

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“Impact on Vocabulary Acquisition on University A1 EFL Students’
Performances Through Games”**

PROYECTO DE TITULACIÓN

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DEDICATION

I dedicate this study to my God Jehovah, my sweet daughter Abigail, my dear parents Sonia and Xavier, and my thoughtful husband Freddy.

Sonia Martínez Abarca

I would like to dedicate this research work to God and to my dear parents Brenda and Luis.

Wendy Sánchez Cano

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Sonnia Martinez Abarca.

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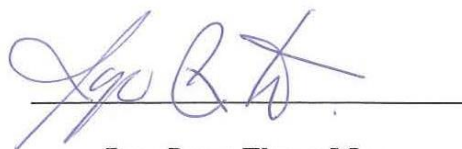
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Abstract

Throughout human history, people have been using games for entertainment purposes; however, games have always had an intrinsic educational nature. Due to this nature, individuals have created games for educational purposes with a positive reinforcement of motivation, engagement, and fun. Consequently, experts observed that games are excellent tools for learning (Hamdaqui, Khalidi, & Bennani, 2014).

This action research study explores the results of using games to teach vocabulary to young adult students of English as a foreign language with low proficiency level and learning motivation problems. This investigation compared the results of teaching vocabulary with educational games in contrast to the traditional methodology. The participants were university students from two intact classrooms of the A1 level of English proficiency (Basic level of English according to the Common European Framework). To carry out this study, it was necessary to oversee a control and an experimental group. The experimental group received vocabulary lessons through games while the control group learned vocabulary through the traditional methodology and the instructors did not use games in the class. The researchers applied a pre-test and posttest vocabulary on students. The investigators compared the test scores, and they used a Likert scale questionnaire to explore students' opinion about the use of games for vocabulary learning. The use of statistics allowed having an analysis of the results of this study.

Findings showed that students, who acquired English vocabulary through games, obtained better scores compared to the group who learned through the traditional methodology. Besides, the results of the Likert scale questionnaire revealed that students agreed with the proposed hypothesis. Students responded that they felt motivated and challenged, they also expressed that games helped them to

learn vocabulary words more efficiently. This study showed positive effects of including games in a university classroom context. Therefore, instructors should incorporate games into their practice to facilitate learning.

Abstract

A través de la historia de la humanidad, las personas han estado usando juegos mayormente con propósitos de entretenimiento, sin embargo los juegos siempre han tenido una naturaleza educativa intrínseca. Debido a esta naturaleza, las personas han creado juegos para propósitos educativos, con un adicional de motivación, atractivo y diversión. Consecuentemente, los expertos han observado que los juegos son herramientas excelentes para el aprendizaje. (Hamdaqui, Khalidi, & Bennani, 2014).

Este estudio de investigación acción explora los resultados de usar juegos para enseñar vocabulario a estudiantes jóvenes adultos de inglés como idioma extranjero, con bajo nivel del idioma y problemas de motivación para el aprendizaje. Esta investigación comparó los resultados de enseñar vocabulario con juegos educativos en contraste con el método tradicional. Los participantes fueron estudiantes universitarios de dos grupos intactos con nivel A1 (nivel básico de Inglés de acuerdo al Marco Común Europeo). Para llevar a cabo esta investigación fue necesario estudiar un grupo experimental y otro de control. El grupo experimental recibió lecciones de vocabulario en donde se usaron juegos, mientras que el grupo de control aprendió vocabulario con el método tradicional de enseñanza y no se utilizaron juegos en la clase. Las investigadoras aplicaron un pre y post test s a los estudiantes. Las investigadoras compararon los resultados y usaron un cuestionario de escala de Likert para explorar las opiniones de los estudiantes acerca del uso de juegos para el aprendizaje de vocabulario. El uso de Estadísticas permitió el análisis de los resultados de este estudio.

Los resultados mostraron que los estudiantes a quienes se les enseñó vocabulario en Inglés por medio de juegos, obtuvieron mejores calificaciones

comparados con los que se les enseñó por medio del método tradicional. Además, los resultados del cuestionario de la escala Likert revelaron que los estudiantes estuvieron de acuerdo con la hipótesis propuesta. Los estudiantes respondieron que se sintieron motivados y con deseos de mejorar, ellos también dijeron que los juegos les ayudaron a aprender palabras de vocabulario de una manera más efectiva. Este estudio mostró los efectos positivos de incluir juegos en el contexto del salón de clases universitario. Consecuentemente, los instructores deben incorporar juegos en su práctica para facilitar el aprendizaje.

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Table of Abbreviations

A1	Basic English Level according to the Common European Framework
CES	Consejo de Educación Superior
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	Native Language
L2	Second Language

Definition of terms

Adult: An adult is a person over 18 years old (Cambridge Advanced Learner's Dictionary & Thesaurus).

Comprehensible input: means that students can understand the core of what is being said in the L2 language (Silsüpür, 2017).

Linguistic competence is the knowledge of grammar and words that allow students to understand and use language (Li & Song 2007).

Serious Games: are games used for a specific purpose (Hamdaqui, Khalidi, & Bennani, 2014).

Sociolinguistic competence is the learners' ability to interpret the social meaning and use the right language in different situations (Li & Song 2007).

Chapter 1 Introduction

Based on our experience as educators, low level of proficiency and motivation to learn a new language that is compulsory for universities in Ecuador have been significant obstacles for students to overcome. There are many reasons for that lack of motivation and effectiveness. Indeed, students regularly express that learning English is too difficult and therefore it turns into a boring and dull task. Therefore, low level of vocabulary retention is a major problem among public university students.

On the other hand, Ecuadorian public university communities are worried about the recent regulations of the Council of Higher Education, (CES, Consejo de Educación Superior). This law includes an English sufficiency test when university students have attained 60% of progress in their degree programs (Reglamento de Régimen Académico. Artículo 31, 2014).

According to the researches' experience, a considerable number of the students of public universities do not reach the required English level at the sixth semester of their degree program. Moreover, there is another concern of the community, which is the few job opportunities in the country. Therefore, students who reach a high English level would have greater possibilities of getting a job. Besides, with a high level of English, students will be able to investigate different sources of information to improve the curriculums of the various degree programs with more updated scientific, technological and innovative knowledge. Furthermore, learners would be prepared to reach national and international standards.

Some possible causes of students not reaching the expected level of English required by the CES are: (1) the poor and traditional methodologies used for English instruction in elementary public schools and high schools since most students of the Business Administration degree programs come from these settings. This situation is a big problem faced by the teachers of this institution; (2) a negative attitude towards

English vocabulary learning. Students consider it too difficult, unimportant and therefore boring. Regarding this topic, Akay and Toraman (2015) stated that Business Administration students do not have a positive attitude towards vocabulary learning because they think that their career does not require English knowledge in a formal context. Thus, to overcome these difficulties, educators should use the appropriate tools to change learner's attitudes towards learning vocabulary (Gardner & Lalonde, 1985). Alemi (2010) acknowledged that within an English as a Second Language (EFL) context, vocabulary is the most difficult part of learning an L2 second language. The author also emphasized on the concept that knowing and mastering vocabulary will directly influence the success of learning a foreign language. Al-Shaw (2014) argued that memorizing new words is not an effective procedure; therefore, learners should use other learning strategies that will help them increase vocabulary acquisition.

Literature shows that there has been an increase in the use of serious games for education; it has become a new trend lately. The intrinsic nature of games lets players learn different skills. When experts write about serious games they are not just talking about video games, they include other kinds of games, such as board games, card games and others used for educational purposes (Hamdaqui, Khalidi, & Bennani, 2014). According to Zack Hiwiler (2015), from simple card games to more complicated ones, all players use probability as a core for playing them, which increases motivation. The results of serious games applied to education have increased their use as an effective learning tool.

English as a Second Language (ESL) and EFL experts consider games as a tool used inside a classroom to increase the motivation of learners. Alemi (2010) acknowledged that games are fun and this learning strategy will help students to learn more. Likewise, games can be enjoyable for children, young learners, and adults. Indeed, word games are one of the techniques used to reinforce and improve the acquisition of vocabulary. The author also emphasized on the idea that

educational games develop the use of language, and in that sense, games bring authenticity to the classroom. In essence, games will encourage students to play, practice grammar, vocabulary and develop their target language (L2) communication skills. Besides, Alemi pointed out that serious games should be implemented in classrooms where attention is hard to attain and even harder to retain. Similarly, games allow and motivate weak and shy students to participate in the process of learning (Alemi, 2010).

1.1 Statement of the problem

As experienced English educators, we have observed relevant issues with public university student's knowledge of English. Learners' attitudes show little interest to learn the language for different reasons: they think it is boring, too difficult or a waste of time. Furthermore, low level of English and lack of motivation have been a significant obstacle in the students' learning process and achievement of their educational objectives. Consequently, university authorities are worried about students not being able to graduate or not getting more and better job opportunities.

This study had personal importance. Because in our long experience as teachers, we have witnessed the advantages, that teaching through games have had, not only vocabulary but also other subjects such as grammar, history, accounting, and anatomy. Games showed an immense value for learning, but it has to be proved. This study with its research methodology tried to show these advantages among university students.

Therefore, this study intends to help students understand their English learning process to lead learners to attain better grades and to enhance their English proficiency in vocabulary. The researchers of this study seek to improve the teaching practices through the systematic study of these A1 English students.

1.2 Purpose of the Study

The purpose of this study is to improve students' performance on vocabulary acquisition through games.

1.3 Research Question:

1.- Do A1 level students perform better on vocabulary tests after playing games?

1.3.1 Research Hypothesis.

Those students who use games for learning will have a better performance on vocabulary acquisition than learners who will not use games for learning.

1.3.2 Null Hypothesis.

There is no difference on vocabulary acquisition performance among students who use learning games and the students who do not use learning games.

1.4 Objectives

1.4.1 General Objectives.

The aim of this study is to improve the performance on vocabulary acquisition of students by using games.

1.4.2 Specific Objectives.

- To prepare and implement lesson plans that include games, in order to improve the vocabulary acquisition of the A1 level students.
- To accept or reject the null hypothesis through the application of a statistical test.
- To administer a Likert scale questionnaire to explore student's opinions about learning vocabulary through games.

Chapter 2 Literature Review

The purpose of this literature review is to establish an appropriate background to support our research. The researchers have read extensively on the topic to be able to analyze the collected data and findings and to draw practical conclusions that will lead us to a better practice. In the process, we have discovered several theorists and investigators that had explained the importance of learning vocabulary as a way of improving and mastering English in this globalized world. Besides, this literature review emphasizes on the concept, the development, and role of serious games; as different studies show through positive findings the advantages of using games with EFL students, especially with adult ones. This review also showed different kinds of word games. The literature review also includes the games that the researchers used in this investigation.

