health and strength to be able to complete this long process.

To my dear parents Lucio Piedra and Julia González, who with their love, patience and effort have allowed me to achieve another goal today, thank you for inculcating in me the example of effort and courage and for have educated me with good values to get here and become what I am now, without your support none of this would have been possible.

To my siblings Marlon, Monica and Jessica; who have always been present supporting me with their words of encouragement and have motivated me to fulfill all my dreams.

To my best friend Carmen Sarmiento, who has given me her sincere friendship from the first moment, has extended her hand in the most difficult moments and has always supported me selflessly.

Last but not least, I want to dedicate this work to my godparents Elsa and Wilman, who in one way or another have supported me and motivated me to continue my studies to complete this goal.

Andrea Carolina Piedra González

Acknowledgments

First of all, I would like to thank God for giving me health and wisdom to be able to complete this process. I am very grateful to the Universidad Nacional de Loja and the Facultad de la Educación, el Arte y la Comunicación for providing me with an academic and favorable environment, as well as the necessary resources to develop my research. I am also grateful to the Pedagogía de los Idiomas Nacionales y Extranjeros Department and to all the professors of this prestigious career who shared their knowledge to help me grow professionally. Their teachings contributed significantly to my development as a student and as a person.

I would also like to thank to the academic tutor, professors and staff of the institution where I carried out the development of my research project, as well as the students for having collaborated with their time and willingness to develop this work.

Likewise, I thank my Academic Director, Mg.Sc, Jhimi Bolter Vivanco Loaiza, for his wisdom, guidance and dedication throughout this project. His knowledge and experience were invaluable to carry out this research and achieving significant results.

Finally, I would like to thank all the people who, in one way or another, contributed to my academic formation and to the success of this research work. Thank you all for being part of this trip, for your unconditional support and for being part of this achievement that marks the end of a stage and the beginning of new horizons.

Andrea Carolina Piedra González

Index of contents

Index of tables:

Index of figures:

Index of annexes:

1. Title

Pictionary game and English vocabulary, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.

2. Resumen

Esta investigación exploró la implementación del juego Pictionary como técnica innovadora para mejorar el aprendizaje de vocabulario en inglés. Por lo tanto, este estudio tuvo como objetivo analizar la mejora del aprendizaje de vocabulario utilizando el juego Pictionary en estudiantes de noveno grado de una institución pública de Loja durante el año lectivo 2022-2023. Específicamente, los participantes fueron veintiséis estudiantes de noveno grado de educación básica superior. En este estudio se utilizó un método mixto con un diseño de investigación acción. Se aplicó el pre-test y el post-test para medir los conocimientos de los estudiantes sobre vocabulario. Además, se utilizó un cuestionario de tipo mixto con preguntas cerradas seguidas de preguntas abiertas y las notas de campo para explicar las percepciones de los estudiantes hacia la técnica Pictionary. Los datos recogidos se analizaron mediante estadística descriptiva y se representaron en gráficos; también se utilizó un análisis temático que se presentó en forma narrativa. Los resultados revelaron una mejora significativa en el aprendizaje por parte de los alumnos de los aspectos del vocabulario: forma, significado y uso, lo que puede apreciarse en la diferencia de las puntuaciones obtenidas antes y después de la prueba. Asimismo, el cuestionario y las notas de campo mostraron que el juego Pictionary aumentaba el aprendizaje de vocabulario de los alumnos y su compromiso y disposición a participar activamente en las actividades. En consecuencia, se concluyó que incorporar el juego Pictionary a las clases de inglés era una forma eficaz y divertida de mejorar el aprendizaje de vocabulario, ya que fomentaba el aprendizaje interactivo, la creatividad y la comunicación activa creando un entorno favorable para mejorar el vocabulario.

Palabras clave: Aprendizaje interactivo, aspectos del vocabulario, comunicación activa, pictionades, pictionary musical, teléfono pictionary en papel.

2.1. Abstract

This research explored the implementation of the Pictionary game as an innovative technique to improve English vocabulary learning. Therefore, this study aimed to analyze the improvement of vocabulary learning using the Pictionary game in ninth grade students at a public institution in Loja during the 2022-2023 school year. Specifically, the participants were twenty-six ninth grade students of higher basic education. A mixed method with an action research design was used in this study. The pre-test and post-test were applied to measure students' knowledge on vocabulary. In addition, it was used a mixed-type questionnaire with close-ended question followed by open-ended questions and the field notes to explain the students' perceptions towards Pictionary technique. The data collected were analyzed using descriptive statistics and represented in graphs and a thematic analysis was also used and presented in narrative form. The results revealed a significant improvement in the students' learning of the vocabulary aspects: form, meaning and use, which can be seen in the difference in the pre-test and post-test scores. Likewise, the questionnaire and field notes showed that the Pictionary game increased students' vocabulary learning and their engagement and willingness to actively participate in the activities. Consequently, it was concluded that incorporating the Pictionary game into English classes was an effective and fun way to enhance vocabulary learning as it promoted interactive learning, creativity and active communication creating a favorable environment for improving vocabulary.

Keywords: Active communication, interactive learning, musical pictionary, paper pictionary telephone, pictionades, vocabulary aspects

3. Introduction

English is one of the most spoken languages in many countries and it is used around the world for many aspects in daily life. Therefore, English vocabulary is an essential part of learning a language, since learners can use it for reading, writing, listening or speaking as vocabulary plays a significant role in learning English and students can quickly learn this language (Fatmawati et al., 2022). In this context, the English curriculum has been designed by the Ecuadorian Ministry of Education in which ninth-grade students are expected to reach the level A1.2, as identified by the Common European Framework of Reference for Languages (CEFR) (Ministerio de Educación, 2019).

However, English language teaching is affected by various factors that limit learning and do not allow students to complete their school years with the required level, as there are some problems that they face in learning English as a Foreign Language (EFL). As evidenced by the pre-service teacher during the internships, one of these factors is concerned with vocabulary, since it was found that ninth-grade students had problems to understand or pronounce some words because they do not know its meaning and it is difficult to communicate when they want to express something. In this sense, several previous studies validate the presence of the aforementioned problems, for instance Rianti (2018) found that most of the students had difficulties in pronouncing words correctly, they could only pronounce a limited number of words, even though they had practiced several times. In addition, the students found it difficult to understand the meaning of some words, as they asked the teacher for the meaning of some words or looked them up in a dictionary. However, the students forgot many of the words by the end of the English class.

Based on the above, this study has the purpose of improving English vocabulary through the Pictionary game among ninth-grade students at a public institution in Loja, during the 2022-2023 school year. Moreover, the researcher proposed the general question: How does Pictionary game improve vocabulary learning, among ninth-grade students? Additionally, the main research question was divided into two sub-questions: 1) What is the effectiveness of Pictionary game in the improvement of vocabulary knowledge in EFL classrooms?; 2) What are the students' perceptions about the implementation of Pictionary game to improve their English vocabulary?

According to Hamer and Lely (2019), Pictionary game became more popular as a meaningful tool that can be used to teach English, especially in increasing the learners' vocabulary, it also helps to increase the learners' motivation to practice their English enthusiastically and create a good atmosphere of teaching and learning English more interesting

and fun. Subsequently, the effectiveness of using Pictionary game to improve students´vocabulary has been stated in previous studies. Some authors explains that this game is effective as it attracts a lot of attention in the educational and learning process, since it greatly aids in the understanding of the content and increases the enthusiasm of the students and they no longer feel the burden of answering the teacher's questions (Purba et al., 2022).

In fact, although there were very good results in previous researches, there is also a lack of research on some aspects related to the Pictionary game for teaching vocabulary. Moreover, it was found that many teachers do not explain clearly the instructions of the game and obviously students tend to get confused and do not get meaningful learning as expected. For instance, Fatmawati et al. (2022) found that "most students feel difficult to learn vocabulary mastery even though the teacher has taught clearly because the teacher delivers the material monotonously". That is why, the students lack confidence in interacting with their teachers when responding to questions, and they also feel hesitant to communicate with their peers during classroom activities and outside of class (Hamer & Lely, 2019). In this way, the present study fulfilled this gap by implementing the Pictionary game to improve the English vocabulary among ninth-grade students at a public institution in Loja city.

In order to conduct this research, the general objective was to analyze the improvement of vocabulary learning using Pictionary game among ninth-grade students at a public institution in Loja during 2022-2023 school year. To achieve this objective, the following specific objectives were stablished: 1) To find out the effectiveness of Pictionary game in the improvement of vocabulary knowledge in EFL classrooms among ninth-grade students at a public institution in Loja. 2) To describe the students' perceptions about the implementation of Pictionary game to improve their English vocabulary among ninth-grade students at a public institution in Loja.

The findings of this research were significant as it provided information on an effective and engaging technique to improve vocabulary learning among students. The results benefit educators through a practical technique to make classes more interactive and participatory, encouraging a better understanding of words. In addition, for the researchers, this study provides insights into language learning methodologies by providing a study on the impact of the Pictionary game, highlighting its potential advantages and limitations. Researchers can use this information to further explore the effectiveness of this game in educational settings and develop more in-depth studies in the field of language acquisition. In addition, it showed Pictionary game as a pedagogical technique to help students become more active and motivated while learning and improving their English vocabulary in a dynamic way, as they were able to

improve their pronunciation and spelling, and acquire the ability to use new words to communicate more effectively and express their ideas more accurately. Similarly, this game encourages the incorporation of innovative approaches in the classroom, which motivates and engages students to learn new things and creates an enriching classroom environment.

Finally, the scope of this research covered the application of the Pictionary game through lesson plans covering the types of this game such as Musical Pictionary, Paper Pictionary Telephone and Pictionades to improve vocabulary learning, in particular its aspects, which are form, meaning and use. Therefore, the participants of this study were 26 ninth-grade students at a public institution in Loja, during 2022-2023 school year. The intervention was developed in a period of six weeks for over 60 hours where it was found that the application of the Pictionary game was positively received by the students. However, there were some limitations such as the short period time for the execution of the intervention plan and unexpected things during the intervention.

<center>**4. Theoretical framework**</center>

In the following section, the reader will find the most relevant theoretical foundations gathered from different authors which will be related to English vocabulary aspects and the different types of Pictionary game. These topics are presented in two parts, the first one is related to the independent variable that is the Pictionary game. This game has three types which are: Musical Pictionary, Paper Pictionary Telephone and Pictionades. The second part corresponds to the dependent variable which is English vocabulary. The main aspects are form, meaning and use which are very important in the acquisition of new words.

Besides, the information for the creation of this theoretical framework was collected from journals, books and articles contained in databases such as ERIC, ResearchGate and Google Scholar. Therefore, the theoretical framework presented in this section examines the relationship of Pictionary game as a technique to improve English vocabulary learning among ninth graders. It will provide useful information about the definition, importance, advantages and different types of the two variables, Pictionary game as the independent variable and English vocabulary as the dependent variable. All the information presented will help future teachers and researchers who are looking for new strategies to implement in the classroom to improve vocabulary learning in students.

4.1. Pictionary Game

4.1.1. Definition of the Pictionary Game

Pictionary is considered one of the most popular games that is used in teaching vocabulary and it is generally used with all levels: beginners, intermediates and advanced. Pictionary is a guessing game that was produced by Rob Angle (Daulay et al., 2021). Primarily, this game is used to make students more active in their learning and interacting with each other. It also encourages learners to explore the target language and have a fun learning vocabulary.

According to Fatmawati et al. (2022), Pictionary game is a technique that the teacher can use to teach vocabulary mastery and motivate the students by putting enthusiasm in them through playing. Therefore, Kartini and Kareviati (2021) state that Pictionary is a simple game that does not need a lot of preparation. The materials that are used in playing Pictionary include a list of vocabulary cards, a whiteboard, chalkboard, or smartboard and markers or chalk. The list of words used could be about animals, things around us or about the profession, etc.

Therefore, Pictionary is a picture-based word game which is an excellent way for students to show their knowledge. Also, "although the rules need to be modified slightly to make it work in the classroom, Pictionary gives students the opportunity to creatively express the vocabulary terms they have learned" (Imamura, 2020). An important aspect is learning to

express themselves in picture form as this involves using a different part of the brain that allows students to summarize information.

