



# **UNIVERSIDAD NACIONAL DE LOJA**

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

## **ENGLISH LANGUAGE DEPARTMENT**

### **TITLE**

GAME BASED LANGUAGE LEARNING APP TO INCREASE VOCABULARY AMONG STUDENTS OF EIGHTH-YEAR "B", AFTERNOON SESSION AT UNIDAD EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

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**2020**

## CERTIFICACIÓN

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Loja, 22 de Mayo, 2020



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## **THE AUTHOR**

## **DEDICATION**

I would like to dedicate this research especially to God, for giving me patience and perseverance in my life. To my mother María, who has always been supporting my academic life, and teaching me that I can do everything with effort. To my little sister, Suri who was my greatest motivation to continue studying.

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**a. TITLE**

GAME BASED LANGUAGE LEARNING APP TO INCREASE VOCABULRY AMONG STUDENTS OF EIGHTH - YEAR "B", AFTERNOON SESSION AT UNIDAD EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO" IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

## **b. RESUMEN**

El objetivo de esta investigación fue incrementar el vocabulario a través de la aplicación de aprendizaje de idiomas basada en juegos con los estudiantes de octavo año "B", sección vespertina en la Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" en la ciudad de Loja durante el año lectivo 2019-2020. Para obtener, interpretar y analizar los resultados se utilizaron los métodos científico, descriptivo, analítico-sintético y estadístico. Pruebas y cuestionarios fueron aplicados a 23 estudiantes al inicio y al final del plan de intervención como instrumentos para recopilar información. También se aplicaron diarios reflexivos y hojas de observación para registrar las actitudes de los estudiantes hacia esta estrategia. Los resultados mostraron que el uso de la plataforma EasyFunLearnEnglish como aplicación de aprendizaje de idiomas basada en juegos mejoró satisfactoriamente el vocabulario de los estudiantes, en los aspectos de significado, contexto y forma. La implementación de la estrategia fue efectiva ya que ofreció a los estudiantes una forma divertida, rápida y fácil para aprender vocabulario. Los estudiantes trabajaron y participaron de manera activa y colaborativa en cada actividad planificada.

## **ABSTRACT**

The objective of this research was to increase the students' vocabulary through game based language learning app among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019-2020 school year. To gather, interpret, and analyze data was necessary to use the scientific, descriptive, analytic-synthetic and statistical methods. Tests and questionnaires were applied to 23 students at the beginning and at the end of the intervention plan as instruments to collect information. Additionally, reflective journals and observation sheets were utilized to record students' attitudes towards this strategy. The results showed that the application of game based language learning app as EasyFunLearnEnglish platform, increased satisfactorily students' vocabulary knowledge in the aspects of meaning, context and form. The strategy was effective. It provided students a fun, easy, and quick way to learn vocabulary. Students worked actively and collaboratively in each activity planned.

### **c. INTRODUCTION**

Vocabulary “is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language”. Alqahtani (2015).

Vocabulary helps people keep in touch, so it is necessary that people who are learning a new language, keep in mind the meaning of the words, and in what context it would be correct to use them, since it is essential to have enough vocabulary for communicating ideas, and thoughts.

On this research, it was noted that the students of the eighth-year "B" afternoon session faced limitations while communicating, this is caused by lack of vocabulary or little interest in learning a new language. For these reasons, the researcher decided to carry out the following investigation How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during the 2019-2020 school year?

Game based language learning app was chosen for four reasons: first, the platform is easy to use, students can follow all the instructions without complications. Second, this platform is free, it does not need internet access for its use. Third, activities from the platform are focused on the meaning, spelling, and pronunciation of the words, they provide a variety of visual material in order to call users’ attention. Finally, this platform has many

topics and subcategories for learning vocabulary. It also has different levels, from beginners to advanced.

This research was based on the following specific objectives: to research the theoretical and methodological references about the game based language learning app and its application in the increase of English vocabulary, to diagnose the issues that limit the increase of the English vocabulary, to design an intervention plan based on game based language learning app to increase the students' vocabulary, to apply the most suitable activities of game based language learning app to increase vocabulary; and to validate the effectiveness that game based language learning app had in the increment of vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.

To carry out this research, it was necessary to use the following methods: ***the scientific method*** facilitated the prediction of the possible solution, as well as assisted in the collect of data to make the analysis of this research; ***the descriptive method*** allowed the description of the different stages of the study, and the kind of resources used by the researcher, also to explain and analyze the object of the investigation; ***the analytic-synthetic method*** was useful to analyze the obtained results through the pre and post-test. It was also used to make the interpretation of the data, the logical analysis and draw up the conclusions; and ***the statistical method*** to make both the

quantitative and qualitative statistical analysis of the data obtained from the test and questionnaires, observation sheets and reflective journals

This research was designed in the following way: at the beginning is the **abstract**, where the general objective, principal methods, instruments, population, results, and conclusions. The **introduction**, contains the contextualization of the problem, the general problem, reasons why the theme was chosen, specific objectives, methodology and content of the research project. The **literature review**, details the information of the two variables: Game based language learning app, and Vocabulary. The **materials and methods** section contains the material, design of the research, methods, techniques and instruments, and population used to collect the data. The **results** that are presented in tables and figures with the corresponding interpretation and analysis. Next, there is the **discussion**, that includes a general analysis of the results obtained in this research. Finally, the **conclusions** and **recommendations**.

## **d. LITERATURE REVIEW**

### **GAME BASED LANGUAGE LEARNING APP**

Kapp (2017) proposes two synonyms of Game based language learning app, using the terms “game based language learning app”; “gamification” and “digital games” as a single definition, but, also gives a distinction between them. Game based language learning app and Digital games are the use of a game as part of the learning process. Gamification is turning the learning process as a whole into a game.

According to Gros (2006), “digital games could be integrated into learning with special emphasis on the importance of games for connecting experiences, context and learning.”

Derakhshan (2015) states that “digital games are beneficial in vocabulary learning. They enhance students’ ability to memorize words, encourage student’s interaction, improve their communicative skills and increase students’ motivation”.

Digital games have been improving over time, and many of them are being used by teachers and students as learning tools, for improving their English skills as well as to acquire vocabulary in the target language.

#### **Types of Game Based Language Learning App**

Krzemińska (2019) declares that “we are all eternal learners and we always keep our eyes open for new apps, platforms and methods of learning foreign languages”. Krzemińska created a list of the types of apps for learning new languages such as: Language courses: Duolingo, Babbel;

Flashcards and Spaced Repetition Software: Memrise; Chat and social: HelloTalk, HiNative; Educational games: MindSnacks, EasyFunLearnEnglish; and Contextual References.

### **Language courses.**

There is a wealth variety of language courses online created for learning a specific language or more than one. Berns et al. (2015) say that “language courses are often based on an extremely low percentage of classroom teaching, coupled with an extremely high percentage of independent and out-of-class learning”. Language courses has a great variety of apps, including:

#### ***Duolingo.***

Duolingo, is the most popular language-learning platform and the most downloaded education app in the world, with more than 300 million users. The company’s mission is to make education free, fun and accessible to all. Duolingo is designed to feel like a game and scientifically proven to be effective. In addition to its core platform, the company created the Duolingo English Test (DET), an affordable and convenient language certification option that is accepted by over 200 universities. Duolingo expanded beyond language learning with Tinycards, a reinvention of flashcards designed to make studying fun (Duolingo, 2018)

#### ***Babbel.***

Babbel is the top-grossing language learning app. It was the first app of its kind and now has millions of active subscribers. Fast Company Magazine

ranked Babbel as the world's number one most innovative company in education. Meticulously designed courses guarantee to teach you language skills that are useful from the start. The 73% of users indicated that they'd be able to have a short, simple conversation in their new language within five hours of using Babbel (Babbel, 2019)

### **Flashcards and Spaced Repetition Software (SRS).**

Silva (2014) mentions that "one of the most effective and popular ways to retain vocabulary and other important elements of a new language is to use Spaced Repetition Software (SRS), which is a fantastic method for memorizing elements of different languages."

SRS works with flashcards, create by users. Then, flashcards are uploaded in a platform where any person can choose the topic and a great variety of flashcards are shown, naturally. Flashcards are not about just words, they also include elements of grammar such as verb conjugations.

The most useful app with SRS is:

### ***MemRise.***

MemRise is a language learning app that is the opposite of textbook learning: it's enjoyable and effective. This app was founded in 2010, and has a quickly grown and now more than 40 million people in 189 countries learn languages with MemRise (MemRise, 2019)

### **Chat and social.**

Are apps aimed to facilitate speaking practice and eliminate the potential stress of real time conversation. Learners can find native speakers and

converse with them using a whatsapp-like chat with voice and text messages (Krzemińska, 2019).

Among the most used apps with Chat and social, are:

***HelloTalk.***

HelloTalk is a cool new language learning app that serves one purpose: it connects you directly with native speakers, and provides an interface to text and speak with them, all from your smartphone.

There are websites out there that let you search for people to talk with, but with these websites the actual conversation happens on Skype, Google plus, or by telephone. HelloTalk acts as the direct interface through which you find a conversation partner and chat, send voice messages or call the people you want to practice with. No need for any third-party software (Benny, 2019)

***HiNative.***

HiNative is a global Q&A community for language learners and people that are curious about the world. Users ask questions, get answers, and connect with native speakers from over 170 different countries. People just record their questions and ask: let the world hear you! Question Templates - Asking questions made simple (HiNative, 2019)

**Educational games.**

Peña (2014) declares “educational games are such content: they can be defined as video games or interactive applications whose main purpose is

to provide not only entertainment but also training in areas such as health, marketing, education, etc.”

Educational games are designed for academic purposes. They have increased an incredible variety of topics with different levels, catching the users' attention, in this case teachers, and students. The following apps, are include in the educational games.

### ***MindSnacks.***

MindSnack were developed to combine the enjoyment of an “Angry Birds”-style casual gaming experience with effective foreign language learning, MindSnacks creates mobile games with the dual mission to maximize both fun and mastery of new concepts. It was founded in 2010, the San Francisco startup has built a full suite of iPhone Operating system (iOS) language learning apps (currently available in English-ESL, French, German, Italian, Mandarin Chinese, Portuguese, and Spanish) and has expanded to other content areas such as Scholastic Aptitude Test Vocabulary. Other subjects as geography and math were included in 2013. Each app consists of six mini games, each focusing on a specific learning goal, including comprehension, grammar, spelling, and syntax (MindSnacks, 2019)

### ***EasyFunLearnEnglish.***

EasyFunLearnEnglish App is perfect for anyone who wants to learn English, German, French, Spanish, Italian, Russian, etc. This app develop a platform with the following characteristics:

### *Fun*

- Select from 7 fun games to learn in a uniquely entertaining manner.
- Built-in "Spin Categories" feature allows the app to choose a random topic, subtopic and game for you to enhance your learning experience.
- "Review Manager" allows you to review all the words you've learned during each game.

### *Easy*

- No internet connection is required to use the app.
- 3 difficulty levels: beginner, intermediate and advanced.
- Choose their preferred tuition language from 59 pre-programmed interface languages: English, German, French, Turkish, Russian, Korean, Arabic, Thai, Japanese, Italian, Spanish, etc.

With funeasylearn.com learning apps, people can learn English for free. Learn more than 6,000 words through image illustration, recorded pronunciation and native translation into 59 languages. The app's vocabulary is divided thematically and covers most aspects of the everyday world, from the restaurant to the hotel, the home to the workplace, outer space to the animal kingdom. FunEasyLearn is a valuable learning tool as it has many fun games developed by experts (EasyFunLearnEnglish, 2019)

### **Contextual references.**

Cartridge (2012) defines contextual reference as "a set of techniques where you provide the tools to the player in the immediate context of the

game, in order to leave them the duty of discovering the means of a particular situation.”

### **Activities Using EasyFunLearnEnglish App**

The game based language learning has as main activity, the practice of gamification. A gamification approach can provide teachers and students the opportunity to implement designed activities in their learning and teaching practices, respectively. Through these activities, students can become motivated, independent, and creative in solving problems. The activities students complete and play with EasyFunLearnEnglish are:

#### **Matching game.**

Jacobs (2010) states that “in matching game, as the name implies, participants need to find a match for a word, picture, or card.”

Similarly, Wisnu (2017) defines matching game as the requirement of players to match similar contents.

#### **Selecting the picture/word.**

Jansen (2003) affirms that selecting pictures “include image selection, password reuse, and embedded salting, which overcome a number of problems with knowledge-based authentication for handheld devices”

#### **Writing the meaning.**

Students are given a set of words to learn, after study them pupils must write the meaning of the word, it could be in the mother tongue or in the target language.

### **Completing the word.**

According to the context of a paragraph, students complete the blanks with a word as has sense. This way, students learn that a word can be used in different contents.

### **Extra Activities to Use with Game Based Language Learning App.**

Susanto (2017) states that “teachers should be creative and be able to master the material in order to be understood by students, and make them interested.” Susanto affirms the materials written below are most useful when teaching vocabulary:

#### **Worksheet.**

According to Collins dictionary, worksheet is a specially prepared page of exercises designed to improve your knowledge or understanding of a particular subject.

#### **Flashcards, Pictures and Cards.**

Pictures are images of a specific topic; students learn easy by watching. Flashcards and cards are related, they are words, phrases, even images, that are shown to students in order to they acquire vocabulary in a visual way.