2.1 English as a lingua franca and games as a tool to learn an L2 language

Language is an essential ability that allows individuals to communicate with others. We use language in our daily lives. Therefore, Jena (2013) noted that language plays a crucial role in the life of a person and this author pointed out that humans can communicate his or her feelings through language. Besides, an effective communication through words allows people to form bonds, work in teams, and participate in business meetings. Then, English is as vital as water is necessary for the survival of humanity (Jena, 2013). Besides, Pysarchyk and Yamshynska (2015) claimed that because of the role of language, modern life and labor market requires from young professionals to show good communication skills. As a result, there has been an increasing demand for graduates with high proficiency and excellent English communication skills or other L2 languages. Besides, employers require professionals with enough confidence to be able to speak and do successful business negotiations in the L2 language (Pysarchyk & Yamshynska, 2015). Thereupon, to be able to survive in a modern and globalized world it is necessary to learn a second

language such as English that will allow people to have a better job and do business worldwide.

Nowadays, English is the lingua franca used in commerce, technology, and science. For that reason, many countries encourage the teaching of English among their citizens. Around the world, adults dedicate a lot of time to study and master an L2 language (Keshta & Al-Faleet, 2013). In other words, these authors explained that English had become an international language because it is the mother tongue in several countries and other people in several continents have learned English as a second language. The latest authors claimed that there is a need to use English as a way of being updated and informed about what is happening in any professional field. Furthermore, unemployed graduates must improve the level of proficiency in English as a way to have better job opportunities (Jena, 2013). Jena insisted that teachers and graduates could reach this goal in a better way if the students have an avid interest to learn the L2 language. Consequently, it is necessary that Business Administration students learn English and master this language.

Nevertheless, students are not always interested in learning English. Iran and Mikaili (2011) observed that the lack of interest of the L2 students in learning a second language could be the result of an inappropriate teaching methodology. For instance, some teachers believed that learning only happens in the formal and tense environment. A classroom environment where the teacher is at the center having full control of all learners' activities and the students remain seated quietly is not an appropriate language-learning environment (Iran & Mikaili, 2011). Students might feel anxious and would not be willing to interact with the teacher or other peers (Iran & Mikaili, 2011). According to these authors, this perspective is changing to the concept that educators should use games to reduce the students' stress level. Indeed, when students have fun in the learning process, they can retain new words in a more permanent way (Silsüpür, 2017). Pysarchyk and Yamshynska (2015) claimed that recently, second language curriculum of higher education institutions follows a

communicative approach. However, these authors pointed out that the results show that many graduates have problems when they need to communicate in an L2 language. Moreover, these researchers stay that graduates are unable to understand a person and respond in English to keep a conversation. Therefore, to master the English language and be fluent, teachers should realize that EFL students need a lot of practice (Pysarchyk & Yamshynska, 2015). The higher institution where this study took place also follows the communicative approach and the students show similar problems.

Iran and Mikaili (2011) explained that one of the causes of this communication problem is that for some students to learn vocabulary means memorizing a list of new words without any idea of the real use of this new vocabulary in context. These authors suggested that this learning method might result in the dissatisfaction of the student in acquiring new vocabulary because the student might think that the problem is to have a bad memory. Teachers should consider games as tools that help students to practice the L2 language and give the educator the opportunity of creating several contexts where learners have to use the target language with the appropriate word (Iran & Mikaili, 2011). Furthermore, Pysarchyk and Yamshynska (2015) noted, that educators' main responsibility is to increase the motivation of the students and train learners for the tests and the challenge of their future career. Thus, Pysarchyk and Yamshynska believed that educators should communicate students the importance of mastering a second language such as English and use teaching methods that involve fun activities to help and facilitate the students' language acquisition. This outcome is also the goal of the researchers of this study, to facilitate the acquisition of English vocabulary of A1 Business English students.

Zhou (2012) noted that language educators should also consider that adult students tend to feel insecure when learning a second language such as English. Pysarchyk and Yamshynska (2015) confirmed that this is the case of freshmen

students, which are passing through a period of changes and fear. Indeed, these authors observed, that first-year University learners around the age of 19 are responsible for their actions and choices such as having to decide for a good career that would allow them to get a well-paid job. Then, the researchers reasoned that freshmen students have to adjust to this new stage in their life. In other words, Pysarchyk & Yamshynska explained that the feeling of self-confident, psychological and social adaptation of students would influence the development of social skills that are important to help learners not to be misunderstood, criticized and embarrassed. Thereupon, the rise of physiological and language barriers such as the lack of confidence, lack of experience and fear of making mistakes, can cause problems when interacting with classmates or other people (Pysarchyk & Yamshynska, 2015). Thus, these researchers acknowledge that this situation will cause poor language learning. These are important aspects that the researchers of this study need to consider because the participants of our research are adult students with beginner level in English that are in the first year of University.

For this reason, the best way to teach adults is helping them in the process of learning by using activities where learners have to work together to achieve a common goal while developing their communicative skills within a cooperative environment (Zhou, 2012). Most games have these characteristics. Besides, games rise the interest of the students in the EFL class giving importance to the activities and to what they are learning (Silsüpür, 2017). Besides, teachers used games as a tool to educate, entertain, develop students' social skills, and most important to increase the learners' self-confident (Pysarchyk & Yamshynska, 2015).

2.2 The importance of acquiring vocabulary in the L1 and second language learning

According to Keshta and Al-Faleet (2013), vocabulary plays a key role in learning a second language. Dolati and Mikaili (2011) added that vocabulary is the

element in foreign language learning that links the four language skills, writing, listening, reading, and speaking. Therefore, Alemi (2010) pointed out that vocabulary acquisition is essential for the success of learning a second language. Likewise, Perveen, Asif, and Mehmood (2016) granted that vocabulary would help to improve the language competency of learners and it is indispensable for gaining fluency of the L2 language. Indeed, these authors claimed that when a student knows the meaning of a word, the learner could improve in listening and reading comprehension. Consequently, those students with a high vocabulary skill are capable of reaching better academic performance and develop useful abilities to do real world activities (Keshta & Al-Faleet, 2013).

Yudintseva (2015) noted that vocabulary is an essential element for a meaningful communication in L1 as in a second language. This author also observed that any 20 years old, educated native English speaker knows around 20,000-word families. Besides, Yudintseva claimed that mother tongue (L1) and L2 students learn most vocabulary through several exposures to a word. Indeed, the exposure of the new vocabulary is through different contexts such as listening, reading, and speaking. On the other hand, experts such as Schmitt & Schmitt, (2012), argued that a person learning English as a second language should acquire at least 3,000 high-frequency words, 9,000 mid, and low-frequency words to communicate appropriately in these languages. Therefore, the importance of using practical tools to teach students new vocabulary.

Nowadays, there is a vast interest in knowing the nature and the role that vocabulary play in the acquisition of a second language. However, Keshta and Al-Faleet (2013) observed that academics did not consider vocabulary teaching and learning as important as it is now. These authors reasoned that the lack of interest in vocabulary was due to the grammar-translation approach, a method followed by many instructors in the past. Teachers gave students many words that learners had to memorize immediately (Silsüpür, 2017). Hence, the students learned the vocabulary

by their own and the educators taught vocabulary with a strong emphasis on grammatical rules (Keshta & Al-Faleet, 2013). The latest authors claimed that the problem with this vocabulary learning method was the boredom, the lack of interest of the learners, and the absence of an authentic use of the new words learned in class. Another problem of using this method was that the students were not able to practice the new vocabulary enough, and the students could forget the new words taught by the teacher quickly (Silsüpür, 2017). Because of teaching vocabulary with this traditional method, learners were unable to communicate in the L2 language.

Additionally, Al-Shaw (2014) pointed out other factors that affect student's knowledge level of English, such as students' background and learning styles. Furthermore, Al-Shaw observed that one of the most serious problems of unsuccessful English teaching is the students' lack of motivation to learn new vocabulary, which results in learners' limited vocabulary and inability to communicate effectively in English.

Perveen et al. (2016) admitted that in the last decades, the communicative approach has dominated in the EFL/ESL teaching field and with this new trend the interest in vocabulary has increased and new strategies have emerged, being games one of the teaching techniques most frequently used in different countries with L2 learners. In other words, these authors reasoned that this tendency is the result of acknowledging that the process of learning new vocabulary is challenging and could be boring for students. On the other hand, Al-Shaw (2014) claimed that the recent interest in vocabulary is the result of the fact that researchers have noted many of student's difficulties in both receptive and expressive language because of an inadequate vocabulary, a problem that persists until the students reach a higher level of L2 proficiency.

Moreover, Keshta and Al-Faleet (2013) claimed that enhancing the learners' vocabulary has become a priority in the educational sector because words are the

basis of learning. Indeed, the latest authors observed that knowing a word means that the person can recognize the meaning, retain the new term and use it appropriately. Besides, these authors claimed that vocabulary retention is the primary factor in the process of learning English as a second language and that the quality of the teaching affects the retention of the new knowledge imparted by the teacher to the students. In brief, these academics concluded students must remember and understand the new word in a deeper way instead of just memorizing several words. Therefore, the learning of a new word depends on the teaching procedures, and on how deeply the students process the new word. The students should know the meaning of the word in context and make a connection between the meaning and the form.

Additionally, Rexlin (2015) mentioned that vocabulary is an essential feature in language learning because when a student has mastered this part of the language, the learner improves the performances in other subjects. Rexlin granted that individuals develop vocabulary throughout their life. Then, Rexlin acknowledges that the learners' process of learning vocabulary is easier and more efficient when students notice the words in meaningful learning environments. Rexlin granted that to learn new vocabulary a student should understand the meaning, know the pronunciation and master spelling.

In brief, even though that before some educators considered that students should learn in a formal environment without a laugh and fun activities, this is changing. Nowadays, L2 teachers and experts believe that classroom should be stress and anxiety free to increase the student's motivation. Because language games are fun, this is a useful strategy to reduce stress and increase student's motivation to learn new vocabulary that otherwise students would perceive as difficult or challenging (Ghafoori & Kabiri, 2015). Besides, games allow educators to create contexts to teach language in a meaningful way (Silsüpür, 2017). Moreover, Silsüpür (2017) claimed that people acquire language when individuals understand the

message. In other words, when students obtain comprehensible input. Word games help educators to teach EFL students by making input comprehensible and allowing students to retain the learned words (Silsüpür, 2017).