In other words, Pictionary is an exceptional technique used for vocabulary lessons because this game relies deeply on words, definitions, and word associations for strategic play. Learners interested in winning the game expand their vocabulary while they challenge their opponents.

4.1.2. Importance of the Pictionary Game

According to Rinanda (2020), Pictionary is very important because it can be used as an educational tool in the teaching-learning process. In addition, this game can be used to review the material that some students did not understand and can be practiced for a better understanding. Something very important is that Pictionary also strengthens teamwork.

Teaching vocabulary using on Pictionary game is important because it means that the teacher and students use a picture-based guessing game to learn new vocabulary that will be used in each new lesson. This allows the students to study, remember and practice the words from the game they play. "This game is mainly based on drawing; players must be able to convey the meaning of a word without using letters. This type of vocabulary game is very effective for visual learners or people with higher artistic ability who will enjoy turning complex vocabulary words into detailed drawings" (Dwi, 2017, p. 4).

El Rusyda et al., (2016) detail that Pictionary can be used as a good teaching tool that helps develop students' communication and creative thinking skills, and it is also suitable for feeding back learned vocabulary from any topic or category and reinforcing their knowledge. For this reason, it is important that players draw pictures that convey effective and efficient communication so that other students can associate new words and improve their vocabulary and grammar skills.

Also, Purba et al. (2022) state that the use of Pictionary helps disengaged students to be more motivated, interested and learn in a better way. It helps them to understand the functions of each word and memorize the vocabulary more easily by generating the words from images and pictures.

4.1.3. Pictionary Game Strategies

Pictionary Game creates a goog learning environment and also it provides fun language practice in the various language skills. Guerrero and Merchán (2020) said that there are two important strategies which are considered necessary for the application of Pictionary in education.

4.1.3.1. Relation Among a Word and its Own Graphic Representation. Purba et al., (2022) pointed out that for the Pictionary game it is fundamental to have the graphic representation of the words that will be taught in each lesson and that the students will try to guess, so that there will be a relationship between the word and the image that the brain will quickly generate.

In other words, images are fundamental in the process of teaching vocabulary through the Pictionary game as they help students to directly grasp the context or content of what they see in order to associate the primary ideas that come to mind with the real meaning of the vocabulary they are learning in different categories.

4.1.3.2. Pictionary as a Motivator for the Process of Learning. The application of Pictionary is important as it acts as a motivator for students when learning English in the classroom. Purba et al., (2022) point out that in some cases teachers find it difficult to keep students motivated when learning English and sometimes who show little interest in new topics.

According to Guerrero and Merchán (2020), the process of learning vocabulary is essential for mastering basic English, so it is important to motivate learners. Therefore, the application of this game will increase acquired vocabulary and students' comfort in playing Pictionary in class to learn new vocabulary.

4.1.4. Skills developed with Pictionary Game

Pictionary is significant since it develops some important skills that helps us to communicate in a more effective way with a better understanding of the context in different topics. Guerrero and Merchán (2020) mentioned the most important skills developed with this game which are:

4.1.4.1. Developing Speaking. Pictionary is an interactive way for improving English language learning, as it helps students develop their communicative ability to share thoughts creatively and dynamically with other students.

Moreover, it helps students improve their speaking skills as they have to speak all the time to express their opinions, therefore, it is inevitable for students to interact with each other using oral skills.

4.1.4.2. Improving Pronunciation. The application of Pictionary in vocabulary improvement can also improve the pronunciation of the learned words by the learners, as while playing the game the process of acquiring new vocabulary takes place and the teacher will be able to say the correct pronunciation and the learners will be able to practice it.

Purba et al., (2022) suggest that the teacher should adapt the game to the learners' needs in a meaningful way for all.

4.1.5. Types of Pictionary Game

The Game Gal (2010) revealed that there are some variations or types of Pictionary Game which could be implemented inside the classroom to create a fun learning environment. These types are:

4.1.5.1. Musical Pictionary. This is a version of Pictionary in which you draw and get other players to guess song titles instead of normal terms. This technique can be very useful if we implement it inside classrooms, as students will learn in a dynamic and interactive way.

This game technique is also important because the teacher allows students to listen to music while learning new vocabulary and of course the pronunciation of some words to increase vocabulary.

Therefore, Walker (2021) stablished according her experience that Musical Pictionary is very effective, since it is very interactive for students. The learners have to draw something related to the name of the song assigned for the teacher. Once the song is correctly named, it can be played and the whole group will contribute to the drawing for the duration of the song and sing it together to practice the pronunciation of the new words that appear in the lyrics of the song.

4.1.5.2. Paper Pictionary Telephone. This type of game consists of the students sitting in a circle and having a sheet of paper and a pencil to draw. They must write a phrase or sentence with a word assigned by the teacher, when they have written it, they will pass their sheet of paper to the student on their right to draw a picture representing the meaning of the sentence.

After this, they will fold the part of the sentence so that it is not visible and pass it to the next player to write a sentence describing what they see in the drawing. This process will be repeated until there is no more space left on the sheet and at the end the final sentence will be compared with the original sentence of the student who wrote it.

Johnson (2009), also names it as "Telephone Pictionary", and mentions that it consists of "players passing notes to each other, alternately drawing or writing clues based on what the previous player created" (p. 2).

4.1.5.3. Pictionades. This type of the game consists that in each round there will be three participants, each person on both teams will assume one of three roles: the artist, the actor or the performer. This structure not only introduces an element of variety and excitement but also encourages teamwork, as each participant contributes their unique skills to the collaborative process.

The artist will stand in front of the board, the actor at the opposite end of the class, and the performer will sit in the center, as shown in Figure 1.

Figure 1. *Image of the way the players are positioned*
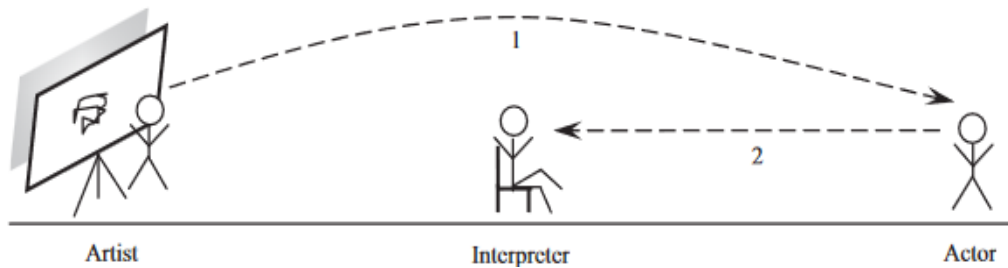
Note: Image of the way the players are positioned. From: 'Pictionades': Enhancing Stakeholders' Awareness about Issues in Requirements Communication [Photograph], Deepti and P.C., 2012, PDF.

The performer would stand in front of the actor and attempt to draw on the blackboard the information given, without speaking and without using any written language. The actor, located at the other end of the room, will observe the drawings on the blackboard and will represent to the interpreter what he deduced from the drawings on the blackboard, also without speaking. The interpreter, who will have his back to the performer and can only see the actor's actions, will write down his interpretations of the actions. He was allowed to ask questions of the performer, to which the performer could only respond by nodding or shaking his head. There would be no direct communication of any kind between the performer and the interpreter of either team (Deepti y P.C., 2012).

4.1.6. Procedure to play the Pictionary Game

According to Imamura (2020), there are some steps to apply the Pictionary game in the classroom; they are the following:

1. The teacher generates a list of terms and chooses the vocabulary on the new topic to be taught. These words will be expressed in the form of a picture.

2. The teacher explains the rules of Pictionary to the students. For the first round, the teacher chooses a team to select a term from the vocabulary list. The performers have ten seconds to look at the word. When the time is up, the artist begins drawing until one member of their team correctly guesses the term. Artists can use only pictures, no letters or words.

3. The teacher divides the class into two teams. Each team chooses one person to draw for their team and the other team members call out the guesses.

4. The first round begins. The artists draw the term on the board so that all team members can see it. As a moderator, the teacher has to listen for the correct term. The teacher gives five points to the team that guesses correctly.

5. The teacher asks learners to write down the word learned in their notebooks.

6. Then, the artist is changed and the process is repeated until all vocabulary terms are used. The team with the most points at the end of the game is the winner.

At the end of the game, groups can use the pictures as memory prompts in order to recall and write down the expressions that came up in the game, and then to put these words into a sentence to show what they mean. Playing this game has many advantages in language learning as Pictionary is very effective for visual learners.

Therefore, it provides a lot of practice in different English skills such as, listening, speaking, reading and writing; depending on the variation of the game. In addition, the Pictionary game also encourages cooperative learning for students in teamwork.

4.1.7. Rules of playing the Pictionary Game

Triandini (2017) stated that there are some rules that learners should follow when playing the Pictionary game:

1. The drawer can only say the words "yes" if the guess is correct or "no" if the guess is incorrect but cannot say any other words.
2. The drawer may not make any signs, gestures, or any type of verbal or physical communication.
3. The drawer may not write any numbers or letters.

Therefore, it is important to take these rules into account, because if any of the players break any of them, they will be excluded from the game and their team will get less points.

Moreover, Aoues and Zerrouki (2020) argued that it is not necessary for the artist to be a great drawer or someone who masters drawing to be perfect in the game. In other words, each player is free to visualize and draw the vocabulary word and transform it into an image using his own creativity so that others can interpret it. This means that the artist has the authority to draw and visualize his own image without any criticism on it.

4.1.8. Advantages of the Pictionary Game in Vocabulary Learning

There are some researchers who use the Pictionary game to teach vocabulary and make the class more dynamic to catch the learners' attention inside the classroom. Koprowski (2006), mentioned some advantages of Pictionary:

a) Students are more active in studying vocabulary by playing Pictionary.
b) Playing Pictionary can build students' self-confidence.
c) Engaging students' attention.
d) Improving students' vocabulary.
e) Creating a fun climate.

On the other hand, Triandini (2017) said that there are some different advantages of using Pictionary in teaching English vocabulary:

a) Helps students retain the new vocabulary they learn.

b) It engages students and is a tool for reviewing the material.

c) It helps students unconsciously remember the new vocabulary they learn because they try to produce the words orally and this helps students remember the vocabulary.

d) This game also helps students be engaged in learning English. They will not be bored, sleepy, or uninterested.

e) The Pictionary game also helps students to work as a team. They will not work individually because they want to get the best score to be the winner. Collaborative learning will help students improve their social intelligence and they will get used to working cooperatively and it will be very helpful.

4.1.9. Disadvantages of the Pictionary Game in Vocabulary Learning

It is important to know that Pictionary game also has some disadvantages that could make difficult its application of in classes. For example, Hamer and Lely (2019) mentioned some significant weaknesses that will possibly appear with some students in vocabulary learning:

a) Pictionary only provides visual learning style.

b) Some learners do not feel comfortable to work in a group.

c) Pictionary may be difficult and frustrating for the learners who cannot drawing well.

d) It can be a noisy game.

e) Abstract concepts are difficult to draw.

4.2. English Vocabulary

4.2.1. Definition of English Vocabulary

Vocabulary is an essential component of English language. It is considered a medium that helps us to convey meaning and ideas, and it facilitates learning listening, speaking, reading, and writing skills. Vocabulary is also a set of lexemes, which includes single words, compound words, and idioms. Students must know the meaning of vocabulary which supports their improvement skill (Bakhsh, 2016). In other words, vocabulary is the main part of a language which involves of a group of words that learners are aware of and they use while communicating to express their thoughts, ideas and needs.

Likewise, Hamer and Lely (2019) stated that "without having ample vocabulary and the right strategy to obtain a new vocabulary, the learners will get difficulties to optimize their own abilities in learning English" (p. 44). For example, students will not be able to write what they

see or what they want because they have the inability to communicate in English, they will not understand what teachers say, and most students will not understand the meaning of difficult words.

4.2.2. Importance of English Vocabulary

Vocabulary has a significant function in any language. The most important thing is that it contributes to the learning of the four English skills and this helps the students to listen and understand what the teacher says in an easy way; they can also communicate better. According to Hamer and Lely (2019), "when reading English texts, the learners are able to comprehend easily without using a dictionary so that they can enjoy reading. Then, the learners can also initiate and/or practice their productive skills (speaking and writing) confidently and naturally" (p. 45). For this reason, it is important that students practice their reading using texts so that they can improve their communicative skills, enrich their vocabulary and be able to create dialogues with other people.