#### **Procedure to Apply EasyFunLearnEnglish app.**

Teacher asks students for a specific topic. Then the teacher presents some flashcards, with some words, for students get used to them. The teacher chooses the topic on the platform EasyfunLearnEnglish. Then ask he group to divide into two and asks them to work on it. Students take turns

to complete the different activities from the platform, students are required to work collectively if they want to get good results. While students play, they learn new words, with the correct pronunciation, writing and also to use them in an appropriate context.

## **VOCABULARY**

Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

According to Alqahtani (2015), vocabulary “is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner”. Each foreign language has their own vocabulary, with their meanings, learners must notice the importance of learning a new vocabulary.

### **Kinds of Vocabulary**

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) makes a distinction between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. The second one refers to the words which the students will recognize when they first encounter them, but will probably not be able to pronounce.

Haycraft, (as cited in Hatch and Brown, 1995) indicates three kinds of vocabulary, namely receptive vocabulary; productive vocabulary and vocabulary mastery.

### **Receptive vocabulary.**

Webb (2014) states that:

Receptive vocabulary is wording that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see it or encounter it in reading text but do not use it in speaking and writing.

(p.25)

### **Productive vocabulary.**

According to Stuart Webb (2015), productive vocabulary “is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.”

Productive vocabulary is classified as an active process, where learners produce the words for expressing their feelings, ideas, opinions or thoughts to other people.

### **Vocabulary mastery.**

In order to understand the language, vocabulary is crucial to be learned by the learner. Vocabulary mastery is needed to express ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to:

- The upper hand in a contest or competition; superiority, ascendancy and
- Possession or display of great skill or technique,

- Skill or knowledge that makes one master of a subject.

While Hornby (1995) defines mastery “as complete knowledge or complete skill”. From that definition, it means that someone domains a certain subject. The specificity of any individual’s vocabulary knowledge depends on the person’s motivation, desire, and need for the words (Hatch and Brown, 1995).

Rivers (1989) refers to vocabulary mastery as “the biggest responsibility of increasing the knowledge is in oneself. The success in widening one’s vocabulary mastery requires their own motivation and interest in the words of a language.”

Vocabulary mastery refers to the domain that learners have of the lexicon learnt. Taking into account those definitions given before, the researcher plans to teach vocabulary considering the following aspects:

### **Aspects of Vocabulary**

According to Brown (2010), there are different aspects when learning vocabulary, some of them are: meaning, context and form.

#### **Meaning.**

Malt, (1997) affirms that words are one of the basic units of language, linguistics working to describe the design of human language have naturally been concerned with word meaning.

#### ***Types of meaning.***

There are five recognizable types of meaning: representing meaning, lexical meaning, grammatical meaning, sentence meaning and utterance,

which refer to the areas of derivational morphology, inflectional morphology, syntax and pragmatics, respectively.

*Representing meaning.*

Speed, (2015) defines that representing meaning is the “Understanding the meaning of words is crucial to our ability to communicate. The arbitrary form of a spoken, written or signed word to the corresponding concept whether it is present in the environment, tangible or merely imagined”

- External meaning relationships involve sense (relationships between words) and denotation (relationship of word to what it signifies).

*Lexical meaning.*

It is the process for looking the meaning of an individual word or of compound words, for instance, “What is the trachea?” “What is lexicology?” “What is a drumlin?”

*Grammatical meaning.*

Are words which only obtain significance when are used in connection with lexical words. Such form words are the many prepositions, conjunctions or determiners in a language. Their meaning is only evident in a sentence or phrase containing lexical items. For instance, the word “to” has no independently specifiable meaning but in the sentence: “*He gave a lovely present to his wife*”, it has grammatical meaning as it precedes the beneficiary of an action. These elements typically have many functions, for example, “to” is commonly used as an infinitive marker as in, “*They decided to come.*”

### *Sentence meaning.*

It results from the combination of words in a sentence. This meaning can vary even when the same words are included in a sentence where the subject and the object are switched. Meaning can furthermore depend on the scope of an element, which is derived from its position in a sentence, compare the following sentences: “*All the boys ate the food*” and “*The boys ate all the food*”, which contain the same words but in a different order and have a different meaning.

### *Utterance meaning.*

It is a sentence in a particular spoken context, which is not necessarily having the same meaning as it is spoken, eg. *Can you pass me the salt?* Which is not a question but a request. Utterance meaning is closely linked to the area of linguistics called speech act theory which examines the use and classification of language in concrete situations.

### **Context.**

According to Kendall (2005), the context “give students an idea, or hint, of what an unfamiliar word might mean. Such clues are found in both the text and/or illustrations surrounding the unknown word”. It means that according to the context, the vocabulary has its own meaning, and context provides readers or learners the necessary information for understanding the sentences or text.

Similarly, Robinson (2010) declares that for acquiring vocabulary, learners should try to guess the meaning of the unknown words according to the context. He considered the following kinds of clues:

- Your knowledge of the world
- Punctuation clues
- Definition clues
- Example clues
- Comparison clues
- Contrast clues
- Referent clues

In the same vein Course Hero web site, says that context can help people to determine the meaning of a new word. There are a few different ways to use context to establish a word's meaning:

- Examples
- Synonyms
- Antonyms
- General meaning

A recent study by Loyola (2017) reports that “vocabulary learning means knowing the meaning of the words and also retaining them for future use. Introducing context clue as a strategy to handle such situation will help learners understand new words they come across.”

### ***Kinds of context.***

The type of context model adopted by different language teaching practices can reveal the incongruent nature of approaches and methods commonly described as “communicative”. There are two different types of context:

*The linguistic context* in which the language surrounds or accompanies the piece of discourse under analysis. *The non-linguistic or experiential context* within which the discourse takes place.

Nonlinguistic context includes: the type of communicative event (for example, joke, story, lecture, greeting, conversation); the topic; the purpose of the event; the setting, including location, time of day, season of year and physical aspects of the situation (for example, size of room, arrangement of furniture); the participants and the relationship between them; and the background knowledge and assumptions underlying the communicative event." (Nunan, 1993; pp.7-8)

### **Form.**

National Geographic Learning web site, defines form as “the process of making new words by adding prefixes and suffixes is called derivation, and words like impossible, illegal, statement and explanation are derived from the words: possible, legal, state and explain, respectively.”

### **Theories of Increasing Vocabulary**

According to Prabu (1950), “The idea was that the teaching of language could be systematized by planning its inputs, just as the teaching of a

subject such as arithmetic or physics could be.” For increasing vocabulary, it has to be taught as other subject, with a systematized planning and its inputs.

Hedge (2000) affirms that “The idea of how vocabulary is learned is principally related to strategies used by learners as well as approaches to teaching vocabulary.” It is related to how strategies and approaches are used by learners when they acquire the lexis.

### **Techniques to Improve and Increase Vocabulary**

The following techniques help students improve and increase vocabulary:

#### **Read, read, read.**

One of the very best - and most enjoyable - ways to increase vocabulary is to read more for pleasure. By exposing oneself to new and varied reading material, one will inevitably come across words that are new to them.

When a student does that, see if he or she can figure out their meaning based on context clues - that is, by using the plot of the story and the tone of the writing to see if a student can make an educated guess at the definition.

#### **Learn about root words.**

Over half of English vocabulary is derived from either Latin or Greek. In fact, English owes more to Latin than to Greek when it comes to most words, except perhaps for political and mathematical terms. This means that if a student broadens their understanding of these root languages, he or she can more easily figure out what new words mean. The real fun of learning

more words is knowing where a word comes from, how it found its way into the English language, and what its roots are.

Students can get started on a formal study of roots words by checking out a list of common roots, prefixes and suffixes and memorizing them. Students can also challenge themselves to list all the words they know with a similar root to study how their meanings are related.

### **Practice word association.**

Word association is another great way to improve vocabulary. One way to do this is to connect a new word with something more familiar.

For example, take an unusual word like "aristate," which means "bearded" (it's a term used to describe bristled leaves and grasses). The word "aristate" sounds like the name of the famous philosopher, Aristotle. If a student envisions a bearded Aristotle, it will help you remember the meaning of the word in a fun way.

In addition to using word association to create mnemonic devices based on the sound and/or sense of a new vocabulary word, one can also use basic word association to help them remember what a word means.

### **Practice with word games.**

Playing word games is another simple tactic for expanding vocabulary. Start with a quick game that requires no tools other than friends and people's brain. The point of the game is to bring an element of novelty and fun to learning and recalling a variety of words.

### **Use lists and flashcards.**

It can also be helpful to learn new words in groups centered on a particular theme. Students can use a textbook to find useful vocabulary word lists, or they can look online for ready-made flash cards to practice new words by category.

YourDictionary web site, allows users that flash cards can be tailored to one's own interests and then shared with others, or one can browse their collection to find an existing list that covers that topic. Flash cards are a great way to study for a test, prepare for the SATs or just explore vocabulary for their personal enjoyment.

### **Learn a word each day.**

There's a reason why "word-a-day" desktop calendars are so popular. Adding to one's vocabulary in small bites is very manageable and more easily remembered. One may even find themselves looking forward to a new ritual of reading about an interesting word, its definition and linguistic heritage.

### **Use those new words.**

No matter which of these learning techniques people try, they must be sure of improving their vocabulary dedicating some time to the process regularly. Once people find some new words, the next step is to use them whenever they can. Adding new words to their writing and speech will help solidify their understanding and keep them at the top of people's mind for future use, trying out new words on a daily basis.

## **Strategies to Increase Vocabulary**

### **Group work.**

Sydney School of Education and Social Work (2018) defines group work as the involvement of students working collaboratively on set tasks, in or out of the classroom. It includes:

- Any learning and teaching tasks or activities that require students to work in groups
- Any formal assessment tasks that require students to work in groups.

### **Individual work.**

According to Walsh & Gordon (2008), "individual work identity refers to a work-based self-concept, comprised of a combination of organizational, occupational, and other identities that affects the roles people adopt and the corresponding ways they behave when performing their work."

## **How to Assess Vocabulary**

There are three dimensions of vocabulary assessment that represent three folds of methods in assessing vocabulary. Read 5 web site divides this into: discrete vs. embedded, selective vs. comprehensive, context-independent vs context-dependent. All of these three dimensions imply that vocabulary knowledge can be assessed separately or inclusively into the other skills (listening, reading).

## **e. MATERIALS AND METHODS**

### **Materials**

This research was executed with the help of three main resources, human, technical and material. The Human resources that participated during the different stages were: the students of Eighth-year “B” afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, and the researcher. The technical resources were: a laptop and the EasyFunLearnenglish app. The material resources were: worksheets, flashcards, pictures, textbooks. Worksheets were used to develop students’ cognitive skills in vocabulary. Flashcards and pictures were applied to introduce new vocabulary and textbooks that were completed by students in a logical way for increasing their knowledge.

### **Design of the research**

The present research was based on an action research, which according to Watts (as cited in Ferrance, 2000) “is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” This action research involves five phases: identification of the problem area, collection and organization of data, interpretation of data, action based on data, and reflection.

In accordance with Watts the researcher followed these five steps. First, it was identified the problem area in the participants of eighth-year “B” afternoon session through a non-participant observation. Then, in the collection and organization of data the researcher used different resources

for getting a better understanding of what actions needed to be taken for increasing students vocabulary. After that, the interpretation of data collection, in both ways, qualitative and quantitative. Next, in the action based on data, the researcher designed and implemented an intervention plan using game based language learning app to increase their vocabulary, and finally the reflection assessed the effects of the intervention to determine if improvement has occurred.

### **Methods, Techniques and Instruments**

#### **Methods.**

The following general methods were applied along the research:

***The scientific method*** enabled the study of game based language learning app intended to increase the vocabulary. ***The descriptive method*** allowed the description of the different steps of the study, it helped to describe the results from the tables and figures, to analyze and interpret the data. ***The analytic-synthetic method*** was used to analyze the obtained results through pre and post-tests; pre and post-questionnaires, the observation sheets and the reflective journals. This method was also exploited to make the interpretation of the data, the logical analysis and draw up the conclusions. ***The statistical method*** was applied to make both the quantitative and qualitative statistical analysis of the data obtained from tests and questionnaires. Also, it facilitated the representation of the quantitative information into tables and the qualitative into figures.

## **Techniques and Instruments**

The researcher used different instruments to collect data at the beginning, during, and after the application of the intervention plan. They were: pre and post-tests, pre and post-questionnaires, observation sheets and reflective journals.

### **Test**

Tests permitted participants to accomplish cognitive tasks in relation to the increase in vocabulary. A pre-test was given at the beginning of the intervention plan in order to measure the knowledge of the participants in vocabulary before they receive a solution through the intervention plan designed in this research. After applying the intervention plan, a posttest with the same questions was given to students to measure the increase in their vocabulary. With these results a pre-test- post-test comparison of the cognitive dimension of the vocabulary of the participants was treated.

### **Questionnaire**

The questionnaire was administered to the participants who answered some multiple-choice questions related to their attitudes and feelings in relation to game based language learning app. Pre and post-questionnaires were used in order to make a comparison between the results.

### **Observation sheet**

This instrument allowed the researcher to follow the progress students had with the strategies as group work and individual work for the use of game based language learning app for increasing their vocabulary.

## **Reflective Journal**

The researcher utilized a reflective journal to identify students' acceptance of the platform in each lesson which eventually provided a better understanding of the process of the intervention plan and what was the reaction of participants to EasyFunLearnEnglish app.