2.3 What are games?

Defining the nature of games is difficult due to the extensive use of this word in different contexts. Although everyone at different ages has played games in diverse situations through life, it is complicated to define it. For instance, Salem and Zimmerman (2004) explained that a game is a system where players get involved in an artificial environment within artificial conflicts, with rules and quantifiable results. According to Richards, Platte, and Platte (1992) in language teaching, defined games as an organized process of activities that usually have some common characteristics such as rules, a particular objective or goal, competition among the participants where contestants are involved in spoken or written communication. From a more general perspective, games are part of the human culture and encompass several of the human aspirations, needs, and gratifications. Thereupon, these individuals perceived games as a phenomenon that conveys critical issues (Salen, K., & Zimmerman, E. 2004). Then, Ebrahimi and Zamanian (2014) observed that games are a way of life, which rules forced people to develop their mental and motor skills. These authors also pointed out that one of the games' characteristics is that they keep the attention of the players during the whole game. Ebrahimi and Zamanian added that as result of these advantages of using games, teaching through games have evolved into a new method of teaching.

2.4 The emerging of Serious Games

Clark Abt was the first author who used the words serious games together. Abt (1987) observed that games simulate real-life situations. This author noted that they could use games in different contexts such as education, industry or others. Other authors such as Ritterfeld, Cody, and Vorderer (2009) also described them as

fun, educational, engaging and motivating. In other words, the difference between games and serious games is that teachers use the second ones for specific purposes not just for entertaining aims (Hamdaqui, Khalidi, & Bennani, 2014).

Furthermore, Abt (1987) pointed out that an educator who implements games to teach becomes a researcher that observe, analyze and respond to the learner's performance. Additionally, Abt noted that a teacher is a coach that guides and monitors students to use a particular game in an efficient way. Besides, the author suggested that although the observation stage is a long process, the educator occasionally participates as a teaching coach. Then, Abt claimed that students could give and get immediate feedback from partners or teachers. Moreover, the author mentions many other qualities of games such as freedom feelings while they are playing actively, allowing the learning process to flow. In other words, a teacher who uses games in the classroom allows learners to try learning new things and practice taking risks while having fun. Further, it implies that even though educational games are not meant to be entertaining, they will cause this feeling likewise (Abt, 1987).

2.5 Why serious games for adults

Knowles (1973) stated that one of the four principles of Andragogy, which explains the way adults learn, includes the fact that adults' learning is experiential. This process involves non-traditional ways of learning, experiential learning, hands-on activities, and some others that make them move from their seats. Educational games include these kinds of characteristics that reach adults' ways of learning (Abt, 1987). More, Simpson (2015) observed that kid's games are a useful tool that teachers could use with adult students. Simpson also noted that when students are tired and come to class, they are not in the mood to pay attention to the teacher or to be involved in a deep learning process. For this reason, Simpson encouraged teachers to lighten the students' mood and prepare them to acquire new knowledge with

educational games because these are enjoyable, fun, and motivating for the adult student.

With this in mind, Knowles (1913) defined an adult educator as a person who has the responsibility to instruct adults, for example, teachers, supervisors and group leaders. Then, Knowles noted that adult educators have several functions. First, these educators have to identify the students' need to learn a particular subject. Second, the teachers must plan with students' experiential activities that help them reach the desired learning goal. Third, adult educators have a motivational function that consists of creating an appropriate learning environment where students are willing to learn. Fourth, the instructors have to select the most effective teaching methodology and techniques. Fifth, adult teachers need to provide learners with the materials and human resources necessary for the learning process. Sixth, the adult instructor must help the student to evaluate the results of the learning experience.

Accordingly, Knowles pointed out that the adult educators' mission must focus on satisfying the needs and goals of three different groups: the individuals, the organizations, and the society. In this regard, the adult instructor should provide the learner with the skills and knowledge necessary to live comfortably during their life (Knowles, 1913). Besides, a growing number of businesses have recognized that employees who receive constant training will lead to organizational growth. (Knowles, 1913) Therefore, this author reasoned that to train these employees is a critical mission of the adult instructor. Moreover, Knowles (1913) granted that every society needs adults' educators to prepare citizens to cope with the challenge of a modern world. In essence, this author observed that all these aspects are important to recognize that the learning process is a lifelong practice that will lead individuals to a human growth and self-actualization within an educated society.

Correspondingly, Kumar and Lightner (2007) noted that a significant advantage of using games with adults is that active learning activities are a new trend

used by corporations to train the employees. These authors insisted on the idea that corporates highlight the potential of games as a training tool because organizations considered games and fun as a prerequisite for learning in business corporations. Kumar and Lightner believed that college teachers and corporate trainers have the same goals of creating lifelong learners capable of applied what they have learned in the University beyond the classroom. Therefore, if educators decided to ignore games and other active learning tools, the academia will be losing the opportunity to improve student learning and undergraduates will be less prepared to learn through active learning activities later in their career. In brief, teachers should apply interactive pedagogy and use games to prepare students for this form of learning that they might encounter later as future employees of a corporation (Kumar and Lightner, 2007).

Consequently, based on these researchers, learning through games is important for the participants of our study, who are university students from the Business Administration School. These students need to develop their L2 language, but overall, they need to be prepared to learn through games in the case that their future jobs require this kind of training.

2.6 Advantages of using games in language learning

Eberle (2011) claimed that playing develops the mental, social and physical skills of people and educates individuals since childhood and during its lifetime. This author emphasized on the concept that children learn a language through games in an exchange of word with fluent speakers. As a result of this interaction, Eberle claimed that children acquire a new word every two hours through a process of developing the child's linguistic intelligence; process that the kids do with the help of playing, experimenting and mimicking. This endless game, where the parents repeated the words to the toddler, allow them to acquire new vocabulary in a fast rate that at the age of six, children know around thirteen thousand new words (Eberle, 2011). Then,

this researcher observed that games such as Scrabble allow professional players to memorize and store more than 120,000 words, in other words, to develop the linguistic intelligence. Therefore, this author believed that learning institutions should encourage games where curriculum designers focus on developing the students' multiple intelligence. In brief, this author explained that games develops individual skills and talents and should be encouraged inside the classroom.

Regarding multiple intelligence, Eberle (2011) pointed out that people improve their vocabulary using wordplays. This author explained that people play and develop the spatial and visual intelligence through the action of painting, using computer illustrations, jumping rope, catching a ball or by climbing a tree. Moreover, an individual acquires language by the act of playing with words and discovering the natural world through playing and chasing an ant or collecting rocks (Eberle, 2011). This author noted that people negotiate a place in the world and acquire a sense of personal identity as humans by measuring their abilities. Consequently, this researcher suggested that people should consider all the variety of games to benefit from them. Eberle based this idea on Gardners' multiple intelligence theory, which emphasized that humans have different intelligence such as the linguistic, interpersonal, logical-mathematical, intrapersonal, spatial, bodily-kinesthetic, musical and naturalist intelligence.

According to Razmjoo (2008), the students with a linguistic intelligence learn best by seeing words through discussions, debate, and dialogues. Razmjoo also claimed that the learner with a mathematical intelligence learn best by classifying, categorizing and through problem-solving activities, while the student with a visual or spatial intelligence enjoys learning with puzzles and visualizing pictures and colors. Then, this author observed that kinesthetic students learn best through moving around, touching, physical games and hands-on activities. Razmjoo also noted that the student with musical intelligence learn best by listening to music and singing, while the student with interpersonal intelligence enjoys learning through

group games by comparing, sharing and cooperating with other peers. Besides, this author acknowledged that learners with intrapersonal intelligence improve English learning by working alone. On the other hand, the naturalistic student learns best by working through patterns and connections to real life and science matters (Razmjoo, 2008). Therefore, educators need to be aware of the multiple intelligence theory and use different kinds of games to keep the attention of students according to their learning preference.

Gardner (2006) acknowledged that young and old students acquire knowledge with hands-on activities, a process that Gardner named the experiential approach. Gardner also claimed that debates, discussions, role-play and jigsaw are useful learning tools that allow students to work in groups and that focus on the collaborative approach. Eberle (2011) added that playing allows exploration and discovery. Moreover, Gardner observed that the interpersonal intelligence is the ability to notice and understand the intentions, the moods, the motivations and others people's desires. Eberle pointed out that the interpersonal intelligence allows people to play together in a collaborative and cooperative way where games train and develop the interpersonal intelligence of the learners. Besides playing games, encourage students to mingle, organize, and agree in a fun environment (Eberle, 2011). Then, Eberle mentioned some games as Charades that help the participants through playing to be part of a group. In essence, games promote cooperation and collaboration within a learning environment; they force learners to speak and listen. Therefore, this kind of games develops the language and the interpersonal intelligence of the students.

On the other hand, Gardner (2006) claimed that the intrapersonal intelligence is the ability to understand people's mood and feelings. For instance, a kid uses playing, gestures, and drawing to master the linguistic and social codes to be able to structure the world and develop the sense of self (Eberle, 2011). Indeed, some educational games format require students to use gesture or drawing.

Another important aspect of using games in the classroom according to Cook (2000) is that the relevance of games remains in human life because people enjoy their ability to dissociate them from their reality. Therefore, Cook claimed that it is important a new beginning in language pedagogy to take advantage of the universal human enjoyment for “competition, fiction and artifice, repetition and the manipulation and analysis of form” (p. 6).

Besides, Razmjoo, Mehrpur, and Darban (2012) pointed out that academics in the educational, psychological, philosophical and even in the field of history agree that a relationship between cognitive development and games exist. For instance, Vygotsky (1978) suggested that games are a social activity that leads humans to development. Indeed, Razmjoo et al. (2012) based his study in Vygotsky’s social construction of knowledge theory, which focuses on the social interaction, collaboration, dialog and student’s group participation as a way to develop language. Furthermore, games’ social nature requires learners to participate in collaborative and cooperative activities inside the classroom within a learning environment where students might enjoy learning something together (Razmjoo et al., 2012). Thus, learning and teaching are collective social and cultural experiences. Therefore, when teachers use games inside the classroom, they allow students to have a better and global view of the target culture. Moreover, the language that students use during games is similar to the language used at home or with friends unlike the formal language of the class given as instructions by teachers (Razmjoo et al., 2012).

Masri and Najjar (2014) also acknowledged that games and other interactive methods used by teachers in the class develop student’s memory, performance, and social skills. These authors claimed that students receive positive feedback while working together in the activity to reach a common goal. Henceforth, weak students with poor study habits receive reinforcement of the strong students, who model an effective way to work with the learning material (Masri & Najjar, 2014). These authors also claimed that activities inside the class could encourage students to look

for support of other classmates when they study outside the classroom. As a result, games promote the interaction among the students, prize the student for collaborating with other classmates and reward them when they solve a problem (Masri & Najar, 2014).

Furthermore, Masri and Najar stated that games promote cooperative learning with individual accountability where a need for feedback and interdependence of the participants exist. Thereupon, games encourage the social and learning interaction among students of different learning styles, forming heterogeneous working groups (Masri & Najar, 2014). In brief, the teacher that uses games and follows this learning framework helps language learners to develop their social interaction and communication ability.

Likewise, Simpson (2015) pointed out ten good reasons to use games in language learning. First, Simpson claimed that games create an environment where meaningful communication occurs among learners. This atmosphere forced students to communicate with partners and teacher before, during and after the game (Simpson, 2015).