For Triandini (2017), if the students possess a restricted vocabulary, they might encounter challenges when trying to engage in effective communication with other individuals. A very important thing to remember is that vocabulary acquisition is necessary for beginners but also for those who have already mastered English. Once we master English as a Second Language, we will always acquire new vocabulary at every moment of our daily routine. For this reason, the student is always in a constant process of acquiring new vocabulary.

Also, Alqahtani (2015) states that vocabulary knowledge is viewed as a critical tool for second language learners because an incomplete vocabulary in a second language impedes successful communication. The importance of vocabulary is confirmed every day in and out of school. In the classroom, the students need to have a good vocabulary to communicate effectively.

4.2.3. English Vocabulary Teaching

For Aoues and Zerrouki (2020), teaching words is the key to learning a language. Teachers should select a variety of interesting and appropriate teaching techniques for teaching vocabulary and avoid traditionalist methods. It is important that they should make their students interested in learning vocabulary to create a positive atmosphere and make students achieve the goal of learning new things every day.

Triandini (2017) pointed out that "teaching vocabulary is different than teaching language skills such as listening, speaking, reading and writing. If the teacher is not able to conduct an interesting teaching and learning process, the students will not get anything in the end of the lesson". For this reason, the teacher has to choose which technique would be the

most appropriate to teach vocabulary, it is important that the chosen technique depends on the material to be taught about the different topics.

4.2.4. Types of Vocabulary

Some experts have divided vocabulary into various types. For instance, Hatch and Brown (1995) stated that there are two types of vocabulary namely receptive vocabulary and productive vocabulary.

4.2.4.1. Receptive Vocabulary. Receptive vocabulary is learners' understanding of its meaning when they read or hear a text. For example, this is when learners know and recognize the meaning of words that they have understood in a text they have read, but they have not used it in speaking or writing. Receptive vocabulary learning occurs when the teacher explains the meaning of a word using it in a sentence, but only asks the learners to spell and pronounce it (Maskor and Baharudin, 2016).

Also, Susanto (2017) stated that receptive vocabulary refers to some words that beginners identify and understand when they are used in any situation, but which they cannot produce. In other words, it is the type of vocabulary that learners can recognize when they encounter in reading a text but do not use in speaking and writing to express something.

4.2.4.2. Productive Vocabulary. In the same way, Maskor and Baharudin (2016) state that productive vocabulary refers to words that are understood and can be pronounced by learners, as they can use these words well in speaking and writing. Therefore, productive vocabulary can be considered a word processor as learners can generate words that are understood by others to express their thoughts and feelings. Productive vocabulary is also considered the ability to recognize structure and meaning to convey words spontaneously and also to write implied ideas independently.

Besides, Webb (2008) argued that productive vocabulary is the words that learners can understand and pronounce correctly and use constructively in oral and written form. This means that it is an active process as learners can produce the learned words to express their thoughts to others.

4.2.5. Aspects of Vocabulary

According to Nation (2001), there are three aspects in knowing a new word which are: form, meaning and use.

4.2.5.1. Form. There is the spoken form and the written form. In order to know the spoken form of a word, it is paramount to be able to recognize the word when heard and then produce it in the spoken form to express the meaning. Another important thing here is spelling, as it allows us to acquire familiarity with the written form of new words we learn.

In addition, Nation (2001) stated that students' learning is easier when words are made up of parts that the students know such as: prefixes, suffixes and roots. In other words, students must know the different parts of a word to understand the correct meaning and also, they will be able to write the new words with the correct spelling.

4.2.5.2. Meaning. There is a connection between form and meaning in knowing a new word. Students believe that by knowing a word they also know its spoken form, its written form, and its meaning. However, this is not enough as they also need to know the relationship between the form and meaning of the word and how to relate them.

Moreover, when they investigate, they find several meanings for a word in the dictionary, so they must know the idea and what it indicates. In addition, association means the first ideas or thoughts that come to students' minds when they read or hear a particular or new word.

4.2.5.3. Use. In use, we can find grammatical functions, collocations, and usage restrictions. Firstly, Nation (2001) said that when using a word, learners must know the grammatical patterns to be used in each part of a sentence. Then, a collocation is defined as words that appear together frequently in different parts of a text.

As for usage restrictions, Nation added that we can find several factors that limit where and when certain words can be used and the use given to each of them so as not to breach any word or give an inappropriate usage.

Table 1. *Aspects of Vocabulary*

Aspect	Components	Content
Form	• Spoken Form	Can the learners repeat the word accurately if they hear it?
	• Written Form	Can the learners write the word correctly if they hear it?
	• Word Parts	Can the learners identify known affixes in the word?
Meaning	• Form and meaning	What word form can be used to express this meaning?
	• Concept and referents	What items can the concept refer to?
	• Associations	What others words does this word make us think of?
Use	• Grammatical functions	In what patterns must we use this word?
	• Collocations	What words or types of word occur with this one?

4.2.6. Ways to teach Aspects of Vocabulary

Nation (2001), mentioned that to teach these aspects of vocabulary we have to view the learning of any word as a cumulative process in which knowledge is built up over a series of varied encounters with the word. For this reason, students must necessarily learn the three aspects of vocabulary which are: form, meaning and use so that they can meaningfully produce this language, through oral and written communication, thus achieving meaningful learning and vocabulary enrichment.

Vocabulary instruction is effective in that it can provide help when learners feel they need it most especially in the case of vocabulary instruction within message-centered activities that involve listening, speaking, reading, and writing, and where instruction is concerned with items that learners feel are highly relevant to the activity. It is important to know more detailed how to teach each one of the vocabulary aspects, which are mentioned by Fausiani, (2018).

4.2.6.1. Vocabulary Form. In vocabulary form, learners should be taught to understand the linguistic form naturally based on different contexts. To support this situation, it is very important for learners to pay attention to linguistic forms during English lessons. The teacher can create different situations in class so that learners understand how each word is seen, spoken, pronounced or spelled.

To improve this aspect, Musical Pictionary can be used, where students learn vocabulary through songs, while listening to the correct pronunciation of the words and can also observe the correct spelling to use when they need to communicate in written form.

4.2.6.2. Vocabulary Meaning. To teach vocabulary meaning, teachers can present language to learners in meaningful situations to help them understand the meaning of the content they are learning. Meaning can be created through situations related to real life for better understanding. To understand the meaning of vocabulary, techniques can be used such as using pictures, stories or implementing the Pictionary game which is very useful for teaching.

Teachers can use these meaningful activities to prevent students from becoming bored or inactive in class and thus obtain the expected learning outcomes. In this case, Pictionades can be used, where students learn words through an interesting game that helps them learn the meaning of new terms to use in different contexts of their real life while playing and interacting with their partners.

4.2.6.3. Vocabulary Use. In learning vocabulary use, students can practice in paired activities to learn how to put it into practice in real situations where they need to speak English. It is important for students to do practical activities to familiarize themselves with the language easily.

At this stage, children can use all the vocabulary they learn in each lesson and determine which words they can use for a given situation or topic they encounter in their daily lives. That is why, teachers suggest activities in which children can use the language to play games or act. For example, here it can be used Paper Pictionary telephone where students play and draw while they learn new words and create sentences by using them with different grammatical functions.

In conclusion, English vocabulary plays an important role in learners' communication. When the students can understand new words, they can use them to express their opinions, ideas or feelings in different contexts of their lives. It is also important that teachers implement new strategies in the classroom to awaken students' attention and avoid their boredom, since if the learners are motivated in classes, they will understand all the topics in a better way. The learners need to know the spoken and written form of a word to understand clearly its meaning and later use it at a specific moment.

5. Methodology

The following section explains how the researcher conducted the study. This part contains some sections considered for this investigation, which are setting and participants, procedure and data analysis.

5.1. Setting and Participants

This research work was carried out at a public institution in the city of Loja which is located in southern Ecuador and it has a population of approximately 483.846 people. The geographical coordinates of the institution where the researcher developed the study are approximately with a latitude of -4.000933787162913 and longitude of -79.20033233926151.

The participants were selected using convenience sampling. This type of sample is based on the fact that respondents are chosen based on the convenience and availability of the researcher (Creswell and Creswell, 2008). For this reason, the researcher requested permission from the corresponding institution to carry out this intervention and it was also possible to choose the research participants as a sample. In this case, the sample selected was 26 ninth - grade students who are expected to possess a proficiency level A1.2. They were 8 females and 18 males, with ages between 13 and 15 years old, during the 2022-2023 school year. This group was selected under the approval of the principal of the institution, as well as the informed consent of the students' representatives (see Annex 1) to take part of this research.

5.2. Procedure

5.2.1. Method

The present research was developed under a mixed method approach, and the researcher collected quantitative and qualitative data to determine the influence of Pictionary game on improving students' vocabulary knowledge. According to Creswell and Creswell (2008), mixed method is a research approach that integrates or links qualitative and quantitative methodologies and that both forms of data provide different types of information (open-ended data in the case of qualitative and closed-ended data in the case of quantitative)". For this reason, a mixed method approach was used to collect data on the effectiveness of Pictionary game in learning vocabulary. In addition, Creswell mentions that mixed method research is not just collecting the threads of a research. Therefore, quantitative data is not enough to collect all the type of information needed in the research, for example to know the perception of the students about the implemented technique, it is necessary to collect qualitative data to validate the quantitative data and have clearer and more accurate information through descriptions of the participants.

5.2.2. Research Design

The objective of this study was to improve English vocabulary learning of ninth-grade students by using the Pictionary game. The researcher followed the action research cycle proposed by Susman (1983), which is an effective problem-solving method that empowers educators to create, implement, and seek solutions to enhance students' learning. Thus, to solve the problem, the researcher followed the five steps of the action research cycle model: Diagnosing, Action Planning, Taking Action, Evaluating and Specifying Learning.

5.2.2.1. Diagnosing. To conduct this study, it was necessary to initiate the process by identifying the problem in the educational context, which was based on the observations conducted in the EFL classrooms. The problem was concerned with the lack of vocabulary learning of students which was identified in the internships carried out at a public institution where the researcher found that most of students had problems to pronounce some words or understand them because they did not know their meaning, also it was difficult to communicate when they wanted to express something and they could not use some words in different sentences.

To improve this issue, the researcher proposed the implementation of Pictionary game as a possible solution, since according to previous research, the use of this game helps students to increase their vocabulary and are able to communicate better. Based on this, the researcher posed the following research general question: How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution of Loja, during the 2022-2023 school?. At this stage, the researcher also identified the educational institution to carry out the research, for which she presented an official request for the opening (see Annex 2), which the director approved and it was possible to carry out the execution of the plan with the ninth grade students.

5.2.2.2. Action Planning. In this stage, the researcher searched the literature review on the two variables to deepen her knowledge of each one and generate new ideas. In this way, the researcher was able to begin designing the data collection instruments, including testing, survey and observation that were used to conduct this research. The first technique used was testing with the instrument of a pre-test and post-test, enabling the researcher to assess the participants' level of vocabulary knowledge before and after the intervention. Additionally, it helped to evaluate the effectiveness of the technique used. Then, the survey technique was used with the instrument of a questionnaire, which was used to obtain information about the students' perceptions regarding the implementation of Pictionary game to improve vocabulary learning. It is important to mention that the students' names were not used in these instruments, then a

code system was used to protect their privacy. Moreover, in the observation technique, the researcher used the instrument of field notes. These field notes served to complement the qualitative analysis of the data gathered through the aforementioned instruments.

On the other hand, this intervention proposal was developed with ninth grade students of a public institution in Loja through on-site classes, which was carried out in six weeks. Consequently, the pre-service teacher decided to develop an action plan in accordance with her variables by designing lesson plans in agreement with the 5E Instructional Model designed by Roger Bybee. This approach promotes cooperative and interactive learning, fostering a deeper comprehension of each lesson among the students (Ballone and Duran, 2004). The lesson plans consist of five learning stages that includes: engage, explore, explain, elaborate and evaluate (see annex 3).

5.2.2.3. Taking Action. In this section, following the researcher's formulation of potential solutions and acquisition of the necessary resources, she proceeded to implement them. The starting point was the application of the pre-test that helped her to know the level of vocabulary knowledge of students before the intervention plan, which was developed during six weeks of classes of the 2022-2023 school year. In this intervention plan, the trainee teacher used the Pictionary game through different resources such as flashcards, images and songs to improve the students' vocabulary learning where the previously designed lesson plans were implemented. Additionally, the teacher used field notes to record the learning progress of the students, as well as their reactions or attitudes regarding the activities used. These notes were elaborated at the end of each lesson.