## **Population**

The intervention plan was developed among 23 students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019-2020 school year. The participants were 13 boys and 10 girls between 12 to 15 years old.

## **Description of the intervention plan**

The objective of this research was to increase vocabulary through game based language learning app to help students of eighth-year "B", afternoon session to improve their English as a foreign language. This action-research was developed with an intervention plan that was carried out in different phases:

### **Phase 1. Initial Reflection.**

A non-participant observation allowed the researcher to see that students of eighth-year "B" afternoon session were not using activities related to the increase of vocabulary. Therefore, students did not make any effort to increase their vocabulary. Participants were more involved in written tasks of completion exercises and repetition drills. This situation allowed the researcher to recognize that vocabulary was an issue among learners who

did not have learning opportunities to show little or no interest in managing vocabulary during their English classes.

### **Phase 2. Planning.**

As a solution to the weaknesses of students of the eighth-year “B”, afternoon session on the increase of the vocabulary, an activation, connection, and affirmation lesson plan was presented, with game based language learning app and group and individual activities.

### **Phase 3. Action.**

The intervention plan was developed during 40 sessions of 45 minutes each one in an 8-week period of time. Sessions 1 and 40 were devoted to the administration of the data collection instruments (pre and post-test and questionnaires) The other 38 sessions were developed with lesson plans.

### **Phase 4. Observation.**

The researcher monitored and recorded the achievements of students in a reflective journal where the activities of each lesson were written, and how was the acceptance of students to those activities. An observation sheet also was designed to record the progress of the participants

### **Phase 5. Reflection.**

In this phase, the researcher examined the effectiveness of game based language learning app to increase the vocabulary acquisition among participants.

## **f. RESULTS**

The objectives of this action research were achieved in the following way.

The first objective was completed through the investigation of the theoretical references about vocabulary and game based language learning app. This information was researched from different sources, such as: papers, articles, journals and classical works. These were the basis to elaborate the tests and questionnaires to gather information for the interpretation and analysis of the results.

The second objective was reached with the pre-test results, which are presented in Table 1. The third objective was accomplished with the design of the intervention plan, which was designed based on the activation, connection and affirmation model lesson plan.

The fourth objective was fulfilled with the pre and post questionnaire results, which provided information that are presented in Tables from 2 to 6. The fifth objective was verified with the post-test results showed in Table 7 which validated the effectiveness of the game based language learning app applied.

## Pre-test Results

**Objective two:** To diagnose the issues that limit the increase of the English vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during the 2019-2020 school year.

### a. Table 1.

*Pre-test Scores of the Eighth-year B students in vocabulary*

Students 'code	C	M	F	Scores
	/2	/5	/3	/10
UEDMACL8B001	0.0	5.0	0.4	5.4
UEDMACL8B002	0.0	4.0	0.0	4.0
UEDMACL8B003	1.0	2.0	3.0	6.0
UEDMACL8B004	0.0	3.0	2.6	5.6
UEDMACL8B005	0.0	3.5	2.3	5.8
UEDMACL8B006	1.0	3.0	2.2	6.2
UEDMACL8B007	2.0	2.5	1.8	6.3
UEDMACL8B008	2.0	1.5	1.8	5.3
UEDMACL8B009	1.0	3.0	1.8	5.8
UEDMACL8B010	0.0	1.5	1.5	3.0
UEDMACL8B011	1.0	3.5	1.5	6.0
UEDMACL8B012	0.0	5.0	1.5	6.5
UEDMACL8B013	1.0	3.5	1.5	6.0
UEDMACL8B014	0.0	3.5	1.5	5.0
UEDMACL8B015	1.0	4.0	1.5	6.5
UEDMACL8B016	0.0	4.0	1.5	5.5
UEDMACL8B017	0.0	4.0	1.5	5.5
UEDMACL8B018	0.0	3.5	1.1	4.6
UEDMACL8B019	1.0	2.0	3.0	6.0
UEDMACL8B020	0.0	4.0	3.0	7.0
UEDMACL8B021	0.0	4.0	3.0	7.0
UEDMACL8B022	1.0	3.5	3.0	7.5
UEDMACL8B023	1.0	1.0	3.0	5.0
MEAN	0.6	3.2	1.9	5.7

**Note.** UEDMACL: Unidad Educativa Dr. Manuel Agustín Cabrera Lozano **8B:** eighth-year “B”. **001:** student’s code, **C:** context; **M:** meaning; **F:** form

## **b. Interpretation and analysis.**

As it is presented in Table 1, the mean score 5.7 obtained by students of Eighth-year “B” in vocabulary, is below average in accordance with the qualitative score range. (See grading scales on page 123). This indicates students faced some vocabulary problems, in the following aspects: meaning, context and form.

Students demonstrated they mostly domain the aspect of meaning, obtaining the highest score in this aspect, with the mean of 3.2 out of 5. It is a contrast since students do not have problems matching the images with their name which belongs to representing meaning, but they faced problems with definitions of words in lexical meaning.

The lowest score students achieved was in the aspect of context attaining 0.6 out of 2, since students were not familiarized with the vocabulary, and how the words are written. They ignored how to determine the meaning of a word according to the context.

These results show students were not increasing their vocabulary properly, facing limitations in forming words, adding suffixes to the ends of a word, using the verb to be, writing nationalities, and giving definitions to words related to characteristics of a person.

Channel (as cited in Carter & McCarthy, 1988) suggests that second language is regarded as acquired by a learner when the meaning of a word can be recognized and understood (rather than used), both in and out of context and it can be used naturally and appropriately in a relevant situation.

## Comparison of the Pre and Post Questionnaire Results

**Objective four:** To apply the most suitable activities of game based language learning app to increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

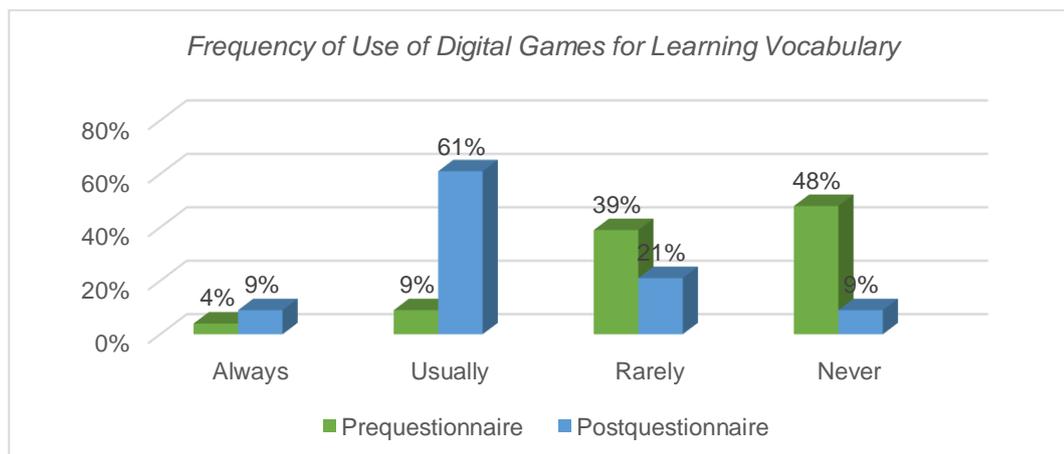
**Question 1: How often do you use digital games for learning vocabulary?**

### a. Table 2

*Frequency of Use of Digital Games for Learning Vocabulary*

Options	Pre-Questionnaires		Post-questionnaires	
	f	%	f	%
Always	1	4	2	9
Usually	2	9	14	61
Rarely	9	39	5	21
Never	11	48	2	9
<b>TOTAL</b>	<b>23</b>	<b>100</b>	<b>23</b>	<b>100</b>

### b. Figure 1



**c. Interpretation and analysis.**

The information in Table 2 displays that 48% of participants never use a digital game for learning vocabulary. This shows that students learn vocabulary using traditional methods that help them to learn it, but not appropriately. After applying the EasyFunLearnEnglish platform 61% of students use the app for increasing their English vocabulary. Students were interested in applying new ways to learn and increase their vocabulary.

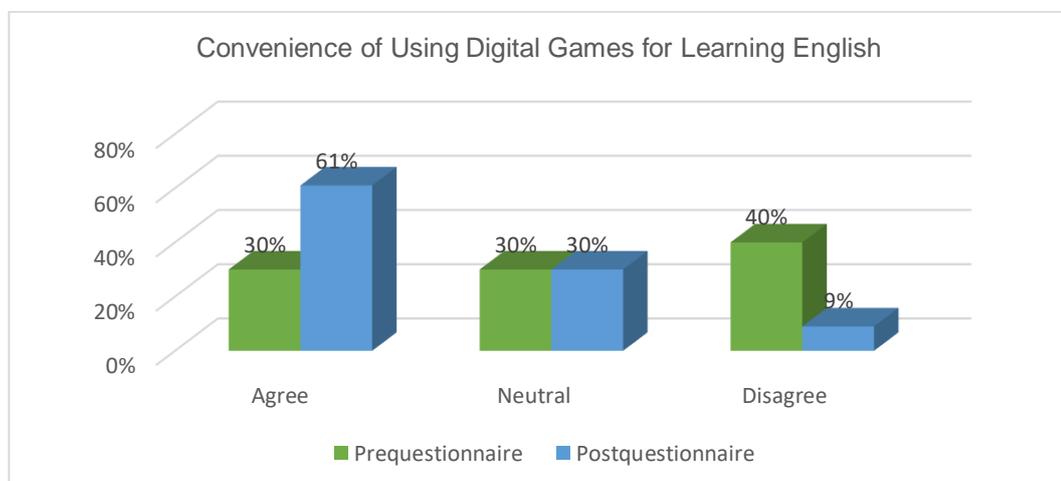
**Question 2: It is convenient to use digital games when learning a new word in English**

**a. Table 3**

*Convenience of Using Digital Games for Learning English*

Options	Prequestionnaire		Postquestionnaire	
	f	%	f	%
<b>Agree</b>	7	30	14	61
<b>Neutral</b>	7	30	7	30
<b>Disagree</b>	9	40	2	9
<b>Total</b>	23	100	23	100

**b. Figure 2**



**c. Interpretation and analysis.**

The data in table 3 shows that 40% of students disagree on the convenience of using digital games in learning English vocabulary. This is because they were unfamiliar with this strategy for learning vocabulary. Thus, students do not practice on a platform. After applying the intervention plan, 61% answered that they agreed with the convenience of using digital games for learning English vocabulary, since they felt motivated using a digital game when learning. Derakhshan (2015) declares that “digital games are beneficial in vocabulary learning. They enhance students’ ability to memorize words, encourage student’s interaction, improve their communicative skills and increase students’ motivation”.

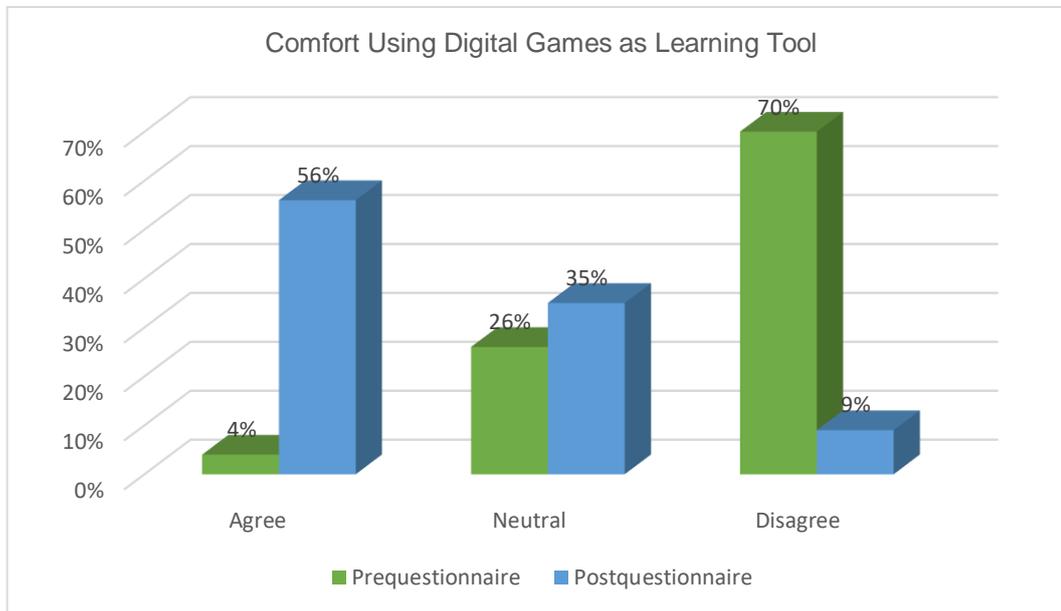
**Question 3: I feel comfortable using digital games as a learning tool.**

**a. Table 4**

*Comfort Using Digital Games as Learning Tool*

Options	Prequestionnaire		Postquestionnaire	
	f	%	f	%
<b>Agree</b>	1	4	13	56
<b>Neutral</b>	6	26	8	35
<b>Disagree</b>	16	70	2	9
<b>Total</b>	23	100	23	100

**b. Figure 3**



**c. Interpretation and analysis.**

The data collected in Table 4, indicates that 70% of students were uncomfortable using digital games as a learning tool. This shows that students do not consider technology as a learning tool, they felt afraid of using technological strategies when learning. After the intervention plan, 56% agreed that they felt comfortable using digital games in their learning process. Students noticed that digital games gave them opportunities to practice vocabulary. They learnt it easily. Ibharim (2017), says that “digital games as a learning tool is not only enjoyable but highly interactive that can help motivate students in the learning process.”