Second, Simpson (2015) explained that games develop two comprehensible inputs in students, such as listening and reading. Therefore, when learners ask for repetition or when giving examples to be able to understand, this process leads to two comprehensible outputs such as speaking and writing. Jena (2013) agreed that language games provide meaningful communication and comprehensible input and output.

Third, Simpson (2015) observed that the process of learning an L2 requires a long-term effort from the student. Therefore, Simpson observed that games are a good tool to raise the interest of the students because learners perceive games as something fun and different from the traditional class activities.

Fourth, Simpson (2015) claimed that teachers could use games in the classroom to develop all the language skills such as speaking, reading, listening, and writing while students learn vocabulary through games. This author also acknowledged that the teacher could adapt the game and focus on one ability or combines them, an aspect that benefits the different types of students in a simultaneous way.

Fifth, Simpson (2015) noted that games are fun and light the mood of students. Sixth, the design of the game lowers the anxiety levels of the students and increases the participation of quiet learners, particularly when using small groups to play games. Seventh, Simpson granted that games are learner-centered focus, because students are highly active and assume the role of leaders and teachers adopt the role of facilitators.

Then, Simpson (2015) observed that the eighth reason to use games is that these help students to practice the language outside the class. Ninth, games boost students' cooperation and the building of teamwork in the class, where students are involved in a healthy competition to reach a goal. On the other hand, this author observed that many games required the individual participation of the members because the format requires that everyone take a turn. Tenth, Simpson reasoned that games fit with the multiple intelligence models, because there are different kinds of games. For example, some games require the use of hands-on activities that appeal to the bodily or kinesthetic intelligence students. Other games focus on the visual or spatial intelligence students. Moreover, group games foment the students' discussion, which implicates the interpersonal intelligence of them (Simpson, 2015).

Similarly, Tuan (2012b) emphasized on three characteristics of games that are advantageous to L2 students. First, Tuan (2012b) claimed that games involve all students in the learning process. Some games encourage students to use their team-building skills and contribute with other classmates when working in pairs or groups.

Other games promote individual work and competition, this kind of games are beneficial for those competitive and highly motivated students. Second, games create a learning environment that gives students the opportunity to develop a peer tutoring process, while learners cooperate and collaborate with others to reach a common goal. Students learn and work together to be able to win the game. Third, games boost students' motivation because games are fun and provide an enjoyable classroom environment. Finally, Tuan (2012b) observed that research shows games as effective teaching tools that facilitate language learning. Al-Shaw (2014) added that the role of educators is the main factor when applying learning strategies in teaching vocabulary. Moreover, Al-Shaw observed that teachers are essential in the process of helping students to be successful in adopting these strategies; and how effectively the students apply them.

In a study, Al-Shaw (2014), showed that the students in the research agreed that games helped them improved the spelling of the new words, have a real interaction with classmates while playing the games and that most of the students wanted to participate and enjoyed to play a game. Then, Al-Shaw concluded that games are an effective vocabulary teaching strategy that improves the students' capability to retain words. The reason given by Al-Shaw was that games have the advantage that students can clarify the words' meaning while interacting with other classmates. In other words, games help students to improve the memorization of the terms, the students' interaction and motivation. Another advantage of using games in the classroom is that games provide some challenge to learners to reach a specific goal (Al-Shaw, 2014). Consequently, this process forced students to be involved in a mental process to get the right answers of the game (Al-Shaw, 2014).

2.7 Serious games, motivation and other affective factors that influence learning

Zhou (2012) addressed the issue of the learners' affective attitudes as one important aspect of today's curriculum reform of education. This change focuses on

the development of students' motivation, self-confidence, and cooperative approach when learning a subject (Zhou, 2012). Moreover, The Socio-Educational Model of Gardner (1985) emphasized on two major factors that affect the learning process: ability and attitude. The second one is involved with motivation, which consists of three aspects: the desire to learn the new language, the effort to learn it and the attitude towards the learning of the idiom. Moreover, Gardner, Lalonde, and Richard (1985) acknowledged that "enjoying the activity in and of itself does not signify motivation ... a motivated individual is one who desires to achieve a goal, works hard to achieve that goal, and enjoys the activity involved" (p. 7).

In an attempt to deepen Gardner's (1985) motivation theory into the L2 teaching field, Cheng and Dörnyei replicated in Taiwan; a study made to Hungarian teachers. In this study, Cheng and Dörnyei did a survey to 387 Taiwanese teachers of English, who were asked to rate a list of motivational strategies according to the degree of importance. Creating a pleasant and relaxed classroom environment was among the top five positions as one of the most important motivational strategies in both studies (Cheng and Dörnyei, 2007). Hence, these authors observed that this motivational strategy transfers across different cultures.

Cheng and Dörnyei (2007) claimed that motivation is the crucial factor for students' success in learning an L2 language. Cheng and Dörnyei insisted on the idea that without motivation even the most brilliant learners would not persevere to achieve a valuable language proficiency, while a motivated student will acquire a useful knowledge of the second language. Therefore, Cheng and Dörnyei (2007) reasoned that motivation is what drives students to learn and to continue until learners acquire an L2 language. Ochoa, Cabrera, Quiñonez, Castillo and González (2016) claimed that highly motivated students would reach a proper proficiency level in the L2 language.

Besides, Al-Shaw (2014) agreed that motivation is a key factor in learning a second language. Therefore, those students that are motivated to learn new vocabulary will have a greater opportunity of succeeding than unmotivated learners. Indeed, Al-Shaw concluded in a study that students increase their motivation to learn new words because games provide a challenge to reach a goal, where students want to get the correct answer and win the game within an enjoyable and fun environment.

Furthermore, Krashen (1982) claimed that in Second Language Acquisition (SLA) affective factors such as motivation, self-confidence and anxiety levels influence the students' success in learning a language. This theory is what Krashen called the affective filter hypothesis. Suwantarathip and Wichadee (2010) insisted on the idea that anxiety in the EFL classroom is a negative factor that interferes with students' acquisition of language because if the student is in an anxious mood, the learner is not going to be able to think clearly. Consequently, learners with a low proficiency level of English become more anxious because these students might perceive English as a foreign language that is challenging to learn (Suwantarathip & Wichadee, 2010). These authors also noted that students who feel anxious in the classroom would eventually dislike the L2 language and could show a lack of enthusiasm for learning the language.

Zhou (2012) noted that L2 students feel motivated in two ways in the EFL classroom. Zou granted that the first form consists in the selection of activities, materials, and content according to students' needs. This author acknowledged that students increase their motivation to learn an L2 language when learners consider the foreign language interesting and useful. The second one consists of a healthy learning environment where students feel confident (Zhou, 2012).

Furthermore, Bahji, Lefdaoui, and El Alami (2013) pointed out at two types of motivation in the learning context. These authors claimed that the first one is the

intrinsic motivation, which these authors defined as an internal drive, condition or need that force humans to take action. The second type is the extrinsic motivation, which these authors described as a force that comes from outside a student and that leads individuals to reach a goal (Bahji et al. 2013). Moreover, Ochoa et al. (2016) observed that the students with intrinsic motivation will practice the L2 language and will become autonomous learners with the purpose of reaching a high level of proficiency. Thus, this motivation comes from within the student. On the other hand, the extrinsic motivation is the result of outside influences such as the need to pass a test (Ochoa et al. 2016).

Additionally, Bahji et al. (2013) observed that some internal demotivating factors affect students, such as low self-confident, negative attitude to the subject, etc.; and external factors such as the learning environment and learning tools among others. Therefore, these investigators reasoned that if a learner comes to the class demotivated, the teacher could increase student's extrinsic motivation by choosing a fun approach to teach the class. Then, the teacher adopts the role of a facilitator, and the role of students change to learn-players or students that learned through games (Bahji et al. 2013). These authors insisted on the idea that when the teacher disregards the motivational factors, students' performance is affected and limited.

Pysarchyk and Yamshynska (2015) agreed with the idea that foreign language learning depends on the student's attitude and motivation. Therefore, EFL teachers' leading objective should be to attempt to understand the sociological and psychological aspects of the learning environment and the student's attitude and motivation towards learning a second language (Pysarchyk & Yamshynska, 2015). For this reason, Pysarchyk and Yamshynska pointed out the anxiety and the lack of confidence of students as language barriers to overcome to make the teaching process more efficient. Consequently, only with the acknowledgement of the existence of these factors educators would be able to realize if there is a need to change the teaching approaches to lower language barriers and have positive results

when teaching English (Pysarchyk & Yamshynska, 2015). With this in mind, Silsüpür (2017) suggested that educators could use language games because when students play, they feel happy and free. Besides, word games can help learners by decreasing their anxiety levels that negatively affect language acquisition of students (Silsüpür, 2017).

In a study, (Silsüpür, 2017) explored the role of word games in second language vocabulary acquisition. Forty-seven Turkish EFL university students from 18 to 21 years old participated in the research. The investigators used online questionnaire and a vocabulary quiz, administered to the control and experimental group, as instruments. The vocabulary quiz results showed that the experimental group who applied games outperformed the control group. Likewise, the questionnaire results reported that the University students preferred learning vocabulary through games instead of the traditional method. Besides, the findings indicated that games decreased the negative feelings of students during the learning period. In essence, this study showed that games help students to be successful in acquiring vocabulary by giving learners the opportunity to learn and practice the new words. The results also showed that games increased students' motivation and the cooperation among their peers in the EFL classroom.

For instance, Alemi (2010) stated that activities such as word games allow the instructor to teach through activities where students decide which words to use in the game. This fact increases the commitment of the student to the learning process and boosts learners' motivation. Moreover, the affective filter will facilitate second language production, because students will feel less anxious and nervous. Indeed, the engagement of the learners will increase, and students will focus on playing the roles of the game (Alemi, 2010). Notably, Masri and Najjar (2014) also granted that games raise the interest of students in the subject. Additionally, Masri and Najjar pointed out that these games allow teachers to create a learning environment where language is useful and significant for the learner. In effect, Al Haj (2011) conducted a study to

explore and solve a problem of motivation with EFL students of a Sudanese school. The study showed that family, educators, teachers' training, educational institutions and the lack of appealing programs; were the main reasons for low motivation in ELF students. Besides, Al Haj reported that games among other activities play a fundamental role in motivating students and in facilitating the learning of the target language.

In another study, Gee (2005) reported three degrees of motivation that digital games promoted in learners and observed that other kinds of learning games share these motivational features. The first stage that the author mentioned explained that when students help with the elaboration of the materials for games, they feel empowered and engaged in their learning development and acquire knowledge throughout the process. Furthermore, in the second stage, Gee claimed that the feeling of own progress or feedback that learners perceive throughout playing learning games is important for motivating students on their learning. Finally, Gee noted that the third stage relates to one of the characteristics of visual games, which let students learn the meaning of new vocabulary words through pictures and by experiences. In other words, in educational games visual aids give context to new concepts, enhancing the learning process of students. Therefore, digital and other kinds of learning games share essential characteristics since they both have the same goal, to improve students' learning practice.