The action plan demonstrated flexibility, where several activities conducted in this intervention were adjusted based on the students' needs or any specific situation during the study. Finally, the researcher applied the post-test and questionnaire after the intervention plan, the post-test was useful to determine the effectiveness of Pictionary game to improve vocabulary knowledge and the questionnaire helped to know the student's perceptions about this technique.

5.2.2.4. Evaluating. The purpose of this stage was to assess the students and gather the results after implementing the Pictionary game to improve vocabulary learning, aiming to understand its impact and identify areas for improvement. Therefore, upon completing the data collection process, both qualitative and quantitative data collected during the intervention were analyzed and interpreted using bar charts to visually represent the results.

First, quantitative data was represented in frequency tables and bar charts using Microsoft Excel program to know the mean of the pre-test and post-test, in order to determine,

compare and measure the degree of improvement in students' vocabulary learning. On the other hand, qualitative data were interpreted from the responses of the questionnaire which were also collected and tabulated, the close-ended questions were shown in bar graphs and the open-ended questions were represented by using a thematic analysis, where the data was represented categorizing them by indicators. It helped us to know the perception of the students with reference to the use of Pictionary game. Also, the researcher interpreted the qualitative data collected from the field notes in order to validate the quantitative data.

After analyzing the results of the data collection instruments, it was evident that the Pictionary game was useful to improve vocabulary learning in the students, since they had an increase in the post-test and also most of them had positive responses to the questionnaire when answering about the use of the game in class. However, there were also some limitations regarding the classroom environment, as some students did not feel comfortable working in a group or in some cases the class became noisy.

5.2.2.5. Specifying Learning. In the last stage, the results obtained during the research process were described, as well as the conclusions and recommendations were established based on the results obtained after the research process and subsequently shared with the educational community, so that further studies can help teachers to implement new teaching strategies and improve their students' vocabulary learning skills through the use of the Pictionary game.

That is why, after analyzing all the findings, it was concluded that the Pictionary game is a good teaching technique, since there is a significant difference in the vocabulary performance of the students after the application of the Pictionary game, and the process of learning vocabulary through this game can be a fun activity for the students.

On the other hand, it is recommended not to use it in all class lessons, as it could become a boring activity for students who do not like to draw or work in groups with their classmates. Likewise, it is recommended to other researchers to apply this technique using different types of didactic material that suit the characteristics and needs of the students.

5.2.3. Data Collection Sources and Techniques

According to Sajar (2016), data collection is a crucial process that involves gathering and measuring information related to specific variables of interest. This process is carried out in a structured and organized manner, enabling researchers to obtain answers to their research questions and to thoroughly examine and assess the outcomes they discover.

The researcher used quantitative and qualitative methods to collect data about the effectiveness of the Pictionary game to improve English vocabulary by using the following methods and tools for collecting information during the process:

First, the researcher used the pre-test and post-test (see Annex 4) that included closed-ended questions based on the components of form, meaning and use of vocabulary that help the researcher to find out what was the level of knowledge in relation to vocabulary learning before and after the intervention. To answer the questions the researcher used the scoring guide (see Annex 5) with the answers and points to each question. In addition, individual student performance was graded and categorized according to the National Grading Scale (see Annex 6).

Additionally, the researcher used the questionnaire instrument (see Annex 7) after the intervention, which was used to obtain information about the students' perceptions on the implementation of Pictionary game to improve vocabulary learning.

Therefore, in the observation technique the researcher used the instrument of field notes (see Annex 8) to have a record of students' progress and attitude during the application of Pictionary game for learning English vocabulary, the use of this instrument allowed the researcher to support the qualitative analysis of the data collected in each lesson.

5.3. Data Analysis

Yellapu (2018) stated that descriptive statistics is an analytical process that helps researchers to summarize the data obtained in an organized way, thus obtaining the relationship between the variables of the research being conducted. It also mentions that descriptive statistics is an important step in conducting research because it helps researchers to establish the logic associated with quantification.

The analysis of the quantitative data was processed and analyzed through the use of a descriptive statistical method, which was presented through a tabulation of data and reflected in tables and graphs. The results obtained allowed the researcher to measure the central tendency of the results obtained in the pre-test and post-test.

On the other hand, the data obtained from the questionnaire were represented using frequency measures that were illustrated in bar graphs. Each of these graphs were presented for each question and the frequency was determined by the number of students who agreed or disagreed with each question on the questionnaire. In addition, the researcher also used a thematic analysis that examined the data closely to identify common themes and patterns that appeared repeatedly.

6. Results

In this section, the results obtained from the quantitative and qualitative instruments are described to reveal the improvement in student's vocabulary learning as a result of the Pictionary game application. The visual representation of the data in tables and bar graphs supported this intervention, which expose the overview of the findings.

6.1. Pre-test and Post-test Results

Objective 1. To find out the effectiveness of Pictionary game in the improvement of vocabulary knowledge in EFL classrooms among ninth-grade students at a public institution in Loja.

Sub-question 1: What is the effectiveness of Pictionary game in the improvement of vocabulary knowledge in EFL classrooms?

The pre-test and post-test results provide important insights for the researcher, who can determine the effectiveness of Pictionary game in the improvement of vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year.

Table 2. *Mean score difference between pre-test and post-test in vocabulary indicators.*

	N° students	Form (3/3)	Meaning (3/3)	Use (4/4)	Total mean (10/10)
Pre-test	26	1.42	1.88	2.16	5.46
Post-test	26	1.76	2.13	2.64	6.53
Difference	na	0.34	0.25	0.48	1.07

The table 2 illustrates the results of the pre-test, which was applied to ninth grade students before the implementation of the intervention plan in order to stablish the initial level of students regarding vocabulary. The pre-test results revealed the student's performance on vocabulary indicators. In terms of "form", the participants demonstrated their proficiency with the average score of 1.42/3, indicating a limited ability to identify the form or spelling of the words. In regards to "meaning", students had an average score of 1.88/3 which showed that they had some difficulties to identify the meaning of the words. Finally in terms of "use", the participants displayed an average score of 2.16/4, showing a moderate ability to use new words in different contexts with grammatical functions. Overall, as shown in figure 2 the pre-test performance showed the need to improve all of these indicators, since the total average score was of 5.46/10, which demonstrated that the participants could not reach the average score 7/10 to show a satisfactory grade.

After the intervention plan, the students demonstrated a notable improvement in the post-test. First, in the "form" indicator, the participants had a significant increase from the pre-

test score of 1.42/3 to the post-test score of 1.76/3, which represents a substantial improvement. It indicates that students can identify the form of words in a better way. Likewise, in the "meaning" indicator, students had an initial average score of 1.88/3 in the pre-test, while they displayed an average score of 2.13/3 in the post-test, so this means that students have a better understanding of the meaning of the vocabulary. Finally, there was also, a notable improvement in the "use" indicator where they had an average score of 2.16/4 in the pre-test and they had an increase in the post-test with an average score of 2.64/4, which showed that they can use the new words in different contexts of their real life. Overall, the post-test results demonstrated the good improvement in the three indicators, leading to an increase of the total average score from 5.46/10 in the pre-test to 6.53/10 in the post-test. It shows a notable increase of 1.07 points, which highlight the positive impact of the implementation of Pictionary game in classes.

6.2. Comparison with the National Grading Scale

The comparison of the grades obtained by the students with the National Grading Scale established by the Ministry of Education shows the improvement through the following bar graph. It also shows the significant contribution that the Pictionary game had on the vocabulary learning of each student.

Figure 2. *Pre-test and Post-test scores on vocabulary compared with the National Grading Scale.*
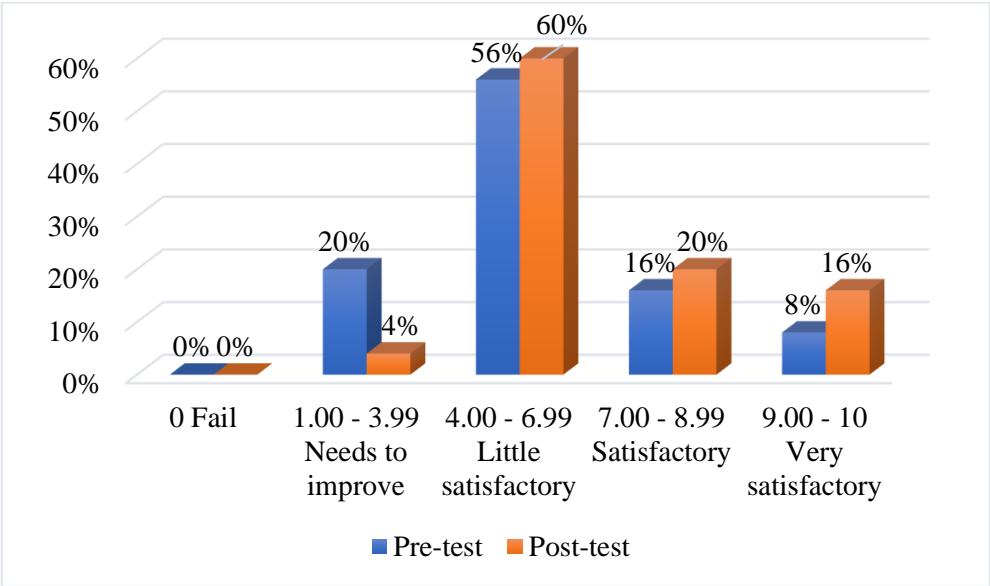
After a six-week period of intervention, the figure 2 showed the distinguished improvements of students' performance in the post-test in relation to the National Grading Scale. A small portion of students (16%) had very satisfactory grades, which demonstrated the meaningful improvement in comparison with the grades in the pre-test. Also, almost a quarter proportion (20%) of students showed satisfactory grades in the post-test, exposing their learning

improvement. Therefore, a considerable number of students (60%) had a little satisfactory average of scores, which is similar to the percentage in the pre-test. However, there were a minimal number of students (4%) that need to improve their learning, which showed a good improvement comparing with the percentage of the pre-test. Here it is also evident that none of the students had a failure in their learning, since they did not score less than 1 in the pre-test and neither in the post-test.

It is also important to mention that all these quantitative data were not enough to collect data, so the qualitative data collected in the questionnaire and field notes helped the researcher to know the attitudes and perceptions of the students regarding the implementation of the Pictionary game in classes to improve vocabulary learning.

6.3 Questionnaire results

Objective 2. To describe the students' perceptions about the implementation of Pictionary game to improve their English vocabulary among ninth-grade students at a public institution in Loja.

Sub-question 2. What are the students' perceptions about the implementation of Pictionary game to improve their English vocabulary?

In order to collect qualitative data, the researcher used a questionnaire to find out the students' perceptions about the Pictionary game in the English vocabulary learning among ninth-grade students at a public institution in Loja city.