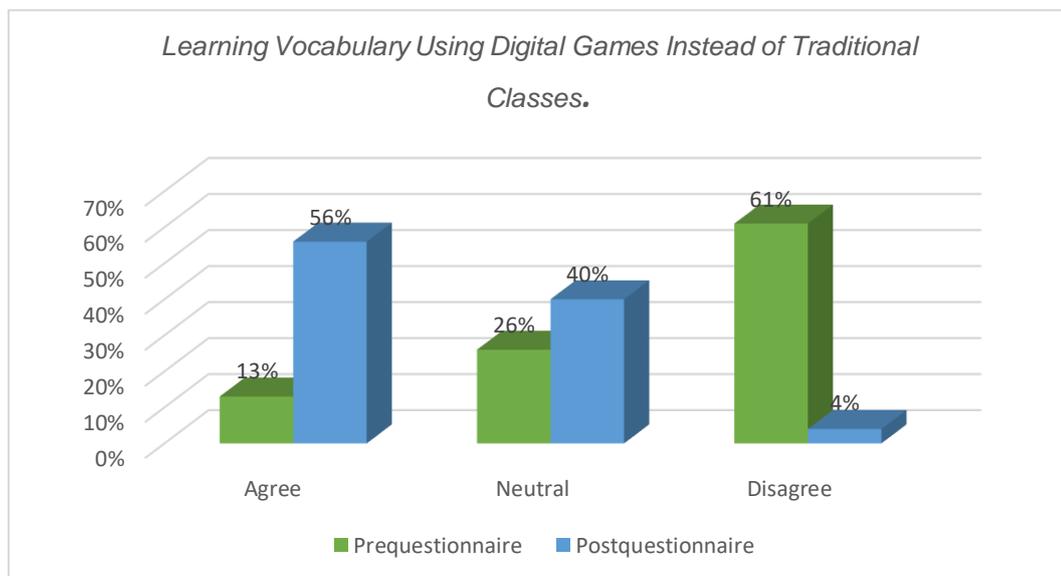
**Question 4: I learn more vocabulary when using digital games rather than the traditional class.**

**a. Table 5**

*Learning Vocabulary Using Digital Games Instead of Traditional Classes.*

Options	Prequestionnaire		Postquestionnaire	
	f	%	f	%
Agree	3	13	13	56
Neutral	6	26	9	40
Disagree	14	61	1	4
Total	23	100	23	100

**b. Figure 4**



**c. Interpretation and analysis.**

Table 5, states that 61% disagree that they learn more when using digital games because they never use a digital platform for increasing their English vocabulary. However, after applying the intervention plan 56% agreed that they learned more using a digital game. Students said that the use of the

platform made them to be more concentrated on the activities. This way they did not get bored. According to Gros (2006), “digital games could be integrated into learning with special emphasis on the importance of games for connecting experiences, context and learning.”

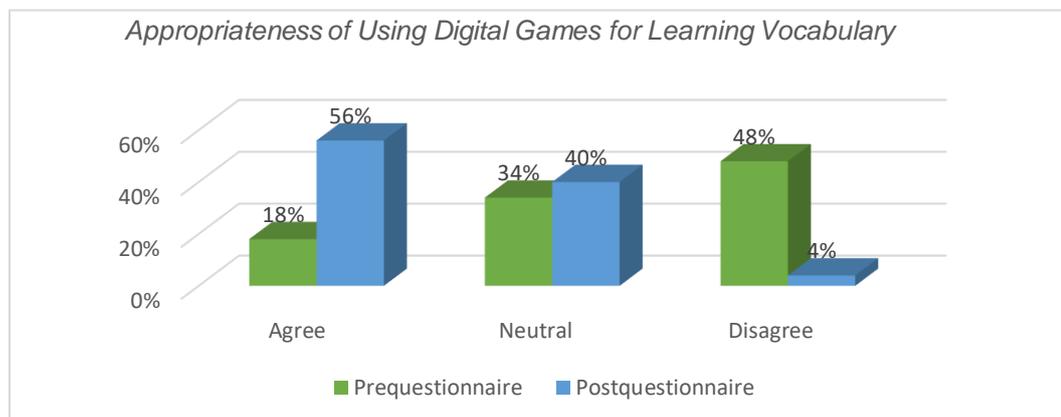
**Question 5: I consider appropriate to use digital games to learn vocabulary**

**a. Table 6**

*Appropriateness of Using Digital Games for Learning Vocabulary*

Options	Prequestionnaire		Postquestionnaire	
	F	%	f	%
Agree	4	18	13	56
Neutral	8	34	9	40
Disagree	11	48	1	4
Total	23	100	23	100

**b. Figure 5**



**c. Interpretation and analysis.**

Table 6, reveals that 48% of students disagreed that the use of digital games is appropriate to learn vocabulary. This indicates that students thought that the book exercises they develop are enough to increase their

vocabulary. However, after finishing the intervention plan, 56% agreed that the use of digital games is appropriate for learning vocabulary. This means that this technological tool encouraged students to look for new strategies in order to increase their vocabulary knowledge. Krzemińska (2019) declares that “we are all eternal learners and we always keep our eyes open for new apps, platforms and methods of learning foreign languages”.

## Post-test Results

**Objective five:** To validate the effectiveness that had game based language learning app in the increment of vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

### a. Table 7

*Post-test Scores of the Eighth-year B, afternoon session in vocabulary*

Students 'code	C	M	F	Scores
	/2	/5	/3	/10
UEDMACL8B001	2.0	5.0	3.0	10.0
UEDMACL8B002	1.0	5.0	3.0	9.0
UEDMACL8B003	1.0	5.0	2.2	8.2
UEDMACL8B004	2.0	5.0	2.2	9.2
UEDMACL8B005	2.0	3.5	2.2	7.7
UEDMACL8B006	2.0	5.0	2.2	9.2
UEDMACL8B007	2.0	5.0	2.2	9.2
UEDMACL8B008	2.0	5.0	1.5	8.5
UEDMACL8B009	2.0	5.0	1.8	8.8
UEDMACL8B010	2.0	5.0	1.5	8.5
UEDMACL8B011	1.0	4.5	1.8	7.3
UEDMACL8B012	2.0	4.0	3.0	9.0
UEDMACL8B013	2.0	3.5	1.8	7.3
UEDMACL8B014	2.0	3.5	1.5	7.0
UEDMACL8B015	2.0	3.5	1.8	7.3
UEDMACL8B016	2.0	2.7	2.3	7.0
UEDMACL8B017	2.0	4.0	1.5	7.5
UEDMACL8B018	2.0	3.5	2.3	7.8
UEDMACL8B019	2.0	3.5	1.8	7.3
UEDMACL8B020	2.0	5.0	3.0	10.0
UEDMACL8B021	1.0	5.0	3.0	9.0
UEDMACL8B022	1.0	5.0	2.2	8.2
UEDMACL8B023	2.0	5.0	2.2	9.2
MEAN	1.8	4.4	2.1	8.3

**Note. UEDMACL:** Unidad Educativa Dr. Manuel Agustín Cabrera Lozano **8B:** eighth-year “B”. **001:** student’s code, **C:** context; **M:** meaning; **F:** form

### **b. Interpretation and analysis.**

As it is illustrated in Table 7, the mean score obtained by students in vocabulary was 8.3 out of 10, which placed them in the average level of the qualitative score range. (See grading scale on page 123). This indicates that students increased vocabulary knowledge in meaning, context and form.

The highest score was in context, with the mean of 1.8/2. Students demonstrated that in this aspect, they learnt how to place and use words according to the context giving them a significant meaning to the sentences. The lowest score was 2.1/3 in form. Even though students increased their knowledge related to suffixes, they still have problems in forming new words. Thus, these results show students achieved a satisfactory increase in their vocabulary related to spelling words properly. They also formed new words, adding suffixes, and understanding the meaning of words for describing characteristics of a person.

Derakhshan (2015) states that “digital games are beneficial in vocabulary learning. They enhance students’ ability to memorize words, encourage student’s interaction, improve their communicative skills and increase students’ motivation”.

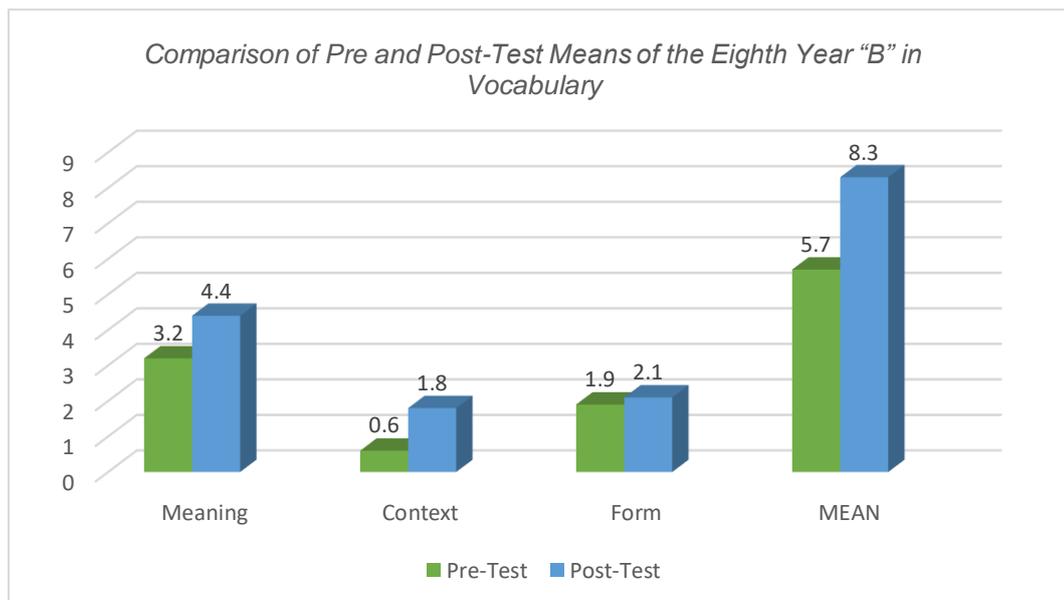
## Comparison Pre and Post-Test Means

### a. Table 8

*Comparison of Pre and Post-Test Means of the Eighth Year "B" in Vocabulary.*

Aspects	Pre-Test	Post-Test
Meaning	3.2	4.4
Context	0.6	1.8
Form	1.9	2.1
MEAN	5.7	8.3

### b. Figure 6



### **c. Interpretation and Analysis.**

The results in Table 8 and Figure 6, indicate that students mean scores increased from the pre-test 5.7/10 to the post-test 8.3/10, which is a satisfactory growth that students achieved in vocabulary. The activities with Game based language learning app made students increase their vocabulary during the intervention plan, with an acceptable rise of 2.6 points.

The increase in the mean scores of each vocabulary aspect in the pre and post-test were from 3.2/5 to 4.4/5 in meaning; from 0.6/2 to 1.8/2 in context; and from 1.9/3 to 2.1/3 in form.

The data confirm that the Game based language learning app had a positive influence on students' vocabulary knowledge

## **g. DISCUSSION**

According to the results of this research, the application of Game based language learning app to increase vocabulary had a positive impact on students of eighth year at Dr. Manuel Agustín Cabrera Lozano High School. This impact is showed in the satisfactory increment of the student's mean scores from the pre-test 5.7/10 to the pos- test 8.3/10. Through this strategy, students worked more cooperatively, sharing what they have learnt, encouraging them to interact among them for improving their skills in vocabulary.

(Derakhshan, 2015) declares that “digital games are beneficial in vocabulary learning. They enhance students' ability to memorize words, encourage student's interaction, improve their communicative skills and increase students' motivation”.

The aspects took into account in the increase of English vocabulary were meaning, context, and form. The pre-test results demonstrated that students did not know how to use and guess the meaning of a word according to the context, they could not add suffixes to the end of words to form new ones, and they had problems in interpreting the meaning of words, in giving definitions and in associating pictures to words. The post-test results, indicated that students were able to solve the limitations they presented before the application of the intervention plan. To conclude, the use of game based language learning app encouraged students to try new methods of

learning vocabulary, they were receptive with this strategy during their learning process.

In the first stages of the intervention plan, students were reluctant to participate in the activities. At the beginning of the development of the intervention plan, students were a little bit unsatisfied because they did not understand how to use the EasyFunLearnEnglish platform since they have not worked with this strategy before, but after they knew how to complete the activities from the platform. In the last stages, students started to feel more comfortable and self-confident using the platform, because activities were important and funny.

Furthermore, some strengths and limitations were noticeable throughout the development of the intervention plan. The strengths were that students developed all the activities with enthusiasm and happiness as the activities were fun and interactive. Additionally, the collaborative assistance of the teacher with his computer helped to develop all the activities planned. Another strength was that it was not necessary to use internet connection which facilitated the use of the platform appropriately. However, some limitations were presented while the intervention plan was applied. The teacher allowed the use of this platform just on Fridays, which represented not enough time for students to practice vocabulary on the platform. Another limitation was the lack of a projector in the institution.