Moreover, Tuan (2012a) claimed that if the educator's methodology is boring is more probable that students' motivation to learn an L2 language decreases, while if learners find the method interesting their motivation and performance will increase. With this in mind, Tuan (2012a) explored the main motivational factors that affected students' English performance and the way to foment these factors. In this study, Tuan (2012a) reported that 94% of the students agreed that motivational activities are important and necessary to increase their enthusiasm to learn English. This author observed that when the investigator asked students, which activities of

their English class they found motivating; most students responded that they liked playing learning games. Then, Tuan (2012a) concluded that if teachers know how to apply and include motivational activities in the class such as games, students could be motivated to learn English.

2.8 Games as Communicative Activities to Teach a Language and motivate students

According to Li and Song (2007), the primary purpose of the communicative language teaching (CLT) approach is to develop the sociolinguistic and the linguistic competence of the learners. In other words, the CLT technique improves students' communicative ability and overcomes the drawbacks of traditional teaching (Li & Song 2007). These authors explained that this teaching method began in 1980 and focused on giving the students the opportunity to practice the target language through a language situation created by the teacher inside the classroom. Consequently, Li & Song suggested that by using CLT students would acquire a good linguistic competence with a proper knowledge of grammar. Besides, learners would improve their sociolinguistic competence to interpret the different linguistic varieties and use the appropriate social meaning to express themselves within a different context (Li & Song 2007). Moreover, Ochoa et al. (2016) noted that communicative activities require students' participation in a variety of language tasks that focus on meaning and form without teacher's intervention and no material restriction. Then, educators should consider games, group and pair work as communicative activities where learners must discuss, speak and listen to each other (Ochoa et al., 2016).

In a research made in Ecuador to study the impact of communicative activities on students' motivation to learn English, Ochoa et al. (2016) reported that teachers and learners believed that communicative activities are motivating. In this research, 180 EFL senior high school A1 and A2 students and 8 EFL teachers

participated. Students felt confident and support each other in activities such as games and group work. According to the educators and student's perceptions, this interaction in the L2 language of the learners with their classmates motivated the students. The students and the teachers ranked games as the most motivating CLT activity since the result showed that these activities allowed students to perform better while using the target language in an authentic and fun way. Besides, educators and students considered that games among other communicative activities help learners to improve the practice of the L2 language in an authentic and fun way. These academics suggested that one of the reasons that students were highly motivated was because they perceived teachers as a valuable source, who helped them to learn the L2 language by giving them advice, explanation of the activities and provide error feedback. In this research, students perceived error correction as the central factor to improve their language acquisition (Ochoa et al., 2016).

Then, these researchers suggested that educators should increase the use of communicative activities such as games to promote the practice of the language and the independence of the students within a friendly and positive classroom environment. Besides, this enjoyable and relaxed environment allows learners to understand the purposes of the activities (Ochoa et al., 2016). Finally, these authors recommended teachers to plan the design of the activity in a way to give learners equal opportunities to participate and interact with each other.

2.9 Games as a cooperative learning tool that foster active participation of students

According to Jong, Lai, Hsia, Lin, and Lu (2013), cooperative learning promotes the dependency and cooperation among students within a learning environment where the members of the group work together to reach the same objective. In games, students are willing and motivated to make a review of the knowledge acquired in class, and this motivation keeps them focused (Jong et al.,

2013). Cooperative learning games foment group discussion where students can exchange knowledge (Jong et al., 2013). Thus, these researchers claimed that to be efficient in cooperative learning activities some aspects must be present: first, the student need to be conscious of the importance of working cooperatively to reach a goal. Second, the assessment must include how learners share resources, work together, divide their task, and take responsibility. Third, students should discuss and help each other when needed (Jong et al., 2013). Then, an effective learning environment where teachers use games in cooperative learning tasks includes students working cooperatively with other classmates, competing for fun and work on their own. In the process, students will acquire knowledge, develop interpersonal, and team skills (Jong et al., 2013).

Additionally, Kumar and Lightner (2007) noted that students who remain seated in class, without interest in the lecture do not reach the level of motivation that will lead them to make an effort. These researchers observed that students would be more alert and attentive in the classroom when learners move around the class, talk to other classmates or participate in a contest. Then, Kumar and Lightner claimed that games are activities that foster active participation of learners, as well as increase collaboration and interaction of students with other peers. Besides these social benefits, games help learners to develop their memory and promote a different interaction among students of different learning styles. (Kumar and Lightner, 2007).

Besides, Kumar and Lightner (2007) acknowledged that students would benefit from other classmates and get feedback when collaborating with other peers to achieve the goal of the activity. Furthermore, the weaker students will learn from the stronger ones, because the activities done in class within a cooperative learning environment can encourage students to support and rely on each other outside the classroom (Kumar and Lightner, 2007). Furthermore, Kumar and Lightner acknowledged that games would promote a different interaction among learners of different learning styles. Kumar and Lightner suggested that to take the best

advantage of games; educators should use them as a learning tool not just as a time filler. For all this benefits games should be included in the class to improve transfer and knowledge (Kumar and Lightner, 2007).

2.10 Steps to design and prepare an effective class by implementing games

According to Abt (1987), the main idea of teaching through games is to create a learning environment where teachers can make experiments and hypothesis inside the classroom; a process that will continue outside the classroom when students do homework. Thus, Abt noted that teachers must prepare and plan the games that are going they are going to use in a class to have effective results. Besides, teachers should know that games are useful tools to summarize concepts taught in an isolated way (Abt, 1987). Then again, the class must be prepared in advance to reach the desired learning goal. Moreover, Masri and Najar (2014) observed that to be successful in a vocabulary class, educators must choose the games carefully, consider the proficiency level and cultural background of learners, the total number of students in the class, learning theme, and classroom environment. Furthermore, these researchers observed that the teacher must set the objectives and procedures because this would allow students to have the freedom to experiment with different solutions. Inside the classroom, students should receive immediate feedback to know if they met learning objectives (Perveen, et al., 2016). Therefore, learners will receive feedback from the results and by designing and playing educational games (Abt, 1987).

Perveen et al. (2016) commented that teachers should also consider that educational language games have a central function in student's acquisition of necessary language abilities. Then, these researchers acknowledged that games have rules that need students need to follow. Moreover, educators should be conscious that students must enjoy playing language games where rules and fun coexist with the purpose of attaining a goal (Perveen, et al., 2016). Freitas and Olivier (2006)

insisted on the idea that to achieve a learning goal, games must fit into a framework that will allow the teacher to evaluate the game effectiveness. For instance, Freitas and Olivier observed that the teacher who is going to elaborate or choose the learning game must think about four important aspects. First, teachers should consider the learning environment. In other words, teachers should consider the availability of recourses for the game and if the context will affect students' learning process. Second, it is important to consider learners' characteristics, their learning styles, the group working systems, and what specific games the teacher must use to support group's learning. Third, educators should plan the syllabus, choose and decide what are the most effective teaching approaches and the learning aims to reach the expected goals. Finally, the teacher should select tools that students will use in the classroom to link real life and games activities. Hence, Abt (1987) observed that a teacher that uses serious games becomes a researcher and a coach. Indeed, the teacher as a game director needs to act as a referee who will solve misinterpretations of the rules of the competition (Abt, 1987). Then, Abt observed that the scoring is critical because it will determine the effectiveness of the students in playing the game. Consequently, players will know who won or lost the game, this aspect will provide the students with a satisfying feeling of closure (Abt, 1987).

Abt (1987) noted that teachers should also be aware that the design and preparation of the game are the first stages, consist of two activities: the passive preparation and the actual design of the game. The previous action requires learning the background material and the rules of the game, while in the latter activity the student is encouraged to identify the variables involved, the interaction among them and the dynamics of this interaction (Abt, 1987). Indeed, this researcher suggested that learners must understand the process and predict the results to be successful. Consequently, this process, the interactions and the relationships of the classmates, students will increase the learners' involvement and knowledge (Abt, 1987).

Comparatively, Simpson (2015) pointed out some aspects to consider when using games in the process of teaching vocabulary. First, the teacher should plan and organized the lesson in advance. Choosing the right game according to the age or the level of the students and the goal of the lesson, takes more time than a traditional vocabulary class; especially when the teacher implements the game for the first time (Simpson, 2015). Then, teachers that implemented educational games inside the classroom must establish learning objectives. The main idea is that games become an effective tool used in the classroom where the students are part of a process of perception, memory, reasoning and gaining of knowledge of new words (Wells & Narkon 2015). Besides, the teacher should adapt the game to the vocabulary that the students have on their books for their level. In other words, the vocabulary within the curriculum that are part of the unit of the students' book.

Second, another important aspect to consider when using serious games is that games should have procedures and rules that the teacher needs to communicate in a clear manner to the students so that the rules and procedures can be followed easily by learners (Wells & Narkon 2015). With this in mind, the educator should know that the rules of the games should be easy to understand by the students and should have a minimum number of rules (Simpson, 2015). Thereupon, Simpson recommends teachers to practice by explaining the rules to a coworker before giving the rules to the students.

Third, teachers must explain students the purpose of playing educational games to learn new vocabulary and the benefit of using games in the students' learning process. Fourth, educators should take into consideration the required and available resources that a game needs (Simpson, 2015). Simpson reasoned that even if the classroom has all the technological equipment, these tools could break down. Thus, Simpson observed that educators should use classic games that are low cost, fun, pedagogically useful and require few resources.

2.11 Educational Games as Vocabulary learning strategy _

Masri and Najjar (2014) acknowledged that learning a language is a difficult job that can leave students frustrated and make them lose interest in the target language. Learning a foreign language requests an enormous effort from learners, who must concentrate, understand and practice the L2 language. Therefore, there is a need for using a strategy that helps students in the process of learning. Simpson (2015) pointed out that vocabulary learning is the central factor for beginners. Indeed, Simpson acknowledged that to acquire an L2 language, learners should transfer all the new vocabulary to the long-term memory. Games could facilitate the challenging process of increasing students' vocabulary knowledge (Simpson, 2015).