**Figure 3**. *Motivation with the use of Pictionary game.*
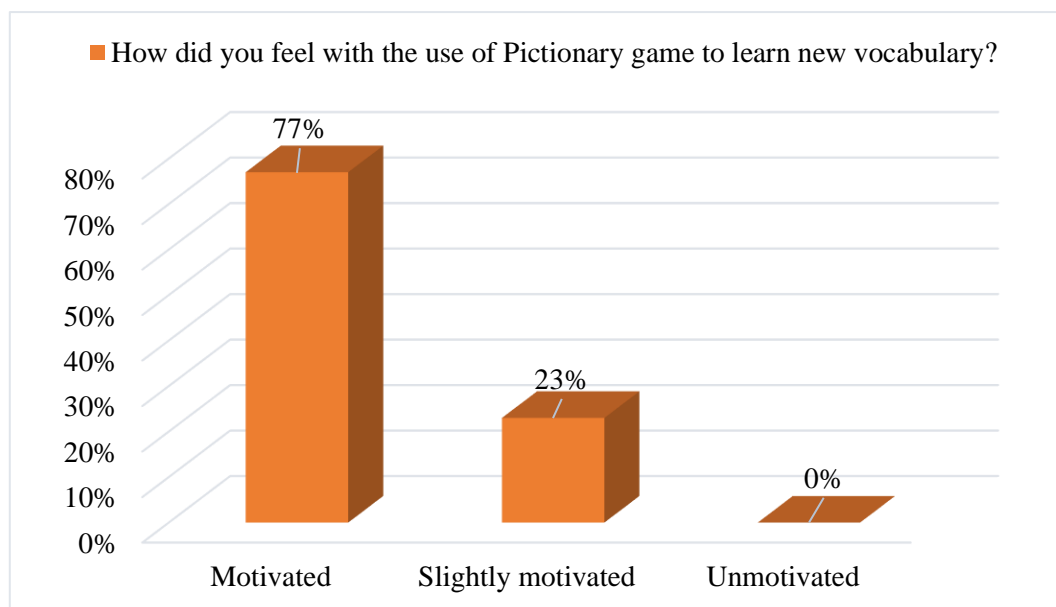
As can be seen, Figure 3 shows that 77% of the participants felt motivated with the application of Pictionary game to learn vocabulary. As one group of participants commented,

"we found it interesting to learn vocabulary by using the Pictionary game because we found it a game that allowed us to interact with classmates and it made us feel motivated and eager to learn more". However, 23% of the students expressed that they felt slightly motivated. Regarding this response, some students expressed that "when they used this type of game it was very noisy since the classmates would get up and the class became unstable".

Thus, the results corroborate that the use of Pictionary Game is an effective technique for learning vocabulary. In addition, this game allowed to strengthen teamwork and the learning of vocabulary was more dynamic.

Figure 4. *Pictionary game to generate entertainment while learning*
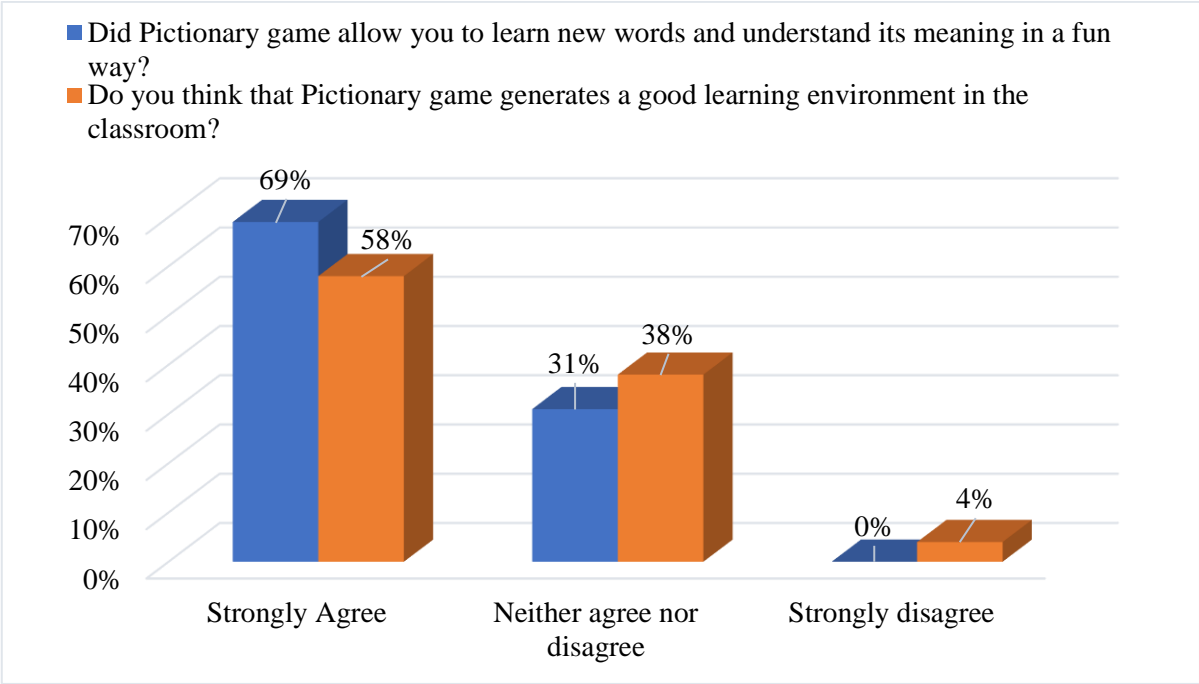
These questions aimed to identify the perceptions about level of entertainment and learning in class by using the Pictionary game. As we can see in the Figure 4, a significant majority of students (69%) responded that they "strongly agreed" with the first question, while the 58% also strongly agreed with the second question about the good learning environment, evidently, the activities carried out with the implementation of the Pictionary game helped to improve vocabulary and its aspects. The opinion of some students was that "they agreed because it catches his attention, since it is dynamic and with this game they can interact with their classmates" and another student said that "he agrees because it helps to inspire students to learn and be interested in the subject". This means that the use of the Pictionary game motivates students to keep learning new vocabulary. Also, we can see that a tiny fraction (4%) "strongly disagreed" with the second question, according to the field notes, the students were attracted to the Pictionary game with positive teaching, but not all of them.

Figure 5. *Vocabulary knowledge through types of Pictionary game*
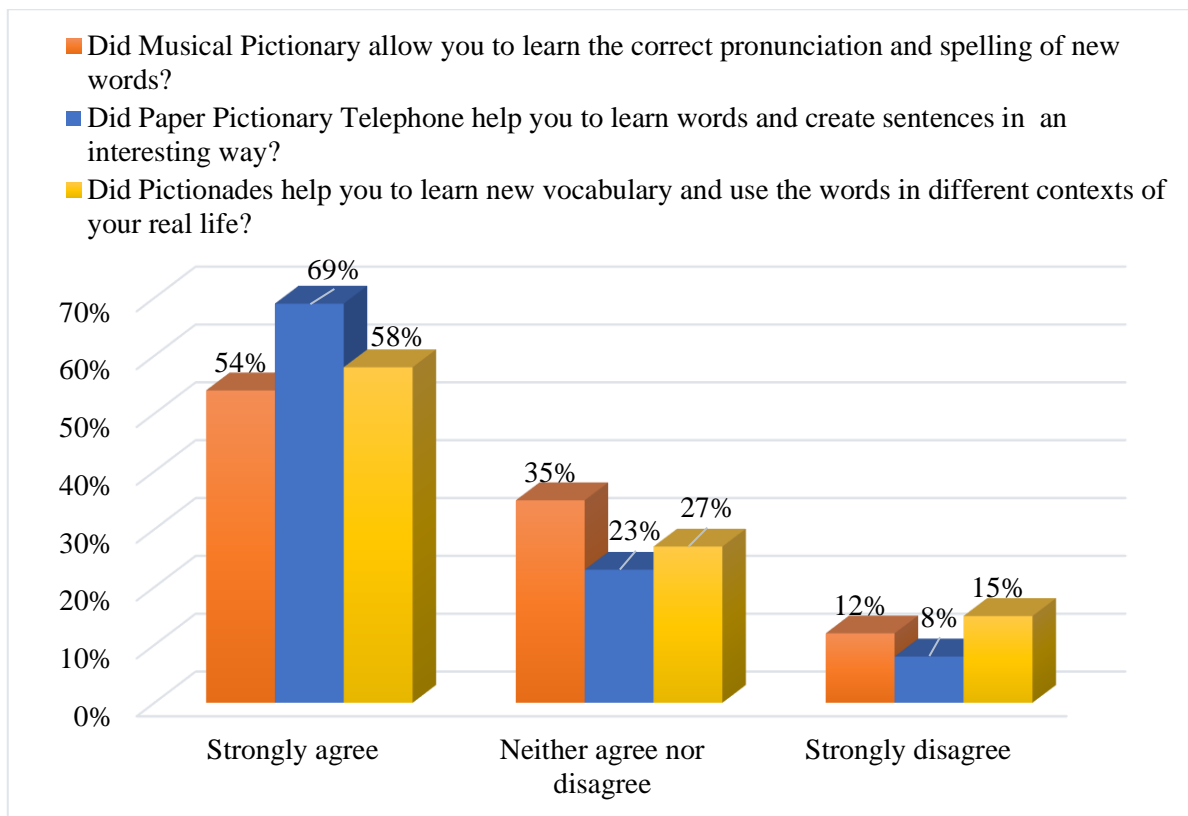

As can be seen in Figure 5, it shows that the most of students believe that they improved their pronunciation and spelling with the Pictionary game, more than a half of students (54%) "strongly agreed" with the first question related to Musical Pictionary where a group of students argued that by listening to the songs they were able to hear the correct pronunciation of each word, as well as with the lyrics of the song they were able to observe the correct spelling of the words and write them in the correct way. On the other hand, 35% of the students "neither agreed nor disagreed" because some of them mentioned that they did not like the music in English, some students mentioned that it was confusing or that they did not understand some words. Finally, a very small part of the students (12%) "strongly disagreed" because they felt that it was not very useful, a student argued "I don't like English music and the noise did not allow me to hear the song very well".

On the other hand, a large proportion of students (69%) "strongly agreed" with the second question about Paper Pictionary Telephone, which demonstrated that it was very helpful to help them in the learning of new words and create sentences in a dynamic way, a student mentioned "it was very funny and also it helped me to create sentences in a faster way". On the other hand, a very small fraction (8%) of participants "strongly disagreed" with this question, some students said that "all students made a lot of noisy and it was difficult to listen the class". It could be because in this type of Pictionary game, students work as a whole group in the class.

Finally, in relation with Pictionades, more than a half of students (58%) "strongly agreed" that it helped them to learn new words and use it in different contexts, in the open-ended questions, a group of students mentioned "it was funny to guess what do we do in our daily life through drawings" and another student argued "it was very helpful because I could express me very well". Though, a small proportion (15%) of participants "strongly disagreed"with this question, since a student said "I couldn't understand some drawings to guess the words".

Overall, the three types of Pictionary game were very helpful for students to improve their vocabulary knowledge and learn the correct pronunciation of some words to use in different contexts of their life.

Figure 6. *Students' preference about the types of Pictionary game.*
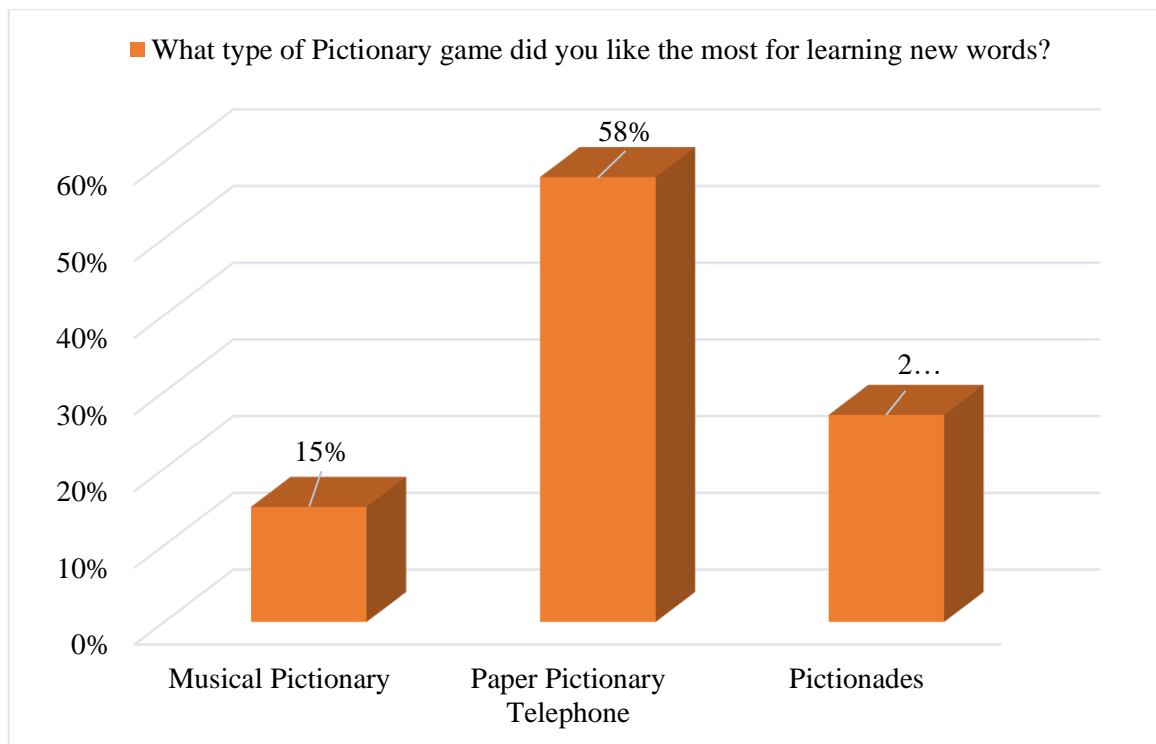
As can be seen in Figure 6, the majority of students (58%) preferred the Paper Pictionary Telephone game since two students mentioned "it is much better to work in a whole group to strengthen teamwork and also it helped us to use the different words in sentences where we practiced different grammatical functions". On the other hand, 15% of students mentioned that the Musical Pictionary was the game they liked the least, a student argued that listening to English songs became very difficult, in some cases to understand the pronunciation of each word. In summary, all types of Pictionary were useful for improving vocabulary, however, there was a strong preference for the Paper Pictionary Telephone, which shows that it is a very good technique to implement in the classroom.