Game based language learning app provided students some benefits for increasing their vocabulary. EasyFunLearnEnglish offered students

different types of activities, as matching games, writing words, and listening for pronunciation which helped them to gain understanding about definitions of words, increasing their knowledge adding suffixes to form new words, and increasing their vocabulary. Students place words according to the context, giving significance to statements. These activities encouraged students to be more self-confident to perform an activity on the platform. Game based language learning app activities were a useful tool that stimulated learners to acquire and improve their vocabulary. Finally, these activities encouraged students to work collaboratively.

## **h. CONCLUSIONS**

Students of eighth year “B” afternoon session at Unidad Educativa Dr. Manuel Agustín Cabrera Lozano, presented some problems that limited to increase different aspects of vocabulary knowledge, such as meaning, context and form. In meaning, it was hard for students to guess what the words mean, even if they had to relate to images. In context, it was difficult for them to use words according to the context; and in form they showed difficulties adding suffixes to the end of words, to form new words.

The implementation of game based language learning app as EasyfunLearnEnglish platform helped students to overcome satisfactorily their weaknesses in the aspects of vocabulary: meaning, context, and form. Through this platform students recognize the meaning of words, form words adding suffixes, and collocate words according to the context of sentences. Thus, they increased their English vocabulary by using this platform.

The application of Game based language learning app as EasyFunLearnEnglish was effective in the increment of English vocabulary. It provided students a fun, easy and quick way to learn and extend vocabulary knowledge. Students participated in each activity planned actively, and consequently they improved the three aspects of vocabulary: meaning, context, and form.

## **i. RECOMMENDATIONS**

Teachers should identify the weaknesses that students have in vocabulary learning, considering the principal aspects such as meaning, context, and form. Then design a plan based on how students can learn the definitions of words, how to use them in an appropriate context, and how to form new words adding suffixes. This way students can communicate and understand all the words according to their level of English and understand the importance to vocabulary.

Educators should implement extra activities using game based language learning app as part of the lesson plans for improving English vocabulary. EasyFunLearnEnglish app motivates students to learn vocabulary in a fun way through playing online activities such as, matching words with images or with their meaning, spelling words, completing words, help students in form words, and selecting images according to the pronunciation and collocating words. All these activities assistance students in their English skills.

Teachers should work more on the increment of English vocabulary using game based language learning app in order to improve each aspect of vocabulary since it permits students greater communication and performance in learning English.

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## k. ANNEXE



# UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT

## THEME

GAME BASED LANGUAGE LEARNING APP TO INCREASE VOCABULARY AMONG STUDENTS OF EIGHTH-YEAR "B", AFTERNOON SESSION AT UNIDAD EDUCATIVA "DR. MANUEL AGUSTÍN CABRERA LOZANO" IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

Thesis Project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

## AUTHOR

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LOJA-ECUADOR  
2019

**a. THEME**

GAME BASED LANGUAGE LEARNING APP TO INCREASE  
VOCABULARY AMONG STUDENTS OF EIGHTH-YEAR “B”,  
AFTERNOON SESSION AT UNIDAD EDUCATIVA “DR.  
MANUEL AGUSTIN CABRERA LOZANO” IN THE CITY OF  
LOJA DURING 2019-2020 SCHOOL YEAR

## **b. PROBLEM STATEMENT**

### **Background**

The present research work will be carried out at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” during 2019-2020 school year. This prestigious and traditional institution was founded in 1971 as an establishment annexed to the Facultad de Filosofía, Letras y Ciencias de la Educación of the Universidad Nacional de Loja in order to serve students from the whole city.

In 1972, the Ministry of Culture and Education allowed the functioning of the first course of the Basic Cycle through resolution N° 95. The Dirección de Educación de Loja assigned to this institution the name of José Alejo Palacios, in honor of a Loja’s writer for his cultural contribution.

In 2011, through agreement 002-20-07-11 of Zona 7 de Educación, the functioning of the Unidad Educativa “Anexa a la Universidad Nacional de Loja” is approved.

In 2014, through ministerial agreement N° 0407-12 with AMIE code 11H00147 the school changed its name to Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”.

The application of the morning session was approved in the first-year of Basic Education, Parallel A and B through resolution No. 011-DDP-11D01-

2018. The agreement was signed by Dr. Graciela Elizabeth Guamán Ludeña, Directora del Distrito de Educación 11D01 de Loja

It is important to mention that this establishment until the 2013-2014 school year worked at the Universidad Nacional de Loja campus, and a year later it started to work at 27 de Febrero building. There are 46 teachers covering different subjects, 2 administrative teachers, and 2 from the Work Code teachers. There are also, 639 students in the afternoon session.

### **Current situation of the research problem**

The Ecuadorian Curriculum for English as Foreign Language for General Basic Education (2016) seeks to make students to become digital citizens and effective learners who can select and make effective use of digital tools to look for meaning, and search any kind of information in a way that supports collaboration, learning and productivity.

The Ecuadorian Minister of Education also displays a wealth of more interactive resources available to learners for increasing vocabulary, such as EasyFunLearn English.

Thus, students increase vocabulary through a game based language learning app. Regarding this, Farmer (2014) declares that “digital citizenship may be defined as the ability to use technology safely, responsibly, critically, productively, and civically.”

Similarly, Mossberger, Tolbert & McNeal (as cited in Gungoren, 2014) affirms that “digital citizen is generally identified as “those who use the Internet regularly and effectively”.

In contrast to Farmer (2014) & Gungoren (2014), Heick (2018) defines digital citizenship as “the quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities.”

Consequently, increasing vocabulary is a result of using game based language learning app responsibly also for reaching a digital citizen level is necessary to be disciplined and know all the responsibilities and benefits that it includes in order to have an effective and productive English learning.

The researcher realized through a non-participant observation the participants do not take advantage of their devices for increasing vocabulary through the game based language learning app. This is due to their lack of increasing vocabulary which is a must to achieve the aim of the Ecuadorian Curriculum above-mentioned.

Unfortunately, students from eighth-year “B”, afternoon session currently have not become digital citizens yet. Since they do not perceive or discriminate the responsibility of the usage of technological devices for improving their English language learning opportunities by using them. Learners do not use them responsibly, effectively and productively. Additionally, several teachers do not allow students to use cellphones or any other electronic devices during their English classes; for that reason,

students feel attracted to use them hiding for chatting or revising social media instead of using them for learning purposes; such as for increasing their vocabulary.

According to Nation (as cited in Deng, 2015) indicates that acquire new vocabulary through apps “has three purposes: 1) Comprehension; 2) Production; and 3) Learning.” When learners understand an unknown word, they are confirming that the purpose of comprehension was acquired; then, when they use those words students are producing them, and finally, the researcher realizes that students have learned or increased their vocabulary.

In response to this problem, this research project attempts to see the sights of several options for making students of eighth-year “B”, afternoon session be aware of the importance of being a digital citizen which will allow them to increase their vocabulary through the correct use of some game based language learning app such EasyFunLearn English.

The researcher will use group and individual work strategies that will increase students’ vocabulary. Group work strategies provide students spaces to interact, to share ideas and collaborate in their learning of new and specific topic of English vocabulary.

Roesser (2018), claims that “vocabulary acquisition strategies help students to build deep, and meaningful learning structures whereby they can learn, utilize, and even play with new terms.” The researcher is going to

put on practice an action plan which will include individual or group work activities to accomplish this game based language learning app in order to solve this problem.

### **Research problem**

Considering the aforementioned elements, it is essential to research the following problem:

HOW DOES GAME BASED LANGUAGE LEARNING APP INCREASE VOCABULARY AMONG STUDENTS OF EIGHTH-YEAR “B”, AFTERNOON SESSION AT UNIDAD EDUCATIVA “DR. MANUEL AGUSTIN CABRERA LOZANO” IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR?

### **Delimitation of the research**

#### **Timing.**

This research will be developed during 2019 – 2020 school year

#### **Location.**

The present research project will be carried out at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” which is a public institution located in the city of Loja at John Kennedy street next to “27 de Febrero” High School.

## **Participants.**

The participants of this research project are students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” who are all about eleven to twelve years old; there are twenty-three students, twelve girls and eleven boys and the researcher of this study who is going to take part in the intervention plan.

## **Subproblems.**

- What theoretical and methodological references about the game based language learning app are adequate for increasing vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?
- What are the issues that limit the increment of vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?
- What are the phases of the intervention plan that contribute to increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?
- Which game based language learning app techniques are suitable to increase the vocabulay among students of eighth-year “B”, afternoon

session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?

- How effective was the application of game based language learning app in the increment of vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?

### **c. JUSTIFICATION**

This research project has as a purpose to increase the vocabulary through game based language learning app among students of students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year. At this time, students from eighth-year “B” are not interested in the production of the target language, for that reason this subject has become less important for students.

According to Hidayat (2016), who writes that “to increase the students’ interests and motivation in learning vocabulary, the teachers are expected to create various teaching strategies and need the correctness of teaching methods”. Vocabulary acquisition goes beyond definitions, looking up words in the dictionary, and writing sentences with the word. Being this the case, it is relevant to take advantage of digital games which improve both students’ vocabulary and the motivation for learning because they belong to the digital era.

In addition to this, EasyFunLearn English is the app that the researcher is going to apply for increasing students’ vocabulary. All this research project will be supported by the scientific point of view pertinently.

Furthermore, from the educational point of view, this research project will give some benefits to Unidad Educativa “Dr. Manuel Agustín Cabrera

Lozano” students of eighth-year “B”, morning session and in-service English teachers and English pre-service teacher.

To begin with in-service teachers, they will learn new strategies such as group and individual work by using electronic devices as a teaching tool making classes pleasant and enjoyable.

Secondly, English major students-teacher will acquire experience in their pedagogical process as well as they will learn how to apply innovative strategies with digital games.

Moreover, students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” will be involved in this research problem where they will increase their English vocabulary through digital games while their learning process is being studied.

Finally, this research project is a legal requirement which demands the Universidad Nacional de Loja for the graduation process as a Bachelor’s Degree in Sciences of Education, English Language Major.

## **d. OBJECTIVES**

### **General**

- To increase the students' vocabulary through game based language learning app among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.

### **Specific**

- To research the theoretical and methodological references about the game based language learning app and their application in the increase of English vocabulary
- To diagnose the issues that limit the increase of the English vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.
- To design an intervention plan based on game based language learning app to increase the students' vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.
- To apply the most suitable activities of game based language learning app to increase vocabulary among students of eighth-year "B",

afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

- To validate the effectiveness that had game based language learning app in the increment of vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.

## **e. THEORETICAL FRAMEWORK**

### **Digital learning games**

Digital games have been improving over time, and many of them are being used by teachers and students as learning tools, for improving their English skills as well as to acquire vocabulary in the target language.

### **Digital games**

As noted by Gros (2016), who says that “digital games could be integrated into learning with special emphasis on the importance of games for connecting experiences, context and learning.”

According to this, through digital games learners will not acquire just knowledge but also experience. Similarly, Engel (2012), say that:

Digital games are highly interactive forms of media that put players in control of their own experiences, allowing academic content to be explored or skill to be mastered. They provide feedback and allow players to learn through their successes and failures. (p.3)

In the same vein, Ibharim (2017) says that “digital games as a learning tool that is not only enjoyable but highly interactive that can help motivate students in the learning process.” Affirming what Gros (2016) say, Derakhshan, & Khatir, (2015) say that “games are beneficial in vocabulary learning because they enhance students’ ability to memorize words,

encourage student's interaction, improve their communicative skills and enhance students' motivation".

Conforming to It Still Works, (2017) "games that use Internet, computer or television can help children learn about spelling, reading, and other subjects. They may increase students' interest in school."

A further definition is given by W.M.N.W. Zainon (2014) who declares that the use of games in education usually, "start from a common set of assumptions. They observe that game players regularly exhibit persistence, risk taking, attention to detail and problem-solving skills, which are all behaviors that ideally would be regularly demonstrated in school."

### **Digital Games for Entertainment**

Roger Caillois (n.d), provides a definition of game is: "a fictional, unpredictable, and unproductive activity with rules, with time and space limits, and without obligation"

By the same token, Esposito (2012) declares that "A videogame is a game which we play thanks to an audiovisual apparatus and which can be based on a story. In most cases, it is, but sometimes not." Zillmann & Bryant, (1994) enjoyment can come from unpleasant media entertainment experiences such as suspense, but most often from pleasant ones:

- 1) sensory pleasures,
- 2) ego-emotions,

- 3) cognitive competence, and
- 4) socioemotions

### **Difference between digital learning games and digital games for entertainment**

Klopfer, Osterweil, & Salen (as cited in Sardone & Devlin-Scherer, 2010) say that “Digital learning games differ from games of entertainment and games designed for training purposes. They are intended to target the acquisition of knowledge as its own end and foster understanding within an academic content area.”

As noted by Dehaan (2011) says that “Digital games are receiving increasing attention by researchers and practitioners in education; however, most of the theory and pedagogy focus on general education or language and literacy development of native speakers.”

Digital learning games are designed for academic purposes, these have increased an incredible variety of topics with different levels, catching the users' attention in this case, teachers, and students, while games for entertainment only have that function, entertain, although indirectly you can acquire vocabulary.

According to Yesteryear games, “The purpose of video games widely varies with the nature of information itself - to inform, persuade, or stimulate.