Masri and Najjar (2014) confirmed that games have shown to be effective and have given positive results in learning new words. Among some of the positive aspects of using word games, Masri and Najjar mentioned these: games are fun and take place in a relaxed and enjoyable atmosphere. This environment helps students to focus and retain the new vocabulary easily. Then, these researchers noted that the competition that emerges as a product of the game keeps them engaged. As a result, word games enhance the motivation and promote participation of the students because they enable students to verbalize their feelings and opinions. Masri and Najjar acknowledged that games are tools used as icebreakers as well as to introduce new concepts. Moreover, these academics claimed that vocabulary games bring authenticity to the classroom, allowing the learner to improve their communicative skills and the use of language through the practice of the L2 language in a laid-back environment. Similarly, Perveen, et al. (2016) insisted on the idea that vocabulary games bring authenticity to the class, improving the use of English language in an easy-going learning environment that fosters the development of learners' communicative ability. This fact makes games useful because learners have few opportunities to listen and to speak outside the classroom, especially within an EFL context.

Moreover, Rexlin (2015) noted that games allow learners to practice the pronunciation of new words, consult the meaning to the other participants of the games, and practice the spelling of these words. These students get immediate peer or teacher's feedback if there is a misspelling of the new vocabulary. Moreover, Tuan (2012b) noted that the word "use" means the interaction, communication, and practice of vocabulary. Therefore, Tuan (2012b) suggested that educators should present the meaning of the new words to learners and then provide students with the opportunity to retrieve those words in different contexts. Accordingly, Tuan (2012b) emphasized on the idea that if students notice or use a word in a different way that it was presented to them, learners will learn the vocabulary in a better way. Besides, Tuan (2012b) insisted on the concept that the amount of exposure of the new vocabulary to the student can influence the acquisition of new vocabulary. Indeed, Nation (1990) claimed that learners should be exposed to a new word at least five to sixteen times before they could learn and master it. Therefore, Tuan(2012b) granted that games provided students with the opportunity of encountering target words in a fun, competitive and memorable learning environment. Ultimately, games will help students to recall new words and extend their understanding of the vocabulary in meaning and use (Tuan, 2012b).

Besides, Rexlin (2015) noted that L2 teachers follow different strategies to develop the vocabulary of students. Consequently, a teaching strategy that is easy, enjoyable and effective will facilitate the acquisition of new words that the learner will memorize for a long period. Games arouse the student interest, make them involved in the class and create a sense of competition among students (Rexlin, 2015). In fact, Wells and Narkon (2015) claimed that the key aspect of games is that this educational tool is fun and increases student's comprehension in content. The latest authors also suggested that to teach vocabulary through games educators should implement the following elements:

(1) decide on the vocabulary, (2) management of instructional time, (3) preparation and arrangement of the material, (4) review and feedback of the rules and sportsmanship, (5) provide supporting strategies according to the different needs of the students such as visual cues or adaptations of the game.

Wells and Narkon (2015) claimed that the use of games to teach vocabulary rises the motivation of the learner toward learning new words, a circumstance that increases vocabulary learning of students. Similarly, in an action research study that explored the effectiveness of using games in acquiring L2 vocabulary, Perveen et al. (2016) reported the findings that games help students to get familiarized with new words or phrases and enable learners to acquire vocabulary in a better and quicker manner compared to the memorization strategy. The researchers collected the data from 150 students of public schools and five English language educators in Pakistan. Another result revealed that games improve the student's communicative skills as well as motivate students to work and learn new vocabulary by their own. The L2 Pakistanis students also agreed that games were effective strategies that helped learners improve their vocabulary (Perveen, et al., 2016).

2.12 Word games as a technique to teach vocabulary

According to Alemi (2010), the words that educators should select to teach in a classroom are those words that convey key concepts that are part of the class learning content and are useful as well as meaningful for learners. Consequently, the restricted number of words will help students learn and understand vocabulary in a deeper level, which is a principle to increase the vocabulary of learners on a long-term basis (Alemi, 2010). Masri and Najjar (2014) added that word games would allow the educator to meet the particular needs of learners.

In a study, Alemi (2010) reported positive findings of the use of serious games in an EFL classroom. For example, this author observed that the students increase the vocabulary learned using word games. The results showed that the

experimental group outperformed the control group. This investigator concluded that students use several skills in the process of learning and that word games will help learners to improve those skills. For example, games will enhance students' communication skills, memorization and understanding of new vocabulary when guessing the meaning of a word (Alemi, 2010). Besides, this academic claimed that word games would provide positive feedback to students. This author states that the feedback will provide a sense of personal competence and independence; therefore, students will count more on the other learners of the class. Then, the teacher and the other students will guide and help the other apprentices of the class. In essence, the feedback given in word games will increase learners' insights and help them to learn in a better way (Alemi, 2010).

Iran and Mikaili (2011) conducted a quantitative study to identify how educational games could enhance the teaching practice and help learners in the acquisition of vocabulary. The participants were L2 students of a primary school in Iran. Charades was one of the games used with the experimental group. The finding showed an improvement in the learners that used games to acquire vocabulary. Due to these results, these authors concluded that vocabulary has an important role in language learning and lead students to improve the communicative competence. Therefore, teachers could use games as a useful teaching tool in the L2 classroom (Iran & Mikaili, 2011). The study results also showed different degrees of progress of vocabulary acquisition among the students that used games. Then, these investigators reasoned that educators must be selective when choosing a word game to benefit and be more suitable for most of the students. Indeed, these researchers suggested that games are not designed to fit all students of different social backgrounds. In that case, educators should make some changes to the games by considering students' needs, interest, learning topic, the number of students, the level of language proficiency, and the social and cultural context (Iran & Mikaili, 2011).

Yip and Kwan (2006) found in a study that games help undergraduate students to learn more vocabulary in a better way and retain the new words for a longer period. The qualitative and quantitative results showed that vocabulary teaching through games could improve the learning of students.

In another study, Masri and Najjar (2014) also reported positive findings of using word games in two Jordanian primary schools, where the researchers noticed that students had problems in learning new words in English. Masri and Najjar mentioned that the experimental group received classes of English using the word games and the control group received traditional classes. The results showed that the experimental group outperformed the control group. The researchers concluded that to use word games to teach English enhances the learning of the new vocabulary.

Fotovatnia and Namjoo (2013) pointed out that vocabulary lessons and conversation practice do not always keep learners' attention. These researchers acknowledged that to learn a foreign language requires a significant effort from the students during a long time because learners have to understand the lesson to be able to produce the L2 language. Thereupon, teachers have the challenge to make English classes more appealing for students who have different learning styles (Fotovatnia & Namjoo 2013). To solve this problem, teachers that understand these differences should use cooperative and competitive word games to add variety, fun, and enjoyment to these language activities and to increase motivation in learners (Fotovatnia & Namjoo 2013). Indeed, these academics granted that games are an effective and cost saving teaching tool that will attract the students' attention. Besides, Fotovatnia and Namjoo noted that word games provide students in an EFL classroom with the opportunity to use what they learned in class within a communicative context. This aspect increases students' participation and makes the English class more learner-centered. Besides, these authors acknowledged that word games create a positive anxious - free learning environment and improve teacher and learner relationship. Moreover, word games give a teacher the flexibility to use them

as a competitive, individualistic, or cooperative tool when structuring the lesson plan (Fotovatnia & Namjoo 2013).

Fotovatnia and Namjoo (2013) stated that the lesson structure in a cooperative learning classroom uses cooperative games to foment teamwork where students work in groups to reach a common goal. On the other hand, these researchers reasoned that the lesson structure that uses a competitive game fosters an individual competition among the students who want to win, work alone and reach their goal. Moreover, Fotovatnia and Namjoo claimed that some games and language activities help students to learn new vocabulary, make sentences within a discourse. Then, these academics argued that other games such as Bingo help learners to improve their vocabulary but do not improve the communicative ability. Other games help learners to construct a sentence; this is the case of “Memory Chain” where students must add words to the sentence the other students give (Fotovatnia & Namjoo 2013). Finally, these authors mentioned that role-plays and Jigsaws are games that foster students’ competition or cooperation among peers with the aim of solving a task. Besides, this kind of games helps students to create a dialog, solve a clue and use discourse features such as idioms and greeting phrases (Fotovatnia & Namjoo 2013).

In a quantitative and qualitative study, Fotovatnia and Namjoo (2013) explored the impact and effects of two kinds of games on EFL learners’ motivation, attitudes, learning environment and vocabulary acquisition. The participants were 60 male students between the age of 17 and 19 years old. The instruments used were three questionnaires about word games, classroom atmosphere and motivation, one vocabulary test and one interview. The findings showed that cooperative word games allowed learners to participate more actively while playing in groups. Students were motivated, and the learning environment became more relaxed: a condition that could facilitate language acquisition. Competitive games also engaged students to participate more in a stress-free environment, which may have fostered

the learning process. Besides, competition allowed students to focus on word production. In other words, the results showed that cooperative and competitive word games in English classes promote vocabulary gain, increase students' motivation, provide a positive learning environment, and foment a positive attitude toward the teacher.

As word games are good for students' development of the vocabulary of the foreign language, these games are also a useful tool for teachers. Word games will allow instructors to evaluate the learning process of the students. Moreover, teachers will track learner's progress and guide them to achieve their goals while acquiring more vocabulary (Alemi, 2010).

2.13 The role of games in each of the four stages of vocabulary teaching

Tuan (2012b) observed that there are four stages when teaching vocabulary. Tuan (2012b) pointed out that these four phases are presentation, practice, production and review. The presentation is the step where teachers introduce new words to the students (Tuan, 2012b). After the presentation of the meaning of the new terms, teachers need to give learners the opportunity to practice the new vocabulary (Tuan, 2012b). In this second stage, student's vocabulary is activated, and students will transfer the new words from short-term memory to the long-term memory (Tuan, 2012b). In other words, practices ensure the permanent retention of the words. Tuan (2012b) acknowledges memory games as one kind of those practical exercises. In the third stage, production, students are encouraged to complete high-level tasks and produce something own their own (Tuan, 2012b). Words will go from receptive to productive and learners will transfer the new words to the long-term memory (Tuan, 2012b). This author granted that games and role-play are two of the most effective communicative activities used to motivate students to be more involved in the speaking activities to produce familiar words. The fourth stage is the review. In this stage, students have the opportunity to use old language and receive

teacher's feedback (Tuan, 2012b). According to this scholar, methodologists concluded that games and other communicative activities are the best teaching methods used to review vocabulary, making the process more enjoyable and effective for students.

2.14 Kinds of Word Games

The selection of a game is important. When the teacher makes a good selection of a game, students will learn new vocabulary that they might think that are essential and necessary words because, without those terms, learners might lose the game and the goals without reaching the goal (Keshta & Al-Faleet, 2013).