Figure 7. *Students' preference for materials used in classroom.*
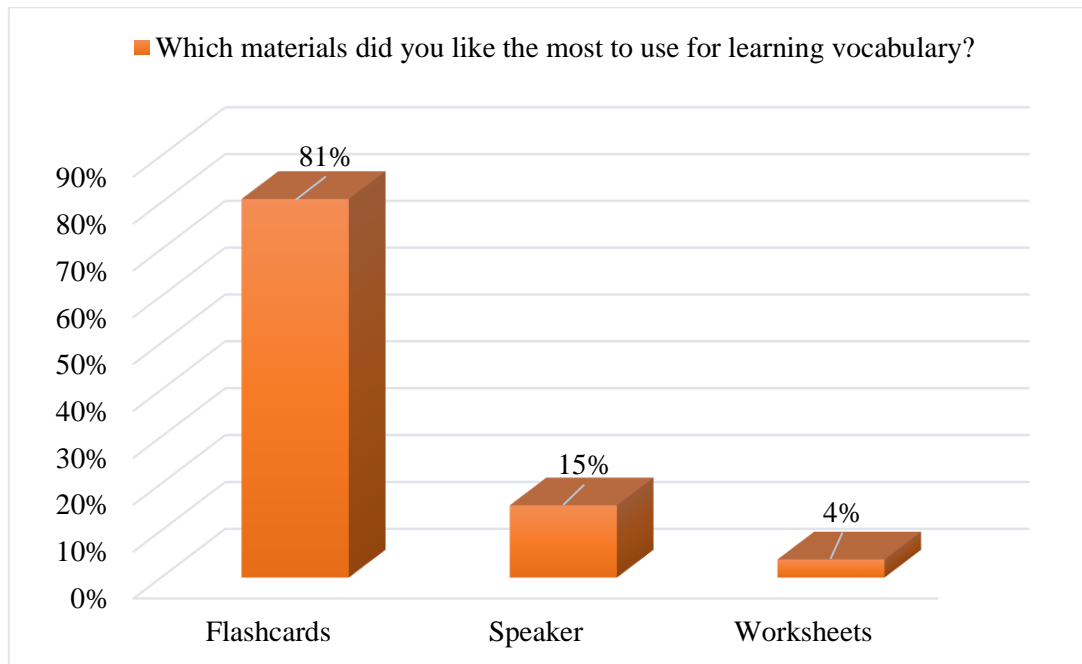
As can be seen in Figure 7, a very large proportion of students (81%) preferred to use flashcards to learn vocabulary, as a group of students mentioned "it was useful to see the word with the picture and understand the meaning", also, a student said "it is easier to remember words when I see the pictures in the flashcards". It demonstrated that the flashcards were very helpful for students to learn new vocabulary, its meaning and spelling. On the other hand, a very small fraction (4%) of participants, chose worksheets to practice their learning, some students commented "it was interesting because we could find different activities that helped me to practice my vocabulary". These findings highlight the students' preference by flashcards, since it helped them to understand the meaning of new vocabulary by relating the words with the pictures that they could see.

7. Discussion

The present research work was designed with the aim of improving vocabulary learning through Pictionary game among ninth grade students at a public institution of Loja during the 2022-2023 school year. Taking into account the general objective described above, this section describes the results found in this study and contrasts them with previous studies that were used to conduct this research. Likewise, in this section the researcher presents the answers to the research questions posed at the beginning of the study, as well as the limitations faced during the intervention plan and offer some suggestions for further studies.

To begin with, the central question of this research was to determine "How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?". According to the results obtained, it was evidenced that the use of Pictionary game had a positive impact on the improvement of the students' learning of the English vocabulary aspects. This increase is due to the fact that the students were able to use the different types of the Pictionary game such as Musical pictionary, Paper Pictionary Telephone and Pictionades, which helped them to retain the new vocabulary that they produced in an oral or written form, also, this helped them to learn in an interactive and dynamic way avoiding boredom in class. This is also stated by Triandini (2017), who mentions that the Pictionary game has advantages such as helping students to retain the new vocabulary they learn because they try to produce the words orally and this helps students to remember the words. The author also mentions that this game helps the students to be engaged in learning English because they do not get bored and will not be sleepy and disinterested.

Based on the previous general research question, the first sub-question aimed to identify: What is the effectiveness of Pictionary game in the improvement of vocabulary knowledge in EFL classrooms? In this study, it was shown that students were able to increase their vocabulary knowledge with the use of the Pictionary game. The scores of the participant students changed significantly, passing the mean from 5,46 in the pre-test to 6,53 in the post-test in 6 weeks of intervention. The results demonstrated a notable improvement in students' vocabulary knowledge. However, some mistakes were still observed in their pronunciation of some words and they tended to confuse words that have similar spellings. Nevertheless, the implementation of the Pictionary game was very useful for teaching vocabulary. These results are corroborated with the previous research by Daulay et al. (2021) who highlighted that Pictionary game is considered one of the most popular games used in vocabulary teaching and is generally used with all levels.

To identify students' vocabulary knowledge, the researcher stablished three components of vocabulary: form, meaning and use. Based on the findings, the students were able to improve all three aspects, however, they showed difficulty in the word form, as they looked confused when they had to identify the correct way to write a word. Likewise, they had difficulty pronouncing some words correctly, as some of them had similar sounds and they used to get confused with that. In the same way, Purba et al. (2022) found that the use of Pictionary helps learners to understand the functions of each word and memorize the vocabulary more easily by generating the words from images and pictures.

Based on the foregoing, Guerrero and Merchán (2020) mention that the process of learning vocabulary is essential for mastering basic English. They found that the application of Pictionary game increase acquired vocabulary and students' comfort in playing this game in class to learn new vocabulary. As a result, students performed better on the post-test related to vocabulary components. More work was done on learning the correct use of vocabulary, where students practiced the grammatical functions of words to later use them in different contexts. Though, some limitations were found, such as the students' poor knowledge of the language and in some cases, the class plans could not be fulfilled in their entirety, since the teacher of the previous hour took more time than corresponded to his hours and it was very difficult to comply with all the planned activities.

In addition, the second sub-question hunted to identify: What are the students' perceptions about the implementation of Pictionary game to improve their English vocabulary? According to the questionnaire and the field notes, the findings displayed that students preferred to play Paper Pictionary Telephone as it helped them to lean new words by creating sentences in a fun way. Similarly, Purba et al. (2022) that the use of Pictionary helps disengaged students to be more motivated, interested and learn in a better way. It helps them to understand the functions of each word and memorize the vocabulary more easily by generating the words from images and pictures.

To sum up, according to the opinions and answers of participant learners, the use of Pictionary game helped them to improve their vocabulary knowledge in a good way, since it allowed them to be motivated in class. These results corroborate what Daulay et al. (2021) affirmed, Pictionary game is used to make students more active in their learning and interacting with each other. It also encourages learners to explore the target language and have a fun learning vocabulary.

Lastly, the use of different materials such as flashcards, worksheets and speaker to learn vocabulary through the Pictionary game was very well received by the students, as those

materials were very helpful because through them the students were able to learn new vocabulary through visual representations and in some classes through the audio, which they found very interesting because they were able to relate the graphics with the words. A limiting factor was that sometimes, the noise outside the school did not allow the students to hear the songs, which prevented them from hearing the correct pronunciation of the words. Further research is recommended on the benefits of the three types of the Pictionary game for English language instruction and also it is recommended to extend the study to different age groups, proficiency levels, and cultural backgrounds to understand how the effectiveness of Pictionary varies across diverse learners.

8. Conclusions

The application of the Pictionary game had a positive impact on improving students' English vocabulary learning. This is because during the game, the students had several ways of learning, as they were able to associate the words with the graphic representations and convey the corresponding meaning of the words, facilitating a deeper understanding of the vocabulary within a specific context.

It was demonstrated that the implementation of the different types of the Pictionary game were effective in improving students' vocabulary learning, especially in the form and use aspects, since the students improved their pronunciation, spelling of the words and grammatical functions as they could create sentences using the new words in the correct grammatical patterns. Nevertheless, based on the results, it was found that due to the short intervention time, it was not possible to achieve better results in the learning of the different aspects of vocabulary such as form, meaning and use. But overall, it is concluded that the Pictionary game helped significantly to improve the students' vocabulary learning.

Students had a positive attitude and felt motivated with the application of the Pictionary game because they felt motivated and interested in learning new things, students tended to feel less pressured when playing Pictionary compared to more formal language learning activities, as it allowed them to take risks, make mistakes and increase confidence in their English vocabulary knowledge, which increased their self-confidence. In addition, the students strengthened teamwork, discussing, explaining words and learning from their peers. This game not only improved vocabulary acquisition, but also fostered social interaction and teamwork skills.

9. Recommendations

To increase students' vocabulary knowledge, teachers should implement the Pictionary game in their English classes, as it contributes significantly to improving spelling and pronunciation problems. It is advisable that word lists be prepared based on the vocabulary level and age group of the students and classify the words by themes or levels of difficulty to ensure a balanced and varied game experience. It is also recommended that teachers teach the sounds of each letter of the alphabet to improve students' pronunciation so that they can communicate in a better way.

Since the Pictionary game effectively enhanced students' vocabulary learning, it is recommended to regularly integrate more Pictionary-based activities into the lessons by including technology through various platforms to assess students' learning. In addition, extending the intervention time of these activities and monitoring students' progress on a regular basis will lead to more complete results, as students' engagement and learning can be improved.

It is also recommended for future research that the Pictionary game is also applied with lower levels of education in order to determine and compare where there is a better improvement in results. Also, teachers should integrate more interactive and gamified language learning activities, like Pictionary, to foster positive student attitudes, motivation, and teamwork skills. These approaches create a relaxed environment, encourage risk-taking, and enhance vocabulary acquisition while promoting enjoyable and effective language learning.

10. Bibliography

Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be taught. *International Journal of Teaching and Education, 3*(3). https://doi.org/10.20472/TE.2015.3.3.002

Aoues, A., & Zerrouki, S. (2020). *Teachers' Attitudes towards the Use of Pictionary Game to teach Vocabulary.* http://bib.univ-oeb.dz:8080/jspui/handle/123456789/9596

Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching, 9*(7). https://doi.org/10.5539/elt.v9n7p120

Ballone, L., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach. *The Science Education Review, 3*(2). bit.ly/3QrPEtM

Creswell, J. W., & Creswell, J. D. (2008). *Research Design.* Los Angeles: SAGE Publications, Inc. https://spada.uns.ac.id/pluginfile.php/510378/mod_resource/content/1/creswell.pdf

Daulay, S. H., Lubis, Y., Dara, E., Wandini, R., & Putri, F. (2021). Does Pictionary Game Effective for Students' Speaking Skill? *JELTL (Journal of English Language Teaching and Linguistics), 6*(1). https://doi.org/https://dx.doi.org/10.21462/jeltl.v6i1.486

Deepti, S., & P.C., A. (2012). 'Pictionades': Enhancing Stakeholders' Awareness about. In R. Berntsson, *18th International Working Conference on Requirements Engineering: Foundation for Software Quality.*

Dwi, L. E. (2017). Improving Students' Vocabulary Mastery through Pictionary Board Game at grade IV B of Elementary School 36 Pekanbaru. *Al-Ishlah: Jurnal Pendidikan, 9*(2), 4. https://journal.staihubbulwathan.id/index.php/alishlah/article/view/48

El Rusyda, S., Suparman, U., & Sudirman. (2016). *Teaching Vocabulary through Pictionary Game to First Grade Students of SMP AL-KAUTSAR.* http://jurnal.fkip.unila.ac.id/index.php/123/article/view/6388

Fatmawati, A. Y., Miranty, D., & Hamer, W. (2022). The Implementation of Pictionary Games to Improve Vocabulary. *Journal of Linguistics, Literacy, and Pedagogy, 1*(1). https://jurnal.untirta.ac.id/index.php/JLLP/article/view/15553/8941

Fausiani. (2018). *The Use of Meaning, Use, Form (MUF) Framework in Teaching Speaking.* https://digilibadmin.unismuh.ac.id/upload/782-Full_Text.pdf

Guerrero, D., & Merchán, A. (2020). *The Use of Pictionary as a Strategy to Acquire New Vocabulary.* University of Guayaquil, Faculty of Philosophy, Letters and Education Sciences, Guayaquil. http://repositorio.ug.edu.ec/handle/redug/63194

Hamer, W., & Lely, L. (2019). Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction. *JEES : Journal of English Education Studies, 2*(1), 49. https://doi.org/https://doi.org/10.30653/005.201921.30

Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics and Language Education.* Cambridge: Cambridge University Express.