These video games can have any type of gameplay, from puzzles to action to adventure.”

### **Advantages of digital learning games**

The use of digital learning games has some advantages that educators must take into account at the moment of choose a digital game for learning purposes, considering all aspects and which will be the learning field such as in English: vocabulary, reading, spelling, and so on.

#### **Advantages.**

- Teachers will succeed if they encourage students to use correctly their apps taking into account the following advantages:
- Digital learning games are providing an effective teaching strategy, nowadays teachers are using them as a classroom tool which is feasible for any kind of learners, especially teenagers and adults.
- Digital learning games are reinforcing knowledge acquisition. Through them, they have the facility to acquire or increase the knowledge already obtained.
- Digital learning games also provide an opportunity for instructors to discuss and present instructions on how activities will be developed including digital games
- Digital learning games provide an immediate feedback because that is their purpose, in this way the learners will know why their answer was wrong.

- Digital learning games allow learners to enrich their knowledge in an implicitly way.
- Since these games are digital, any learner who is interested in learning can use them whenever they want, choosing their own topic, and level.

## **EasyFunLearn English**

### **Fun**

- Select from 7 fun games to learn in a uniquely entertaining manner.
- Built-in "Spin Categories" feature allows the app to choose a random topic, subtopic and game for you to enhance your learning experience.
- "Review Manager" allows you to review all the words you've learned during each game.

### **Easy**

- No internet connection is required to use the app.
- 3 difficulty levels: beginner, intermediate and advanced.
- Choose your preferred tuition language from 59 pre-programmed interface languages: English, German, French, Turkish, Russian, Korean, Arabic, Thai, Japanese, Italian, Spanish, etc.

With funeasylearn.com learning apps, you can learn English for free. Learn more than 6,000 words through image illustration, recorded pronunciation and native translation into 59 languages: English, Afrikaans, Albanian, Amharic, Arabic, Azerbaijani, Belarusian, Bengali, Bosnian, Bulgarian, Catalan, Chinese, Traditional Chinese, Croatian, Czech, Danish, Dutch, Estonian, Tagalog, Finnish, French, Georgian, German, Greek, Hebrew, Hindi, Hungarian, Icelandic, Igbo, Indonesian, Irish, Italian, Japanese, Kazakh, Korean, Latvian, Lithuanian, Macedonian, Malay, Mongolian, Nepali, Norwegian, Persian, Polish, Portuguese, Brazilian Portuguese, Romanian, Russian, Serbian, Slovak, Slovenian, Spanish, Swahili, Swedish, Thai, Turkish, Ukrainian, Urdu, Vietnamese etc. The app's vocabulary is divided thematically and covers most aspects of the everyday world, from the restaurant to the hotel, the home to the workplace, outer space to the animal kingdom. FunEasyLearn is a valuable learning tool as it has many fun games developed by experts.

FunEasyLearn is perfect for anyone who wants to learn English, German, French, Spanish, Italian, Russian, English language.

### **Classroom strategies for digital learning games**

#### **Individual works.**

Conforming to Kate Walsh & Judith Gordon (2008) "individual work identity refers to a work-based self-concept, comprised of a combination of organizational, occupational, and other identities that affects the roles

people adopt and the corresponding ways they behave when performing their work.”

Similarly, Anonymous (2017) refers to “working alone has many clear benefits – both for workers and the organizations/clients they serve. Many people dream of being their own bosses (or managers); they feel free to their best when they don’t have to justify their actions to others.”

### **Group work.**

As noted by The University of Sydney School of Education and Social Work (2018) affirms that group work “involves students working collaboratively on set tasks, in or out of the classroom. It includes:

- Any learning and teaching tasks or activities that require students to work in groups
- Any formal assessment tasks that require students to work in groups.

The University of Sydney School of Education and Social Work (2018) also declares that “group sizes can vary from pairs to large groups of students. This guide deals with small groups. While the focus is on the face-to-face environment, much of the content also applies to larger groups or the online context.”

## Usage

Wood (as cited in Yip, & Kwan 2016) investigated “the use of learning games as a learning tool and concluded that game-like formats could be more effective at capturing learners’ attention than traditional media such as textbooks.”

Vygotsky (1978) introduced this principle to explain media effects “especially those of interactive media: If the user chooses the challenges, he or she can manage successfully, his or her mental organization is most likely influenced through the video game play.”

In the same vein Gros (2014) considers that “multimedia design for training and education should combine the most powerful features of interactive multimedia design with the most effective principles of technologically-mediated learning.”

Sykes (2018) says that “digital games are not a panacea or magic bullet, for the past decade educators have been exploring the inherent complexities and benefits of digital gaming and the significant opportunities they provide for effective, meaningful learning across disciplines”

Alyaz, & Sinem (2016) says that “the Computer-Assisted Language Learning software packages have so far provided small digital games such as hangman, puzzle and sentence production device to teach vocabulary

and grammar in addition to various materials and activities to develop language skills.”

Clark, Tanner-Smith, Killingsworth, and Bellamy (2013) affirm that “This systematic review and meta-analysis explores the effects of digital games on cognitive, affective, and other learning-related outcomes.”

### **Activities**

The game based language learning has a main activity, practice the gamification. A gamification approach can provide the opportunity for students and teachers to implement design activity in their learning and teaching practices, respectively.

Through these activities, students can become motivated, independent, and creative in solving problems. This research study demonstrates that embedding digital games design activity into the learning process will be able to create a learning environment that helps improve students' knowledge, skills, and motivation to learn. Ibharim ( 2017)

## **Vocabulary Acquisition**

Acquiring vocabulary is one of the main issues for learning a new language that had been detected among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” The traditional way that teachers use for teaching vocabulary, makes students get bored easily, for that reason they are not interested in the target language.

## **Vocabulary**

According to Alqahtani (2015), affirms that vocabulary “is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner”

Vocabulary are not just words or phrases that speakers use to communicate, “Vocabulary also includes lexical chunks, phrases of two or more words, such as Good morning and Nice to meet you, which research suggests children and adults learn as single lexical units.” Anonymous, (n.d) *Vocabulary and Its Importance in Language Learning.*

Gobet, F. (2015) declares that “acquiring the words of one’s language is 2in principle a challenging problem, but children solve it surprisingly easily.” In contrast Naeimi (2015) affirms that “language learners are

required to not just concern about memorizing definitions but also integrating vocabulary meaning into their present knowledge.”

Channel (Carter & McCarthy, 1988) suggests that second language is regarded as acquired by a learner when the meaning of a word can be recognized and understood (rather than used), both in and out of context and it can be used naturally and appropriately in a relevant situation.

Supporting this Ma (2009) declares that the term “second language acquisition” (SLA) “covers all the main areas of language, systematized by time-honored terms like syntax, grammar, lexis, pronunciation, etc., and covers the mass of research that endeavors to discover how a language is acquired, what is acquired and what is not acquired.

### **Kinds of Vocabulary.**

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use.

Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, (as cited in Hatch and Brown, 1995) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### **a. Receptive Vocabulary**

Conforming to Stuart Webb (20014) informs that:

Receptive vocabulary is wording that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. (p.25)

### **b. Productive Vocabulary**

According to Stuart Webb (2015) who declares that productive vocabulary “is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.”

Furthermore, productive vocabulary is classified as an active process, because students or learners produce the words for expressing their feelings, ideas, opinions or thoughts to the rest of people.

### **c. Vocabulary Mastery.**

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to:

- The authority of a master: dominion,

- The upper hand in a contest or competition; superiority, ascendancy and
- Possession or display of great skill or technique,
- Skill or knowledge that makes one master of a subject comment.

While Hornby (1995) defines mastery “as complete knowledge or complete skill”. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual’s vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language.

It is an individual achievement and possession Rivers (1989) for that reason, “the biggest responsibility in increasing the knowledge is in himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.”

It is relevant that the information of the target language that learners receive has to have a big impact or influence in order to learners can produce and use vocabulary correctly. Also, vocabulary mastery refers to the domain that learners have of the lexicon learnt. Taking into account these definitions the researcher plans use refreshing methods to teach with the purpose of catch students’ attention.

## **Context**

Conforming to Anonymous (n.d), the context clues “give students an idea, or hint, of what an unfamiliar word might mean. Such clues are found in both the text and/or illustrations surrounding the unknown word.” It means that according to the context, the vocabulary has their meaning, context provides readers or learners the necessary information for understanding the sentences or text.

Similarly, Robinson (2014) says that for acquiring vocabulary learners should try to guess the meaning of the unknown words according to the context. He considered the following kinds of clues:

- Your knowledge of the world
- Punctuation clues
- Definition clues
- Example clues
- Comparison clues
- Contrast clues
- Referent clues

In the same vein Course Hero says “context clues can help you to determine the meaning of a new word. There are a few different ways you can use context to determine a word’s meaning:”

- Examples

- Synonyms
- Antonyms
- General meaning

A recent study by Loyola (2017), reports that “vocabulary learning means knowing the meaning of the words and also retaining them for future use. Introducing context clue as a strategy to handle such situation will help learners understand new words they come across.”

### **Kinds of context.**

The type of context model adopted by different language teaching practices can reveal the incongruent nature of approaches and methods commonly described as communicative. There are two different types of context:

**The linguistic** the language that surrounds or accompanies the piece of discourse under analysis.

**The non-linguistic** or experiential context within which the discourse takes place.

Nonlinguistic context include: the type of communicative event (for example, joke, story, lecture, greeting, conversation); the topic; the purpose of the event; the setting, including location, time of day, season of year and physical aspects of the situation (for example, size of room, arrangement of furniture); the participants and the relationships between them; and the

background knowledge and assumptions underlying the communicative event." (Nunan, 1993) pp.7-8

### **Vocabulary Learning Strategies**

As noted by Suberviola (2014) who says that there are "some relevant aspects of the processes of second language acquisition, as for example the «Mental Lexicon» and the strategies which students of English have to develop to acquire vocabulary."

It can also be defined as the effort by the learner to learn new words or to make the words they learn permanent (Tok and Yığın, 2013 pp. 266).

Language learning strategies are applications preferred by students in order to enhance their target competencies in line with their learning needs (Oxford, 1990; Cohen, 2009).

Language learning strategies are effective in enabling students to create an independent learning environment in accordance with their needs, and the level of proficiency in the target level can easily be achieved with these strategies.

Learning a word on a foreign language is not an immediate action, it requires conscious work and constant repetition. This means that the learner tries to learn vocabulary on his own. In foreign language teaching, it is very effective to identify students' vocabulary learning strategies, encourage them to use strategies and teach them strategies to improve

language success. So, each person has different learning time and strategy (Tok and Yigin, 2014).

Students use all the learning strategies they know as they learn vocabulary on foreign languages, and therefore they are involved in the complexity of the strategy. The purpose of the learning strategy is to enable learners to learn on their own, to strengthen their learning, and to choose the way that is most beneficial and easy for them in the learning process.

According to Schmitt (1997), who found that this caused a great deal of time and power loss for the students, has concentrated on a detailed vocabulary learning strategy classification that will facilitate vocabulary learning. Schmitt's strategies are divided into two groups in the form of discovery and consolidation.

In discovery strategies; students determine the meaning when they meet new words for the first time, and in reinforcement strategies; students reinforce meaning when they meet words again.

Determination strategies and social strategies are in the discovery group; cognitive strategies, metacognitive strategies, memory strategies and social strategies are in the consolidation group. Since social strategies can be used in both groups, they are included in both.

According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience

of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material.

That means students find the meaning of the words on their own. Schmitt notes that another way of discovering a new meaning is to ask the unknown words to others by using social strategies.

When students discover words, they use various strategies at first. They use social strategies, memory strategies, cognitive strategies, metacognitive strategies to combine their vocabulary knowledge. An example of a social strategy group used to consolidate the word is a collaborative learning group in which students practice the meaning of a new word.

Nation (1997, pp. 24) states that group work can also be used to practice words as well as discovering words. It emphasizes that using visual materials is much more useful and effective than using verbal materials. Underwood (1989, pp. 19) also says that pictures will be remembered better than words. In addition, he implies that associating words with pictures is a stronger recollection system.

## **Form**

For creating new vocabulary people use to add suffixes and prefixes. According to Anonymous,(n. d) affirms that “The process of making new

words by adding prefixes and suffixes is called derivation, and words like impossible, illegal, statement and explanation are derived forms of possible, legal, state and explain, respectively.”

## **f. METHODOLOGY**

### **Design of the research**

Watts (1985, p. 118) (as cited in Ferrance, 2000) affirms that “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

This is an action research study because the teacher candidate has found that the lack of vocabulary is an issue among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year and after the literature review it was identified that game based language learning app is a remedy to solve the lack of vocabulary among students.

The participants are students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” who are all about eleven to twelve years old; there are twenty-three students, twelve girls and eleven boys and the researcher of this study who is going to take part in the intervention plan

This work will use the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting, observing, and reflecting.

## **Methods, techniques and instruments**

### **Methods.**

This study will make a description of the data that result from the intervention plan. The following general methods will be applied along the research:

**The Scientific method** will facilitate the study of game based language learning app intended to increase the vocabulary, and it will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

**The Descriptive method** will facilitate description of the different stages of the study, and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

**The analytic-synthetic method** will be used to analyze the obtained results through the pre-test and post-test. It will be also used to make the interpretation of the data, the logical analysis and draw up the conclusions.