Jena (2013) classified language games into communicative and semantic games. These researchers explained that in linguistic games accuracy is the focal point, while communicative games pay more attention to the exchange of information. Jena stated that when the task of a student consists in giving the right antonym of a word, that is a linguistic game. On the other hand, a communicative game occurs when two students have to identify the differences between two similar pictures (Jena, 2013). In a general approach, Jena reported the following types of language games: Board games such as Scrabble. Sorting and ordering on arranging games where learners must sort a set of cards with products on them and divide the products that people can find in a department store and the grocery store. Guessing games, where one student has to ask 20 questions to guess what is the famous person the other student is thinking of in the game. Information gap games, where one student has information that the other learner needs to finish the task. Matching games, where students have to find a match for the card, picture or word. In matching games students must turn over two cards that face down, the learners' goal is to find the matching pair using their memory. Labeling competitions are similar to matching games, but in this case, students have to match the pictures with the labels. Role-play games, where students must play a role such as a dentist and the patient or

a customer ordering food in a restaurant, similar to what they do in real life situations. In role-plays games, a student uses the vocabulary that they already know and the vocabulary learned in class. The students just need few minutes to be prepared for this task.

According to Tuan (2012b), there are five kinds of games in language teaching and learning: vocabulary games, writing games, reading games, structure games and games to develop students' listening and speaking abilities. With this in mind, it is important for educators to choose the best kind of games that will help reach the aim of a particular lesson (Tuan, 2012b). Among the games that help students to develop vocabulary, and the ones used in this study are the following games:

2.14.1 Puzzle.

Word games such as puzzles, test learner's language ability, promote thinking and increase language acquisition (Keshta & Al-Faleet, 2013). These authors granted that students enjoy using puzzles to learn because these games illustrate useful rules to solve problems in a fun way. These academics noted that research studies have demonstrated that puzzles are essential tools that teachers use to develop different learners' abilities that will help students in their reading, writing, and problem-solving process. Moreover, they added that puzzles would help teachers to keep students' attention in the class.

Keshta and Al-Faleet (2013) concluded in their study that: 1) Puzzles encouraged students to be more autonomous in their process of learning English. 2) Educational Puzzles focus on language use. Therefore, learners improved their communicative skills. 3) When puzzles and competition were part of the class, students got motivated to learn English. 4) There were positive results when students used puzzles because games are fun. Moreover, these authors reasoned that the

correct selection and implementation of puzzles as educational games would support and lead the student to a successful career throughout the curriculum.

2.14.2 Charades.

Charades is a word game used to improve student's understanding and retention of new vocabulary (Chung, 2012). According to Chung, educators should encourage students to learn new words in an inspiring and fun environment through activities that capture learner's attention. Chung added that teachers should use word games as a method to build a classroom culture, where students feel curious and motivated to find and learn the different meanings of new words. In brief, Chung suggested a classroom with teachers who use total physical response activities and made learners play charades, act out and use gestures to acquire new vocabulary.

2.14.3 Pictionary.

According to Simpson (2015), Pictionary is a game that helps learners to remember new vocabulary because of its visual aspect. Besides, Simpson acknowledged that Pictionary is a useful game to teach nouns, as this game force student to draw and then recall new words.

2.14.4 Fly Swatter.

Rezkiah and Amri (2013) stated that Flyswatter is a game that helps learners to acquire new vocabulary in a fun and easy way in which the students are part of competition that keeps the attention of learners during the lesson. According to these authors, the advantage of using this game is that students will learn new vocabulary while improving spelling and the pronunciation of the words. The teacher is a facilitator that explains the rules, gives feedback and corrections about learners' task (Rezkiah & Amri, 2013).

2.14.5 Memory.

Memory is a matching game that helps students to recall and identify new vocabulary (Tuan, 2012b).

This literature review, showed different approaches toward using games with L2 students. Besides, the literature noted the importance of English and the acquisition of vocabulary in an L2 language. Furthermore, this part of the study mentioned the concept and role of games. Most of the cited authors agreed on the importance of using games as effective tools to teach vocabulary and motivate EFL students including adult ones. These authors considered games as communicative activities and as a cooperative learning technique that increased the motivation and engagement of the students. Moreover, this literature review included different scholars that mentioned the advantages of using games and recommended the use of them inside the class. Indeed, this section showed several studies that use games with positive results when researchers applied games to teach vocabulary with EFL learners. This chapter mentioned different kinds of games and included the ones used in this study. Therefore, the researchers of this study considered these investigations to explore the impact of using games on A1 university students to teach vocabulary.

Chapter 3 Methodology and Research Design

The purpose of this study was to examine the role of educational games in learning English vocabulary in university students' classroom. Researchers have done an excellent job investigating the effects of games in children's second language learning. There is abundant literature regarding this matter. On the other hand, there has been little research about the results of using games to teach the second language, specifically on English vocabulary to university students.

Due to the researchers' experience and reality, the ontological position that the investigators bring to this study is the belief that students learn more effectively when they feel comfortable, have a positive attitude, feel engaged and learn with the appropriate educational tools. Besides, the researchers of this study epistemological position are that educators could learn more about the most effective strategies to learn vocabulary by doing a quantitative study with their students. This study uses the appropriate tools for data collection to prove our hypothesis. It will also be deductive, coming from the particular to the general.

3.1 Ethical considerations

As Creswell (2012) claimed, researchers should be ethical during the whole research process. Therefore, in this study, the Director of the English Department of the Business School signed a consent form to authorize researchers to conduct this research with the learners of this higher educational institution.

The students also sign consent forms that included the purpose of the study, what the study will require from the participants, and the educational benefits of the study. Moreover, it informed that the participants will not receive any compensation, that the participation is voluntary and that the students can withdraw at any time without negative consequence. Besides, this consent included that this study will use pseudonyms instead of the students' names to protect their anonymity. Moreover, it

will include what the researchers will do with the data after the research (Creswell, 2012).

Finally, after the research and the collection of data process, the investigators of this study decided to teach vocabulary through games to the control group. Moreover, this study will report the findings in an honest manner, without altering the results to match predictions or favor some groups. Besides, the researchers will give credit to the authors cited in the study. Moreover, as ethical educators, the intention of this study is to transmit to others investigators and practitioners the results and conclusion of this investigation (Creswell, 2012).

3.2 The Participants

This research project was carried out at a public university in Guayaquil, Ecuador, with 52 Ecuadorian Business Administration students from two A1 English level courses. In the control group, this study started with 31 students. There were 21 women and ten men. In the experimental group, this study began with 21 students. There were 15 women and six men. There was an experimental mortality among the students, some of them were absent during the pretest and posttest, as well as during the satisfaction questionnaire. For this reason, the students who were present at the post-test were 19 students of the experimental group and 27 students from the control group. On the other hand, during the questionnaire administered to the study group, 21 students made it.

The students' age average was 19. These students had hours of classes a week, and each lesson lasted 1 hour and 30 minutes. The experiment used intact groups from two courses. The university authorities and participants of this study signed consents forms. In order to ensure equal instructions in both groups, after the intervention, the control group received the vocabulary class using games.

3.3 Research Setting

The setting of this research was a public university in Guayaquil, Ecuador. This study took place in two classrooms of this institution. The investigators collected the data during classes. This environment is convenient for an action research study that seeks to improve the researchers' teaching practice.

3.4 Research Study Design-Data Collection

Creswell (2012) stated that it is relevant to decide which data collection methods to use. Those are the ones that will measure the information that the researchers need to obtain the answers to the research questions.

As Creswell (2012) mentioned, one of the characteristics of a quantitative research "is comparing groups, or relating variables using statistical analysis, and interpreting results" (p. 13). In this case, the investigators will use control and experimental groups to prove the research question. This research intent to improve professional practice and to solve the problem of lack of motivation in English students.

The instruments used in the data collection were the following: the pretest and posttests applied on the experimental and control group. The vocabulary tests that the investigators used were objectives and consisted of twenty items in a completion format with a total grade of 10 points; each question had a value of 0.5 points. The pretest and the posttests were the same vocabulary test for both groups. It took 45 minutes to complete them. Before the administration of the tests, the researchers piloted the test with a similar group of students to improve the validity and the reliability of the study (Tuckman, 1988).

Another instrument was the Likert scale questionnaire. The investigators administered this survey only to the experimental group. In other words, to the group that received the vocabulary classes through games. The Likert scale questionnaire

measured students' level of satisfaction when they play games for learning. Before the intervention, the researchers piloted the instruments with other students group with similar characteristics of the experimental and control group, and they administered them at the end of the course (McKay, 2010). This questionnaire had ten items on a 1 to 5 scale.

Triangulation is a practical way to ensure having a variety of perspectives as well as to have a meaningful and trustworthy study. As Thurmond (2001) stated, triangulation is the process of using two or more data collection strategies to avoid the deficiencies of selecting just one data source. The purpose is to expand the researchers' understanding of collected information and results. Therefore, we used two instruments for this study, the pretest and posttest and the Likert scale questionnaire to increase the reliability and validity of this research as well as to ensure the triangulation of the data. The researchers collected the data in the students' native language to avoid L2 interference.

To explore the effects of games in university learners, we have conducted a quantitative action research study. This chapter justifies the use of this approach to explore vocabulary acquisition through games. First, researchers will examine the quantitative research paradigm and the basic assumptions of it. Next, the researchers will implement an action research study. Finally, the investigators will show the elements of this study that include data collection, data analysis, and interpretation.

For this study, the researchers chose the action research methodology. According to Johnson and Christensen (2004), action research is a model used to find the solutions to problems that educators face in the teaching practice. Besides, it is useful to research about new methods that we could use with these students in order to help them acquire new vocabulary knowledge. Action research design is helpful in improving students' learning problems. Moreover, educators can use the results of this study to help students in their practice.

According to Stringer (2014), action research is a methodical concept that allows investigators to discover effective solutions to daily problems face by researchers in their practice. Likewise, Johnson and Christensen (2004) described action research as aimed at solving complications that teachers might deal within the classroom. Additionally, Creswell (2012) explained that in some action research studies, the principal objective is to resolve some local problems in the teaching practice. Due to the practicality of action research approach, the researchers of this study decided this is the best for the present study, in order to solve the problems that the educators have notice in our daily practice regarding vocabulary teaching and learning.

As Mertler (2009) mentioned, a reflective teacher is a principal actor in an action research study. Besides, this author stated that this method involves deeply thinking about students' situation or problems as well as the way to improve their learning by using different methods. Further, action research connects the theory of the results of the study to practice as it promotes teacher empowerment and professional growth. Due to all these characteristics of action research, the researchers decided to choose it for this study.

Creswell (2012) suggested eight steps for conducting the action research study: (1) Decide if action research design is the most appropriate for getting the desired objectives of the study. (2) Acknowledged a difficulty in the teacher's practice to find the solution throughout the study. (3) Establish adequate resources such as colleagues' advice, literature, and available data to elaborate an action plan. (4) Choose a plan for data collection, selecting the participants, the sample size and deciding what kind of information you expect to obtain from them. Settle the kind of information you need, quantitative, qualitative or both. It is relevant to consider the triangulation among the different ways of collecting data. (5) Gathering data, which includes keeping efficient and effective information. (6) Analyze the gathered data and maybe ask other knowledgeable people to help examining results

and interpret them. Besides, you could use statistics to help decipher collected data. (7) Define a plan of action to implement in the teaching practice, using the results to solve the problem or to share them with other educators or schools. (8) Put the plan into action to calculate the impact on students. Write the findings and share the information with others.