Imamura, K. (2020). *How to Play Pictionary in School*. Classroom: https://classroom.synonym.com/play-pictionary-school-8548553.html

Johnson, G. (2009). *Picturephone: A Game for Sketch Data Capture.* Carnegie Mellon University. https://www.researchgate.net/publication/252256293_Picturephone_A_Game_for_Sketch_Data_Capture

Kartini, I., & Kareviati, E. (2021). The Students' Responses Toward the Implementation of Pictionary Game in Teaching Vocabulary to the Seventh Grade Students in one of Junior High School in Cimahi. *PROJECT (Professional Journal of English Education), 4*(3), 377. https://doi.org/https://doi.org/10.22460/project.v4i3.p375-383

Koprowski, M. (2006). Ten Good Games for Recycling Vocabulary. *The Internet TESL Journal, 12*(7). bit.ly/3Ykh0no

Maskor, Z. M., & Baharudin, H. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important? *International Journal of Academic Research in Business and Social Sciences, 6*(11). http://dx.doi.org/10.6007/IJARBSS/v6-i11/2395

Ministerio de Educación, M. (2019). *Lengua Extranjera*. Ministerio de Educación (MINEDUC): https://educacion.gob.ec/curriculo-lengua-extranjera/

Nation, I. (2001). *Learning Vocabulary in Another Language.* Cambridge, England: Cambridge University Press.

Purba, U., Sipayung, K., Lumbantoruan, F., & Simanjuntak, R. (2022, june). The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 Raya .

Pioneer: Journal of Language and Literature, 14(1), 164. https://doi.org/https://doi.org/10.36841/pioneer.v14i1.1672

Rianti, W. (2018). Improving Students' English Vocabulary Mastery Through Pictionary Game of SD Negeri 22 Rumbio. *Journal of English Language and Education, 3*(1). https://jele.or.id/index.php/jele/article/view/37

Rinanda, K. (2020). *The Effect of Pictionary Game on the Students' Writing Ability at the Tenth Grade of Mas Al-Hasyimiyah Tebing Tinggi.* State Islamic University of North Sumatra, English Education. http://repository.uinsu.ac.id/id/eprint/10572

Sajar, S. M. (2016). Methods of Data Collection. In *Basic Guidelines for Research: An Introductory Approach for All Disciplines.* Blangadesh.

Susanto, A. (2017, october 10). The Teaching of Vocabulary: A Perspective. *Jurnal KATA, 1*(2), 185. https://doi.org/10.22216/jk.v1i2.2136

Susman, G. (1983). *Action Research: A Sociotechnical Systems Perspective. .* Morgan: Sage Publications.

The Game Gal. (2010, November 6). *Pictionary*. The Game Gal: https://www.thegamegal.com/2010/11/06/pictionary/

Triandini, Y. (2017). *The Effect of Pictionary Game on Students' Vocabulary Retention (A Quasi-Experimental Study at the Eighth Grade of MTSN 1 Kota Tangerang Selatan in Academic Year 2016/2017).* https://repository.uinjkt.ac.id/dspace/handle/123456789/53579

Walker, C. (2021). *Providing the Opportunity to Access Playfulness in Music Therapy.* https://digitalcommons.lesley.edu/expressive_theses/468/

Webb, S. (2008, march). Receptive and Productive Vocabulary Sizes of L2 Learners. *Studies in Second Language Acquisition, 30*(01). https://doi.org/https://doi.org/10.1017/S0272263108080042

Yellapu, V. (2018). Descriptive Statistics. *International Journal of Academic Medicine*. https://www.researchgate.net/publication/327496870_Descriptive_statistics

11. Annexes

Annex 1. Informed Consent

UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo …………………….…………, con cédula de identidad .... representante legal del estudiante …………..………………, autorizo que mi representado sea partícipe del Proyecto de Investigación de Integración Curricular o Titulación, llevado a cabo por Carmen Esperanza Sarmiento Granda, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Loja.

Comprendo que la participación de mi representado, no tendrá ninguna repercusión en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de mi representado no será publicada, y los datos registrados durante la ejecución del proyecto, se utilizarán únicamente para fines de investigación y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomando en ello en consideración, otorgo mi consentimiento para que se realicen la toma de notas de campo de la clase de inglés.

Loja,…..de………….de 2023

Firma: _____

Nombres y Apellidos: _____

C.l: _____

Representante Legal

Annex 2. Official Request

Ofc.002-DC-II/PINE-NG-FEAC-UNL

Loja, Febrero 8 del 2023

Magíster
Kléber Mussoline Barzallo Carrión,
DIRECTOR DE LA ESCUELA EDUCATIVA BÁSICA "MIGUEL RIOFRÍO"
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 **ANDREA CAROLINA PIEDRA GONZALEZ**, 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
ORDÓNEZ

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

Elaborado por:
Dra.MSc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Recibido
160223
0913
Autorizado

40

Intervention plan # 1	
Class: 9no EGB "B" **Number of Students:** 26 (18 boys, 8 girls) **Language Level:** A1.2	**Date:** May 2nd, 2023 – May 4th, 2023 **Schedule:** Tuesday: 08h35 – 09h55 Thursday: 07h15 – 07h55 **Time per lesson:** 40 minutes **Total hours:** 3
School year: 2022 - 2023 **Type of institution:** Public	Escuela de Educación Básica "Miguel Riofrío"
Preservice teacher:	Andrea Carolina Piedra Gonzalez

Research Problem	How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic	Grammar: Simple Past Tense: Irregular Verbs
Lesson Objectives	At the end of the lesson, students will be able to describe past events.
Engage	➢ Students develop a pre-test given by the teacher. https://drive.google.com/file/d/1vpRtN0SpZYtdKtdoMJ-TW-bUY2_Opw3y/view?usp=drive_link ➢ Activation of the previous knowledge of irregular verbs.
Explore	➢ Teacher gives students some flashcards about irregular verbs and students try to identify the meaning of each one. https://drive.google.com/file/d/1A6izRcTktF8hGdBPrdpnqVNNm0H1bBvR/view?usp=drive_link
Explain	➢ Teacher explains the structure of the past simple with irregular verbs through a flipchart. https://drive.google.com/file/d/1ddn8Vo8hMlD65KCuF1qaOoazyLyuc5t-/view?usp=drive_link ➢ Teacher writes some examples using past simple tense.
Elaborate	➢ Students play Pictionary Paper Telephone where they sit in a circle and make a sentence with the word in the flashcards that they have. ➢ Students make a draw that represents the sentence made. ➢ Students take turns to exchange their drawings and the rest of the class try to guess what it means by creating another sentence.
Evaluate	➢ Students do the activity in a worksheet given by the teacher. https://drive.google.com/file/d/1DcLvr5ZdU05Gyb44l_RTlODttXu-1QJ8/view?usp=drive_link
Materials /Bibliography/Research Instruments	➢ Flashcards https://drive.google.com/file/d/1A6izRcTktF8hGdBPrdpnqVNNm0H1bBvR/view?usp=drive_link ➢ Flipchart https://drive.google.com/file/d/1ddn8Vo8hMlD65KCuF1qaOoazyLyuc5t-/view?usp=drive_link ➢ Whiteboard ➢ Markers ➢ Worksheet https://drive.google.com/file/d/1DcLvr5ZdU05Gyb44l_RTlODttXu-1QJ8/view?usp=drive_link ➢ Pre-Test https://drive.google.com/file/d/1vpRtN0SpZYtdKtdoMJ-TW-bUY2_Opw3y/view?usp=drive_link
Thesis Director	Mg. Sc. Jhimi Bolter Vivanco Loaiza

Intervention plan # 2	
Class: 9no EGB "B" **Number of Students:** 26 (18 boys, 8 girls) **Language Level:** A1.2	**Date:** May 9th, 2023 – May 11th, 2023 **Schedule:** Tuesday: 08h35 – 09h55 Thursday: 07h15 – 07h55 **Time per lesson:** 40 minutes **Total hours:** 3
School year: 2022 - 2023 **Type of institution:** Public	Escuela de Educación Básica "Miguel Riofrío"
Preservice teacher:	Andrea Carolina Piedra Gonzalez

Research Problem	How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic	Grammar: Possessive Adjectives
Lesson Objectives	At the end of the lesson, students will be able to show possession or ownership of something with possessive adjectives: my, your, his, her, our, their.
Engage	➢ The teacher gives some pictures to the students (people-dogs) the students work together to match each person with their dog. As students make the matches, they should use possessive adjectives when talking about which dog belongs to which person.
Explore	➢ Teacher presents some flashcards with possessive adjectives. https://rb.gy/u7n52
Explain	➢ Teacher explains what are possessive adjectives and how to use them through a card on the board. https://rb.gy/vft6i ➢ Teacher writes a list of possessive adjectives and write an example on the board.
Elaborate	➢ Students play a game of musical Pictionary where they listen the song When I was your man of Bruno Mars: https://www.youtube.com/watch?v=LjhCEhWiKXk and try to represent the title by drawing a picture. ➢ After that, the teacher gives the lyrics of the song to the students and they can sing it while take note of the unknown words they hear. https://drive.google.com/file/d/1l6juWJ11c2B73LMp6tKe04yyp3ubb-q4/view?usp=drive_link
Evaluate	➢ Students develop the activities number 4 and 5 on page 44 in the book (Complete sentences with the correct possessive adjective). https://rb.gy/dz7l3
Materials /Bibliography/Research Instruments	➢ Flashcards https://rb.gy/u7n52 ➢ Whiteboard ➢ Card https://rb.gy/vft6i ➢ Markers ➢ Song link https://www.youtube.com/watch?v=LjhCEhWiKXk ➢ Song lyrics. https://drive.google.com/file/d/1l6juWJ11c2B73LMp6tKe04yyp3ubb-q4/view?usp=drive_link ➢ Students' book (Ramón, V., & Calderón, F. (s.f.). IT'S ENGLISH TIME! Grupo Editorial Líderes Editores) https://rb.gy/dz7l3
Thesis Director	Mg. Sc. Jhimi Bolter Vivanco Loaiza

Intervention plan # 3	
Class: 9no EGB "B" **Number of Students:** 26 (18 boys, 8 girls) **Language Level:** A1.2	**Date:** May 16th, 2023 – May 18th, 2023 **Schedule:** Tuesday: 08h35 – 09h55 Thursday: 07h15 – 07h55 **Time per lesson:** 40 minutes **Total hours:** 3
School year: 2022 - 2023 **Type of institution:** Public	Escuela de Educación Básica "Miguel Riofrío"
Preservice teacher:	Andrea Carolina Piedra Gonzalez