**The Statistic method** will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

## **Techniques and instruments.**

### ***Data collection.***

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and questionnaire, observation sheet for the qualitative ones.

### ***Tests.***

Tests will allow participants to perform cognitive tasks in relation to the increase of vocabulary. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

### ***Pre-test – Post-test.***

The pre-test will provide a measure on the performance of the increasement vocabulary before the participants (students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the

performance of the increasement vocabulary in order to make a pre-test-post-test comparison of the cognitive dimension of the vocabulary of the participants being treated.

### ***Questionnaire.***

The questionnaire will be administered to the participants who will answer some questions related to their attitudes and feelings toward game based language learning app. Likewise a pre and post-test, and questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

### ***Observation.***

The emphasis during the observation will be on understanding the natural environment as lived by students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”, during their English classes. There will be two types of observations as detailed below.

### ***Nonparticipant observation.***

In nonparticipant observation, the researcher will be involved in the situation being observed. She observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

### ***Participant observation.***

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of the game based language learning app in order to increase the vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.

### ***Reflective journal***

The researcher will use a reflective journal to identify important events that will happen in each lesson which eventually provide a better understanding of the process of the intervention plan.

### **Intervention plan**

The intervention plan will be developed during 40 sessions of 45 minutes each one in an 8-week period of time. Sessions 1 & 40 will be devoted to the administration of the data collection instruments (pre and posttest and questionnaires) The other 38 sessions will be developed with lesson plans and the researcher will record her observations on a journal to reflect upon the use of game based language learning app as a treatment to solve students' issues on vocabulary. As it is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

An Activation-Connection-Affirmation lesson model plan will be adopted as a treatment to help students in the incensement of their vocabulary which is described with details below. The data obtained through the data collection instruments will be used to consider the most appropriate ways of increasing the vocabulary through game based language learning app.

#### Activation

Teacher will use activities and warm ups to access students' knowledge. This phase will be developed with brainstorming, charades, hot potato, and so on, games associated to the vocabulary of the topic.

#### Connection

The teacher serves as a monitor, and facilitator for student learning. This phase will be developed with the platform EasyFunLearnEnglish where students can find the meaning of the words with the pictures, matching and filling gap activities, related to the vocabulary learned.

#### Affirmation

The teacher uses assessment to document students' progress. This phase will be developed with quizzes, activities, and homework where students will have to demonstrate their knowledge acquired during this class.

## **Description of the intervention plan**

The objective of this research project is to increase vocabulary through game based language learning app to help students of eighth-year “B”, afternoon session to improve their language acquisition in English as a foreign language. This is an action-research project, that will be developed an intervention plan that will be carried out in different phases:

### **Phase 1. Initial Reflection**

During a non-participant observation, the researcher was able to see that students of eighth-year “B”, afternoon session did not make any attempt to develop their vocabulary acquisition because they were not using activities related to the acquisition of vocabulary. They were more involved in written tasks of completion exercises and repetition drills.

This situation allowed the researcher to recognize that vocabulary acquisition is an issue among learners who do not have learning opportunities to show little or no interest in managing vocabulary among classmates during their English classes.

Being this the concern, the researcher asked whether there are some different techniques that would be better to prepare students for increasing vocabulary. Therefore, having read some mainstream literature on vocabulary acquisition, the researcher found out that game based language learning app will empower learners through “games that are beneficial in vocabulary learning because they enhance students’ ability to memorize

words, encourage student's interaction, improve their communicative skills and enhance students' motivation". Derakhshan, & Khatir, (2015).

### **Phase 2. Planning**

As a consequence, to remedy the weaknesses of students of the eighth-year "B", afternoon session on the increasement of the vocabulary, (activation, connection, and affirmation) lesson plans will be presented, with game based language learning app (strategies) such as group and individual activities. An activation-connection-affirmation lesson plan integrates guided, controlled and free practices that promote incensement of vocabulary among students.

The goal of this game based language learning app will give students of eighth-year "B", afternoon session the opportunity to interact, to explore emotions, to discuss and share ideas, to make small-tasks, to take care about their spelling, to use a word in an appropriate context which eventually increases their vocabulary which is a crucial element to achieve successfully the target language (English) vocabulary acquisition through game based language learning app.

On the other hand, this intervention plan will explicitly respond to the following research questions

- What are the phases of the intervention plan that contribute with the increasement of the vocabulary among students of eighth-year "B",

afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2019-2020 school year?

- Which game based language learning app are implemented to increase the vocabulary acquisition among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2019-2020 school year?

### **Phase 3. Action**

The intervention plan will be developed during 40 sessions of 45 minutes each one in an 8-week period of time. Sessions 1 & 40 will be devoted to the administration of the data collection instruments (pre and post-test and questionnaires) The other 38 sessions will be developed with lesson plans. As it is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

### **Phase 4. Observation**

During the intervention plan, the researcher will monitor and record the reaction and achievements of students of eighth-year “B”, afternoon session to the planned activities by means of a pre and posttest, a questionnaire, and a diary or journal.

### **Phase 5. Reflection**

Once finished the intervention plan the researcher will reflect critically upon the effectiveness of game based language learning app to increase the vocabulary acquisition among students of eighth-year “B”, afternoon

session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano in the city of Loja during the 2019-2020 school year.



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**INTERVENTION AND OBSERVATION PLAN WEEK Nº 1**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

**Teacher:** Lic. Jorge Ortiz

**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB

**School Year:** 2019-2020

**Topic:** Meeting New People

<p><b>RESEARCH PROBLEM:</b> How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?</p>		
<p><b>GOAL:</b> By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.</p>		
<p><b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To introduce themselves and give personal information, identifying vocabulary and their meaning, context, and form by using individual and group work techniques.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Key expressions</b></p> <ul style="list-style-type: none"> <li>• What’s up, Where about See you around</li> </ul> <p><b>Structures</b></p> <ul style="list-style-type: none"> <li>• Simple Present tense with the verb to be</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces herself to class. Then teacher gives some instructions to students before taking the pre-test and the pre questionnaire. Finally, teacher provides a list with the vocabulary required for classes</li> <li>• Teacher prepares some activities for the pre-task phase that will help students to pick up useful information for the development of the main tasks. In order to provide students, the knowledge about vocabulary, students watch a video related to meeting new people.</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Cards</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher explains about the platform EasyFunLearnEnglish. Then, teacher asks students to form groups and they have to ask their own information, and how they meet new people.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Students will develop a pre-test based on a real-world context situation described on the textbook. A pre-questionnaire of multiple-choice questions will be used to collect students' reaction and behaviors (affective dimensions) about how they use game based language learning app in class.</li> <li>Students are given a set of words related to the topic Meeting New People. Next, the teacher plays a video where the speaker presents himself/herself. Then, students in the group need to know the new vocabulary given.</li> <li>Students form groups and work in the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>video</li> </ul>
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>what's up?, hello, where about you?, where exactly?, see you around, bye, can/could you help me?</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>Students are required to present to a classmate by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Data Source 1: Pres test – Pre-written questionnaire  Date Source 2: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 5th to 8th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

*Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



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**INTERVENTION AND OBSERVATION PLAN WEEK Nº 2**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”  
**Teacher:** Lic. Jorge Ortiz  
**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB  
**School Year:** 2019-2020  
**Topic:** Friends Around the World

<b>RESEARCH PROBLEM:</b> How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To talk about countries, nationalities and how to introduce other people., identifying vocabulary and their meaning, context, and form by using individual and group work techniques.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<b>Key expressions</b> <ul style="list-style-type: none"> <li>• This is ... / Of course</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>• Simple Present tense with the verb to be</li> </ul>	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>• Teacher asks students to brainstorm about nationalities they already know. Then, students listen and repeat the new ones for them.</li> <li>• Teacher gives students a sheet of paper that will help them to form new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Sheet of paper</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher asks students to form groups and they have to talk about a country they already know.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Students will give name of nationalities</li> <li>Students classify words according to word endings (suffixes), and complete the text in order to remember vocabulary.</li> <li>Students form groups and work in the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed. Then, they tell to the class what they discovered about nationalities</li> </ul>	
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>Of course! Obviously!</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>Students are required to present to talk about a nationality that catch their attention by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Date Source 1: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 11th to 15th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

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**INTERVENTION AND OBSERVATION PLAN WEEK Nº 3**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”  
**Teacher:** Lic. Jorge Ortiz  
**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB  
**School Year:** 2019-2020  
**Topic:** Get in Touch with a VIP

based

<b>RESEARCH PROBLEM:</b> How does game language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: • To read and write personal profiles, identifying vocabulary and their meaning, context, and form by using individual and group work techniques..		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<b>Key expressions</b> <ul style="list-style-type: none"> <li>• Get in touch with VIP (Very Important Person)</li> </ul> <b>Structures</b> <ul style="list-style-type: none"> <li>• Indefinite articles: a/an</li> <li>• Capitalization Rules</li> </ul>	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>• Teacher asks students to give information about an important or famous person they admire. Then, teacher asks students associate vocabulary to the images from the book.</li> <li>• Teacher gives students a sheet of paper that will help them to write a profile.</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Sheet of paper</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher asks students to form groups and they have to talk about a famous person they admire in common.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Students will give name of important people they admire.</li> <li>Students identify where capitalization is required, and complete the text in order to remember vocabulary.</li> <li>Students form groups and work in the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed. Then, they tell to the class what they discovered about qualities.</li> </ul>	
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>Occupations: actress, soccer player, computer scientist</li> <li>Adjectives: creative, athletic, sociable</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>Students are required to present to talk about an important person they admire by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Date Source 1: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 19th to 22nd, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

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**INTERVENTION AND OBSERVATION PLAN WEEK Nº 4**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”  
**Teacher:** Lic. Jorge Ortiz  
**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB  
**School Year:** 2019-2020  
**Topic:** The World We Live In

<p><b>RESEARCH PROBLEM:</b> How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?</p>		
<p><b>GOAL:</b> By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.</p>		
<p><b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able:</p> <ul style="list-style-type: none"> <li>• To talk about continents, countries and nationalities., identifying vocabulary and their meaning, context, and form by using individual and group work techniques..</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Key expressions</b></p> <ul style="list-style-type: none"> <li>• To go Dutch It’s a Chinese whisper It’s all Greek to me</li> </ul> <p><b>Structures</b></p>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to brainstorm about nationalities they already know. Then, students listen and repeat the new ones for them.</li> <li>• Teacher gives students a sheet of paper that will help them to form new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Sheet of paper</li> </ul>

<ul style="list-style-type: none"> <li>• Indefinite articles: a/an</li> <li>• Capitalization Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks students to form groups and they have to talk about a country they already know</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Students will give name of nationalities</li> <li>• Students classify words according to word endings (suffixes), and complete the text in order to remember vocabulary.</li> <li>• Students form groups and work in the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed. Then, they tell to the class what they discovered about nationalities</li> </ul>	
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Chinese, Greek</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>• Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>• Students are required to present to talk about Chinese and other culture by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Date Source 1: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 25th to 29th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

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**INTERVENTION AND OBSERVATION PLAN WEEK Nº 5**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

**Teacher:** Lic. Jorge Ortiz

**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB

**School Year:** 2019-2020

**Topic:** A Magical Book

<b>RESEARCH PROBLEM:</b> How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: • To read a comic, and identifying vocabulary and their meaning, context, and form by using individual and group work techniques.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Key expressions</b></p> <ul style="list-style-type: none"> <li>• Where are you from Good afternoon, hi</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Simple present</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to look the comic story from their books.</li> <li>• Teacher explains to students that they are going to read a story about an Egyptian magical book.</li> <li>• Teacher write on the board the new vocabulary with their meaning</li> <li>• Teacher asks students to form groups and they have to underline the unknowing words from the comic book.</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Sheet of paper</li> </ul>

	<p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Teacher plays the audio and asks learners to read the story individually.</li> <li>• Students use their fingers to point at the dialogs and follow the sequence of the story.</li> <li>• Teacher plays the audio again and have volunteers read the story aloud.</li> <li>• Students form groups and use the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed.</li> </ul>	
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Wow! Free minds!</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>• Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>• Students are giving a short quiz about what they have learned in this unit.</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Date Source 1: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> November 2nd to 6th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

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**INTERVENTION AND OBSERVATION PLAN WEEK Nº 6**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”  
**Teacher:** Lic. Jorge Ortiz  
**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB  
**School Year:** 2019-2020  
**Topic:** This is My Family

<b>RESEARCH PROBLEM:</b> How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?		
<b>GOAL:</b> By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.		
<b>LEARNING OBJECTIVES:</b> At the end of this lesson students will be able: <ul style="list-style-type: none"> <li>• To describe physical appearances., and identifying vocabulary and their meaning, context, and form by using individual and group work techniques.</li> </ul>		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<b>Key expressions</b> <ul style="list-style-type: none"> <li>• Where are you from Good afternoon, hi</li> </ul> <b>Structure</b>	<b>ACTIVATION</b> <ul style="list-style-type: none"> <li>• Teacher gets students in groups of five. Stick some magazine cutouts with the members of a family on the board and a bigger heading that reads: A family.</li> <li>• Teacher distributes some pieces of paper, to each group with the names of the family members in the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Sheet of paper</li> </ul>

<ul style="list-style-type: none"> <li>• Simple Present tense with the verb to be</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks students to form groups of six for using the platform EasyfunLearnEnglish.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>• Students go up to the board and match each picture with the corresponding name of the family member.</li> <li>• Students form groups and use the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• cutouts</li> </ul>
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Mom, dad, sister, brother, aunt, uncle, grandpa, grandma. Tall, short, chubby, thin, young, old, pretty, handsome, athletic</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>• Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>• Students are required to present to talk about family's member by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> </ul>
<p><b>MONITORING PLAN:</b> Date Source 1: Observation sheet, field notes Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 9th to 13th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

*Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK Nº 7**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”

**Teacher:** Lic. Jorge Ortiz

**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB

**School Year:** 2019-2020

**Topic:** We Are All Different

**RESEARCH PROBLEM:** How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?

**GOAL:** By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.

**LEARNING OBJECTIVES:** At the end of this lesson students will be able:

- To identify details as regards people’s physical appearance, and identifying vocabulary and their meaning, context, and form by using individual and group work techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Key expressions</b></p> <p style="text-align: center;"><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Simple Present tense with the verb to be</li> <li>• Possessive adjectives</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Teacher shows students flashcards with the parts of the face</li> <li>• Teacher invites students to play the game Say and Show. Tell them that we all have eyes, a nose, a mouth, teeth, ears, and hair by pointing at them as you say the parts of the face.</li> <li>• Next, tell them they will have to point at the part of the face you mention, even though you will simultaneously point at a different part</li> </ul>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Sheet of paper</li> <li>• whiteboard</li> </ul>

	<ul style="list-style-type: none"> <li>Start playing the game. If a student fails to show the correct body part, he or she has to stand in front of the class and direct the game.</li> <li>Teacher asks students to form groups to work on the platform.</li> </ul> <p><b>CONNECTION</b></p> <ul style="list-style-type: none"> <li>Students say the parts of the face. Repeating with the correct pronunciation.</li> <li>Students form groups and use the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed.</li> </ul>	
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>Parts of the face; colors; hair: long, bald, short, straight, wavy, curly</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>Students are required to say and point the different parts of the face by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Date Source 1: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> December 16th to 20th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

*Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



**UNIVERSIDAD NACIONAL DE LOJA  
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ENGLISH LANGUAGE DEPARTMENT**

**INTERVENTION AND OBSERVATION PLAN WEEK Nº 8**

**INFORMATIVE DATA**

**Institution:** Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano”  
**Teacher:** Lic. Jorge Ortiz  
**Researcher:** Génesis Elizabeth Tituana Calderón

**Participants:** 8th “B” EGB  
**School Year:** 2019-2020  
**Topic:** Diverse Families

**RESEARCH PROBLEM:** How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?

**GOAL:** By the end of the intervention plan students will be able to increase their English vocabulary using game based language learning app activities focused on the following aspects: meaning, form, and context.

**LEARNING OBJECTIVES:** At the end of this lesson students will be able:  
 • To identify specific information in texts dealing with familiar issues, identifying vocabulary and their meaning, context, and form by using individual and group work techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p><b>Key expressions</b></p> <ul style="list-style-type: none"> <li>• What’s up, Where about See you around</li> </ul> <p><b>Structures</b></p> <ul style="list-style-type: none"> <li>• Simple Present tense with the verb to be</li> </ul>	<p><b>ACTIVATION</b></p> <ul style="list-style-type: none"> <li>• Teacher writes these scrambled two sentences on the board: and/hair/my/is/black/short/wavy/; small/black/eyes/and/are/my/. Then, invites students to work in pairs to unscramble the two sentences</li> <li>• Teacher asks students to work in groups on the platform.</li> <li>• Teacher gives some instructions to students before taking the post-test and the post-questionnaire</li> </ul> <p><b>CONNECTION</b></p>	<ul style="list-style-type: none"> <li>• Game app</li> <li>• Cards</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are given a set of words related to the topic Diverse Families. Then, students in the group need to know the new vocabulary given.</li> <li>• Students form groups and work on the platform EasyFunLearnEnglish. The teacher monitors and provides help if it is needed.</li> <li>• Students will develop a post-test based on a real-world context situation described on the textbook. A post-questionnaire of multiple-choice questions will be used to collect students' reaction and behaviors (affective dimensions) about how they use game based language learning app in class.</li> </ul>	<ul style="list-style-type: none"> <li>• whiteboard</li> </ul>
<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Family members and body parts</li> <li>• Adjectives related to hair, eyes, nose, height, weight and age</li> </ul>	<p><b>AFFIRMATION</b></p> <ul style="list-style-type: none"> <li>• Students examine and discuss specific features of the text. After that, students complete their textbooks.</li> <li>• Students are required to present to a classmate by using the new vocabulary learned.</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> </ul>
<p><b>MONITORING PLAN:</b>  Data Source 1: Post-test – Post-questionnaire  Date Source 2: Observation sheet, field notes  Data Source 2: Worksheet 1</p>		
<p><b>SUPPORT:</b> Coaching and guidance from our thesis advisor.</p>		
<p><b>TIME:</b> January 2nd to 10th, 2019</p>		

*Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S.*

*Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability*



## **h. BUDGET AND FINANCING**

<b>Expenses</b>	<b>Cost</b>
Internet connection	\$80.00
Print of reports	\$25.00
Print of the project	\$30.00
Copies	\$50.00
Unforeseen	\$300.00
Computer equipment	\$900.00
<b>TOTAL</b>	<b>\$1385.00</b>

### **Financing**

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

### **Resources**

#### **Human.**

- The researcher: Génesis Elizabeth Tituana Calderón
- Students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year.

#### **Material.**

- Printed materials

- Books
- Notebooks
- Flashcards

**Technical.**

- Computer
- Printer
- Internet connection
- Video

## **i. BIBLIOGRAPHY**

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# ANNEXES



## Annex 1. Observation Sheet

**UNIVERSIDAD NACIONAL DE LOJA**  
**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

OBSERVATION SHEET		
Observation #:	Date /Time:	Location:
Topic:	Class size:	Duration of the
Objective of the session	Participants:	observation start/end time:
	Students of eighth-year	Observer involvement:
	"B", afternoon session	participant/ not participant

Dependent variable: Vocabulary					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
The students consistently use the correct meaning of the vocabulary given.					
The students form words with suffixes.					
The students use vocabulary according to the context.					
The students can give a correct definition of the words.					
The students write correctly the vocabulary learned.					
The students pronounce correctly the vocabulary learned.					
The students use appropriated vocabulary in the target language.					

<b>Independent variable:</b> Game based language learning app					
<b>Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed</b>					
<b>Descriptors</b>	4	3	2	1	0
All students clearly understand which activities belong to platform.					
All students have opportunities to learn with the platform.					
All students take advantage of the given game based language learning app					
Students ask their teacher for clarification to assist their academic activities using the platform.					
Assume personal responsibility being involved in the group.					

**Annex 2. Reflective journal**



**UNIVERSIDAD NACIONAL DE LOJA  
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARMENT**

<b>Reflective Journal</b>		
<b>Observation #:</b> <b>Topic:</b> <b>Objective of the session:</b>	<b>Date/Time:</b> <b>Class size:</b> <b>Participants:</b> students of eighth-year "B", afternoon session	<b>Role of the researcher:</b> Participant observer <b>Participant observer</b> <b>Duration of the observation:</b>
<b>Description of the event</b>		<b>Reflective Notes:</b> <b>SKILLS</b>

**Annex 3. Pre-test and Post-test**

**UNIVERSIDAD NACIONAL DE LOJA**



**DATA COLLECTON INSTRUMENT: PRE-TEST**

**Researcher:** Génesis Elizabeth Tituana Calderón

**Student's code:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please complete the following test, take your time for reading and answering the questions. You cannot talk your classmates or move of your seat.

**1. Match the words with the correct meaning (2 points) (word meaning)**

**Word**

- face
- curly
- thin
- chilean

**Meaning**

- made, growing, or arranged in curls or curves.
- having little, or too little, flesh or fat on their body
- The front part of a person's head from the forehead to the chin.
- A person born in Chile.

**2. Complete the following short text. (2 points) (context)**

Hello there! We are from England. So we are English!

What about you? Where are you from?

.....

What nationality are you?

.....

3. Add the suffixes *-ese*, *-ish*, *-ian* or *-anl* to form the names of the following words. Then classify the following words according their endings. (3 points)  
(form)

Portugu....	Engl.....	Americ.....
Span.....	Japan.....	Ital.....
Germ.....	Brazil.....	

-ese	-ian	-ish	-an

4. Match the images with the correct name. (3 points) (word meaning)



Nose
Mouth
Ear
Eye

## Annex 4. Pre and Post-questionnaire

**UNIVERSIDAD NACIONAL DE LOJA**  
**DATA COLLECTION INSTRUMENT : PRE AND POST-**  
**QUESTIONNAIRE**



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

**Researcher:** Génesis Elizabeth Tituana Calderón

**Student's code:** .....

**Date:** ..... **Grade** .....

1. How often do you use digital games for learning vocabulary?
  4. Always ( )
  3. Usually ( )
  2. Rarely ( )
  1. Never ( )
2. It is convenient to use digital games when learning new word in English
  3. Agree ( )
  2. Neutral ( )
  1. Disagree ( )
3. I feel comfortable using digital games as a learning tool
  3. Agree ( )
  2. Neutral ( )
  1. Disagree ( )
4. I learn more vocabulary when using digital games rather than the traditional class.
  3. Agree ( )
  2. Neutral ( )
  1. Disagree ( )
5. I consider appropriate to use digital games to learn vocabulary
  3. Agree ( )
  2. Neutral ( )
  1. Disagree ( )

THANKS FOR YOUR COLABORATION

## Annex 5. Research Matrix

### Research Matrix

**Theme:** Game based language learning app to increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
<p><b>General</b> How does game based language learning app increase vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019-2020 school year?</p> <p><b>Specifics</b></p> <ul style="list-style-type: none"> <li>• What theoretical and methodological references about the game based language learning app are adequate for increasing vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year?</li> <li>• What are the issues that limit the increment of vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín</li> </ul>	<p><b>General</b> To increase the students' vocabulary through game based language learning app among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year</p> <ul style="list-style-type: none"> <li>• To research the theoretical and methodological references about the game based language learning app and their application in the increase of English vocabulary</li> <li>• To diagnose the issues that limit the increase of the English vocabulary among students of eighth-year “B”, afternoon session at Unidad Educativa “Dr. Manuel Agustín Cabrera Lozano” in the city of Loja during 2019 - 2020 school year.</li> <li>• To design an intervention plan based on game based</li> </ul>	<ul style="list-style-type: none"> <li>• Digital learning games</li> <li>• Digital games</li> <li>• Digital games for entertainment.</li> <li>• Differences between digital learning games and digital games for entertainment.</li> <li>• Advantages of digital learning games.</li> <li>• EasyFunLearn English</li> <li>• Classroom strategies for digital learning games.</li> <li>• Individual works</li> <li>• Group works</li> <li>• Usage</li> <li>• Vocabulary acquisition</li> <li>• Vocabulary</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>• Observing the English classes</li> <li>• Stating the background of the problem</li> <li>• Describing current situation</li> <li>• Locating and reviewing the literature</li> <li>• Creating a methodological framework for research games.</li> <li>• Designing an intervention plan</li> </ul> <p><b>Intervention plan</b></p> <ul style="list-style-type: none"> <li>• Administering test and questionnaires</li> <li>• Observing and monitoring students' performance according to the intervention plan</li> </ul>	<ul style="list-style-type: none"> <li>• Non participant observation (participant and non-participant observation)</li> <li>• Pre and post test</li> <li>• Pre and post questionnaire</li> <li>• Teachers journal</li> </ul>

<p>Cabrera Lozano" in the city of Loja during 2019 - 2020 school year?</p> <ul style="list-style-type: none"> <li>• What are the phases of the intervention plan that contribute to increase vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year?</li> <li>• Which game based language learning app techniques are suitable to increase the vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year?</li> <li>• How effective was the application of game based language learning app in the increment of vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year?</li> </ul>	<p>language learning app to increase the students' vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.</p> <ul style="list-style-type: none"> <li>• To apply the most suitable activities of game based language learning app to increase vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.</li> <li>• To validate the effectiveness that had game based language learning app in the increment of vocabulary among students of eighth-year "B", afternoon session at Unidad Educativa "Dr. Manuel Agustín Cabrera Lozano" in the city of Loja during 2019 - 2020 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Kinds of Vocabulary</li> <li>• Receptive</li> <li>• Productive</li> <li>• Vocabulary mastery</li> <li>• Context</li> <li>• Kind of context</li> <li>• Vocabulary learning strategies</li> <li>• Form</li> </ul>	<p><b>Presentation of research findings</b></p> <ul style="list-style-type: none"> <li>• Reflecting, analyzing and answering the proposed inquires</li> <li>• Organized the final report.</li> </ul>	
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## Annex 6 Grading Scale

### Vocabulary

<b>Quantitative score range</b>	<b>Qualitative score range</b>
10	Superior
9	Excellent
8-7	Average
6-1	Below average

### Game based language learning app

<b>Quantitative score range</b>	<b>Qualitative score range</b>
81%-100%	High level of using the platform
61%-80%	Expected level of using the platform
41%-60%	Moderate level of using the platform
21%-40%	Unexpected level of using the platform
01%-20%	Low level of using the platform

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