Research Problem	How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic	Vocabulary: My last holiday
Lesson Objectives	At the end of the lesson, students will be able to use vocabulary about holidays to express something in the real life.
Engage	➢ Students write in a piece of paper the activities that they did in their last vacations and exchange with other. After that, the student read and the rest of the class try to guess which person belongs each one.
Explore	➢ Teacher presents some flashcards with pictures and words about holidays and students identify the meaning of each one. https://rb.gy/qrz3h
Explain	➢ Teacher explains the meaning of each word on the board. ➢ Teacher says the correct pronunciation of each word and the students repeat it after the teacher.
Elaborate	➢ Students sit in a circle and play Pictionary paper Telephone where teacher gives each one a word and they have to write a sentence in a paper using this word. After that, each student gives the paper to the student in their left and this student will try to represent the sentence by a draw. Then, students exchange the paper again but they only will see the draw and they will try to write a sentence that describes the draw. This process will be repeated 3 times. ➢ Students will take notes of the new words that appear in the game.
Evaluate	➢ Students develop the activity 3 on page 42 from the book where they have to choose a topic and write a short paragraph about it. https://drive.google.com/file/d/1WKjc-G3P0bz22npi41_k46HWO0iLDxzA/view?usp=drive_link
Materials /Bibliography/Research Instruments	➢ Flashcards https://rb.gy/qrz3h ➢ Whiteboard ➢ Markers ➢ Papers ➢ Students' book (Ramón, V., & Calderón, F. (s.f.). IT'S ENGLISH TIME! Grupo Editorial Líderes Editores) https://drive.google.com/file/d/1WKjc-G3P0bz22npi41_k46HWO0iLDxzA/view?usp=drive_link
Thesis Director	Mg. Sc. Jhimi Bolter Vivanco Loaiza

Intervention plan # 4	
Class: 9no EGB "B" **Number of Students:** 26 (18 boys, 8 girls) **Language Level:** A1.2	**Date:** May 23th, 2023 – May 25th, 2023 **Schedule:** Tuesday: 08h35 – 09h55 Thursday: 07h15 – 07h55 **Time per lesson:** 40 minutes **Total hours:** 3
School year: 2022 - 2023 **Type of institution:** Public	Escuela de Educación Básica "Miguel Riofrío"
Preservice teacher:	Andrea Carolina Piedra Gonzalez

Research Problem	How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic	Grammar: Past continuous tense (Hobbies)
Lesson Objectives	At the end of the lesson, students will be able to describe hobbies using past continuous tense
Engage	➢ Teacher shows students a picture where people are doing some activities and the students take turns to describe what hobbies they can see in the picture. https://rb.gy/gbl5l
Explore	➢ Students play Pictionades where they take turns to go to the board and the teacher gives a flashcard https://drive.google.com/file/d/1iuUGn4JNump97YOjKio5C9Iqj-wDDM2j/view?usp=drive_link with a hobby, the students have to represent it by making a draw or acting and the rest of the class try to guess what it is. This process will be repeated until to finish the flashcards. Students take notes about the new vocabulary learned.
Explain	➢ Teacher explains the structure to form affirmative and negative sentences in past continuous tense by using a Power Point presentation. https://drive.google.com/file/d/1HB12XJRxzxuK5--d3GR5RcD6bce0jN95/view?usp=drive_link ➢ Teacher writes some sentences describing hobbies using past continuous on the board. ➢ Teacher reads the sentences to the class and explain it.
Elaborate	➢ Students write two sentences describing a hobby and using past continuous tense. ➢ Students take turns to say their sentences. ➢ Some students go to the board and write a sentence using past continuous and explain it to the class.
Evaluate	➢ Students develop the activities on a worksheet (Match the picture with the correct hobby). https://rb.gy/kso2o
Materials /Bibliography/Research Instruments	➢ Picture https://rb.gy/gbl5l ➢ Flashcards https://drive.google.com/file/d/1iuUGn4JNump97YOjKio5C9Iqj-wDDM2j/view?usp=drive_link ➢ Whiteboard ➢ Power Point presentation https://drive.google.com/file/d/1HB12XJRxzxuK5--d3GR5RcD6bce0jN95/view?usp=drive_link ➢ Markers ➢ Worksheet https://rb.gy/kso2o
Thesis Director	Mg. Sc. Jhimi Bolter Vivanco Loaiza

Intervention plan # 5	
Class: 9no EGB "B" **Number of Students:** 26 (18 boys, 8 girls) **Language Level:** A1.2	**Date:** May 30th, 2023 – June 01nd, 2023 **Schedule:** Tuesday: 08h35 – 09h55 Thursday: 07h15 – 07h55 **Time per lesson:** 40 minutes **Total hours:** 3
School year: 2022 - 2023 **Type of institution:** Public	Escuela de Educación Básica "Miguel Riofrío"
Preservice teacher:	Andrea Carolina Piedra Gonzalez

Research Problem	How does Pictionary game improve vocabulary learning, among ninth-grade students at a public institution in Loja, during the 2022-2023 school year?
Lesson Topic	Daily Routines
Lesson Objectives	At the end of the lesson, students will be able to describe their daily routines in different times of the day and interact in a dialogue with other students.
Engage	➢ Teacher asks students what did they do before they come to the school and writes on the board all the activities that they mention. Then teacher asks them which of these activities they do every day and at what time.
Explore	➢ Students play a board game with some dices. https://rb.gy/o2hhk The board game contains daily routines, the students join in two groups and take turns to play it in pairs, on member of each team. They have to ask and answer questions about the time that they do the activities on the board.
Explain	➢ Teacher shows flashcards with daily routines and explains the meaning of each one, students take notes on their notebooks. https://rb.gy/mi3st ➢ Teacher writes some sentences describing her daily routine on the board and explain it.
Elaborate	➢ Students play Pictionades, where three students participate and they draw, act and one of them have to guess the daily routine that is being interpreted. This process will be repeated until all students have been participated. ➢ Students take notes of the daily routines that appear in the game and the meaning in Spanish.
Evaluate	➢ Students develop the activities on a worksheet (Write the correct daily routine under each picture). https://drive.google.com/file/d/1HQVLGoMrpTrzqXouDmY9kG0-Aqn7jYMs/view?usp=drive_link
Materials /Bibliography/Research Instruments	➢ Flashcards https://rb.gy/mi3st ➢ Whiteboard ➢ Markers ➢ Worksheet https://drive.google.com/file/d/1HQVLGoMrpTrzqXouDmY9kG0-Aqn7jYMs/view?usp=drive_link ➢ Board Game https://rb.gy/o2hhk ➢ Dices
Thesis Director	Mg. Sc. Jhimi Bolter Vivanco Loaiza

UNIVERSIDAD NACIONAL DE LOJA
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. ……………………………………………..

Date: …………………………………………………………….

1. Look at the images and underline the correct form of the daily routines. (Form) (1 point)

	Get up / Go up / Get pu
	Take a shewor / Take a shower / Take a showar
	Brashing teeth / Brushing teeth / Brushing teth
	Get dresed / Get drassed / Get dressed

2. Match the correct verb in infinitive form with the pictures. (Meaning) (1 point)

To feed	To burn	To break	To dig

3. Choose the correct possessive adjective from the box to complete the sentences. (Use) (2 points)

My – Your – His – Her – Its - Their - Our

- She is Maria. …….. cellphone is on the table.
- I am your new classmate. …….. name is Brian.
- The dog Pongo is very big. …….. house is color black.
- My parents and I live in this city. …….. house is nice.

4. Unscramble the letters to form a word related to holidays. (Form) (2 points)

HUSB

TAFLELRAW

SETERD

SONTIANUM

5. Circle the correct definition for each word about holidays. (Meaning) (2 points)

Word	Definition
a. Food	1. It is any substance consumed by an organism for nutritional support. 2. Liquid used for washing dishes.
b. Summer	1. Means of communication used in ancient times. 2. The season of the year when the weather is warmest.
c. Beach	1. Vegetable commonly used to make salads. 2. An area of sand or small stones near the sea.
d. Weather	1. The state of the atmosphere with respect to heat or cold. 2. Warm clothing for winter use.

6. Look at the pictures about hobbies and write the correct words under each one. (Use) (2 points)

Swimming	Playing soccer	Swinging	Listening to music

Mary is ………………….	Pablo is ……………………
He is ………………….	She is …………………..

THANKS FOR YOUR COLLABORATION

Annex 5. Scoring Guide

Nº	Question	Indicator	Score
1	Look at the images and underline the correct form of the daily routines.	Form	1
2	Match the correct verb in infinitive form with the pictures	Meaning	1
3	Underline the correct answer to complete the sentence in simple present tense.	Use	2
4	Unscramble the letters to form a word related to holidays.	Form	2
5	Circle the correct definition for each word about holidays.	Meaning	2
6	Look at the pictures about hobbies and write the correct words under each one.	Use	2
TOTAL			10 points

Annex 6. Grading Scale according to the Ecuadorian Ministry of Education

Qualitative score range	Quantitative score range
Very satisfactory	9-10
Satisfactory	7-8.99
Little satisfactory	4-6.99
Needs to improve	1-3.99
Fail	0

UNIVERSIDAD NACIONAL DE LOJA
DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

QUESTIONNAIRE

Dear student, please choose the option that best describes your perception of using Pictionary game to improve your vocabulary learning. Your answers will be anonymous and confidential. Mark an X on the option of your choice

Student's code. ……………………………………………..

Date: ……………………………………………………..

1. How did you feel with the use of Pictionary game to learn new vocabulary?

a. Motivated   (   )

b. Slightly motivated   (   )

c. Unmotivated   (   )

Why?………………………………………………………………………………………

2. Did Pictionary game allow you to learn new words and understand its meaning in a fun way?

a. Strongly agree   (   )

b. Neither agree nor disagree (   )

c. Strongly disagree   (   )

3. Do you think that Pictionary game generates a good learning environment in the classroom?

a. Strongly agree   (   )

b. Neither agree nor disagree   (   )

c. Strongly disagree   (   )

4. Did Musical Pictionary allow you to learn the correct pronunciation and spelling of new words?

a. Strongly agree   (   )

b. Neither agree nor disagree (   )

c. Strongly disagree   (   )

Why?………………………………………………………………………………………

5. Did Paper Pictionary Telephone help you to learn words and create sentences in an interesting way?

a. Strongly agree   (   )

b. Neither agree nor disagree   (   )

c. Strongly disagree   (   )

Why?…………………………………………………………………………………

6. Did Pictionades help you to learn new vocabulary and use the words in different contexts of your real life?

a. Strongly agree   (   )

b. Neither agree nor disagree   (   )

c. Strongly disagree   (   )

Why?…………………………………………………………………………………

7. What type of Pictionary game did you like the most for learning new words?

a. Musical Pictionary   (   )

b. Paper Pictionary Telephone   (   )

c. Pictionades   (   )

Why?…………………………………………………………………………………

8. Which teaching materials did you most like using to learn vocabulary?

a. Flashcards   (   )

b. Speaker   (   )

c. Worksheets   (   )

Why?…………………………………………………………………………………

THANKS FOR YOUR COLLABORATION

Annex 8. Field Notes

| Setting: |
| Individual Observed: |
| Observation #: |
| Observer involvement: |
| Date/Time: |
| Place: |
| Duration of the observation: |

Descriptive Notes	Reflective Notes

Setting: Pubic Institution

Individual Observed: 9th "B" students

Observation #: 2

Observer involvement: Andrea Carolina Piedra González

Date/Time: Tuesday, May 9th, 2023

Place: 9th "B" classroom

Duration of the observation: 80 minutes

Descriptive Notes	Reflective Notes
• Students enjoyed the warm up activity and work as whole group to share their ideas and answer correctly.	• Students felt very motivated when they have an engaging activity at the beginning of the class.
• Students worked in pairs to match each possessive adjective with the correct personal pronoun. They felt a little frustrated about making mistakes.	• Students learn better and understand new vocabulary when the teacher uses materials such as pictures or flashcards. It is important to make students feel confidents about their answers.
• Students played Musical Pictionary where thy tried to represent the title by drawing a picture and then they listened the song. They showed very interested about it because they liked the song and it was very motivating for them.	• Students feel more interested in learn something when the teacher uses new things, for examples with the songs students feel very engaged because it helps them to have a better classroom environment.
• Then students sang the song while they had a paper with the song lyrics, they practiced the pronunciation and underlined the unknown words.	• Students learn in a better way when they have the material for each one and also they can put into practice what they are learning.
• Students developed the activities from the book while they asked teacher for some doubts.	• It is better that students do the activities in class because when the teacher sends the task for home, some students do not do it.