In this action research study, the researchers followed six steps: First, the investigators considered action research as the most used proper approach to solve problems in their teaching practice inside the classroom due to its investigative and practical nature.

Second, the researchers due to their experience teaching English vocabulary to university students noticed the difficulties with their educational practice and the students' problems with vocabulary acquisition. Therefore, the investigators decided to use the action research approach to get to the solution for this problem.

Third, the researchers started investigating the literature available about how university students learn English vocabulary through games. This phase was an important step to determine if the investigators could develop this study with the sufficient suitable information to support their investigation.

Fourth, the researchers chose a plan for data collection. Then, they made a consent form for the coordinator of the Language School to sign, and another one for the students who were going to participate in the study. Appendix A shows the consent letter from authorities. Appendix B shows the consent letter from students who agreed to participate in the study. After that, the researchers decided to elaborate a pretest and a posttest to measure the efficiency of the intervention and to prove our hypothesis: EFL university students acquire vocabulary easier through games compared to the traditional way of teaching. Appendix C shows the vocabulary test used in the pretest and posttest; the appendix includes the answer key. The researchers decided to have a control group and a study group where the participants

were all at EFL first level university students. Besides, the investigators elaborated a Likert scale questionnaire for understanding students' opinions about learning vocabulary with this methodology. Appendix D shows the satisfaction questionnaire.

Fifth, the researchers put the plan into action and started with the pre-test to know how much these students know of the chosen vocabulary. Additionally, the investigators made lesson plans to do the intervention with games. Appendix E through I show the five lesson plans used during the intervention. One of the teachers used five different games in five different sessions to teach target vocabulary; the same teacher taught vocabulary to the control group with the traditional methodology. The educators also applied the posttest to the two groups to measure and compare the vocabulary acquisition of these groups, the study group with games and the control group with the traditional way of teaching. The researchers administered a Likert scale questionnaire to the study group, to understand students' opinions about learning vocabulary through games.

Sixth, the investigators analyzed the gathered data, tabulated the pretest and posttest and the Likert scale survey. Appendix J shows the grades obtained by the students in the experimental group and the average. Appendix K shows the grades obtained by the students in the control group and the average. Appendix L shows the students' responds of the satisfaction questionnaire.

3.5 The Vocabulary Study Program

The researchers did this study with the experimental group of 19 students, teaching vocabulary through games. The investigator did the intervention using five different games with this methodology, but with the control group of 27 students, the investigators taught vocabulary in a conventional way with book exercises and explanations. The study lasted four weeks. The name of the five games that the researchers used to teach vocabulary to the study group was Fly Swatter, Memory, Charades, Puzzle, and Pictionary.

3.5.1 Fly swatter.

As Mansourzadeh (2014) mentioned, visual aids, especially pictures are essential instruments to increase vocabulary acquisition and understanding of new words due to the inclusion of reality into the classroom. They also attract the attention of students to the target words. Besides, this author stated that there are many advantages with the use of pictures for vocabulary teaching because they are accessible, economical and the diversity of them.

Fly swatter is a game that uses pictures or words. In this case, the researchers used pictures as visual aids to help students learning the meaning of the new words, taking advantage of the pictures, practicing listening and writing with the target words. First, the class before, the educators asked students to bring pictures of the vocabulary list. Second, the next class students arrived to class and started pasting the pictures on the board. Third, the teacher separated the students into three groups, each one with one color: red, black and blue. Fourth, one person from each group came to the board, and the teacher gave one fly swatter of the corresponding color of the group. Fifth, students participating faced the board and the teacher called the vocabulary word three times. Sixth, students started looking for the picture that matches the word. Seventh, the student who found the matching picture first slapped it and won one point. Finally, the learner who won had to write the word under the picture correctly to obtain another point. All the students participated in turns and the game ended when the teacher finished calling all the vocabulary words. The winner group won an extra point for class participation.

3.5.2 Memory.

As Sadeghi and Farzizadeh (2013) found in their study, despite the various learning styles students prefer, reinforcing traditional methodology with different kinds of visual aids would help students embody the new vocabulary. They also

stated that mixing different types of visual aids in diverse activities ease vocabulary acquisition.

Therefore, the teachers used the game named memory because according to the characteristics of it, learners will be in contact with visual aids including pictures and written vocabulary words. Moreover, this game involves listening and pronouncing the words. This game combines the four skills.

The teacher started this part of the intervention with this game by sending students to elaborate cards. The students had to make 15 cards of the vocabulary words and 15 of the pictures representing the words in colors. This step is very important because while students elaborated cards, they wrote the words and found the correct picture for each one. As a result, the learners started acquiring vocabulary in the process.

Next class, first the teacher asked students to use just one group of cards to play in pairs, they must shuffle the cards and place them upside down in disorder. Second, they started playing the game in turns, flipping two cards at a time and pronouncing the words aloud. Third, if the picture and the word matched, the student had to take the two cards and had another chance. Finally, after taking all the cards, students counted the cards they got, and the winner was the one with the highest number of cards.

3.5.3 Charades.

According to Schippers et al. (2009) investigation, physical body language improves the semantic perception of the spoken language. Therefore, the teacher made our students from the study group play the game Charades, in this game students have to act out the given word and the other members of the group have to guess the word. Thus, students use body language to improve their perfection of the language.

First, the teacher gave instructions of the rules and the way to play the game. Second, the teacher divided the class into three groups and one member of each group must go to the board. The teacher showed the word, and the student had to act out the words and the other members of the group had to guess the word in 30 seconds. All the students must participate acting out the words and guessing. Third, after one learner guessed the word, he or she had to go to the board and write it correctly. Finally, the group that obtained more points was the winner.

3.5.4 Puzzles.

There are many studies regarding the use of puzzles to teach vocabulary effectively. For example, Tabtimsai (2003), used this methodology to teach vocabulary after reading obtaining great results. More, a study made by Williams (2007), found as a result that students who took advantage of playing puzzles for vocabulary acquisition had better performance in the tests. Further, Orawiwatnakul (2013), in his study discovered the use of puzzles for vocabulary learning as a great tool for acquiring the knowledge and motivation.

Since the good results obtained using puzzles for vocabulary learning, we decided to use this methodology for our study. First, the teacher asked students to bring the new vocabulary words to learn on one part of the puzzle and the definitions on the other part. Second, the instructor paired students. Third, the students used just one group of cards and shuffled them. Fourth, the students started matching the words with the definitions as fast as they could. Finally, the three groups that finished first and gave the correct answers won.

3.5.5 Pictionary.

According to Garner (1995) and his multiple intelligences theory, people learn in different ways, one of them is visual learning. Experts agree that using pictures or drawings for vocabulary learning is a meaningful tool. Therefore, the

investigators decided to use Pictionary as a method for vocabulary teaching. In this game, students can draw and see the drawing of the target words as they label with the correct words the ideas represented by the drawings. Moreover, motivation rises among participants, and the class environment is appropriate to learn.

First, the teacher explained the game to students. Second, the educator formed the groups and told them that one student from each group must come to the board in turns. Third, the teacher showed the word to the students who came to the board, and he/she started drawing. The members of the group had 30 seconds to guess the word. Fourth, when they guessed the word, one student went to the board and wrote the word. Finally, the group that guessed more words was the winner.

3.6 Data Analysis

This study, in order to prove the hypothesis used the student t-test at a significant level of $p < 0.05$.

In this chapter, the investigators could analyze the method used for data collection, the validity, reliability, and trustworthiness of the study. The researchers also considered the characteristics of participants of the study, the setting and the different interventions that they did in order to prove the hypothesis.

Chapter 4 Findings and Discussion

This chapter showed the different outcomes that the researchers of this study found after using the researching methods for the study. The goal of this study was to understand if games improve vocabulary acquisition in adult EFL learners.

The purpose of this study is to improve students' performance on vocabulary acquisition through games. The Research Question is: Do A1 level students perform better on vocabulary tests after playing the games? The Research Hypothesis is: Those students who use games for learning will have a better performance on vocabulary acquisition than those students who will not use games for learning. The Null Hypothesis is: There is no difference in vocabulary acquisition performance among the students who use learning games learning and the students who do not use learning games.

Table 1 and 2 summarized the results.

Table 1

Results of the Posttest with the Experimental and Control Groups

Groups	Number	Mean	Standard Deviation
Experimental	19	7.3158	2.4107
Control	27	5.8519	2.2905

Note: This table show that the mean of the experimental group is 7.3158, and the mean of the control group is 5.8519.

Table No 1 explains the outcomes showing the number of students in the study, for each group, the control, and the experimental group. Besides, there are the two means of the results of the average of student's grades compared between the posttests of the control and experimental group. An average of 7.3158 for the

experimental group that received the vocabulary classes through games, and a mean of 5.8519 for the control group that received the vocabulary classes through the traditional method. The average of the experimental group shows that the average of the grades of the vocabulary test is higher than the mean of the grades obtained by the control group. In other words, the experimental group that received the vocabulary classes through games outperformed the control group who received the vocabulary classes through the traditional method. Finally, the table shows the standard deviation of the findings.

The student t-test gave a t value of 2.09 with 44 degrees of freedom at a p-value of 0.021, and only takes into consideration the posttests of the experimental and control group. Regarding the results above, the value is significant and the students who received the vocabulary classes with games obtained a higher score compared to the students who had the traditional methodology for vocabulary learning.

The results of the pretest are taken into account to know if the experimental and control group are homogeneous or the same.

Table 2

Results of the Pretest with the Experimental and Control Groups

Groups	Number	Mean	Standard Deviation
Experimental	15	4.1667	2.3954
Control	27	3.2593	1.7286

Note: This table shows that the experimental group and the control group are homogeneous.

The table above shows that the experimental and the control groups are homogeneous because the means of both groups are similar. In other words, the average of the vocabulary test administered to the experimental and control groups

before the vocabulary classes were alike. These results show that the vocabulary knowledge of the experimental and control group was similar.

Therefore, the comparison of Table 1 (results of the posttest) and Table 2 (results of the pretest) reported a higher increase for the experimental group. The experimental group obtained a mean of 4.1667 in the pretest and an average of 7.3158 in the posttest after the vocabulary classes through games. In comparison to the average of the control group of 3.2593 in the pretests and a mean of 5.8519 in the posttest after the vocabulary classes through the traditional method.

Therefore, this study answered and proved the hypothesis that using games improved students' performance. They clarified the results and had visual and numerical references for testing the hypothesis. Therefore, the investigators reject the null hypothesis and accept the alternative hypothesis.

4.1 Likert Scale Questionnaire

The following figures show findings of the second data collection method, administered to the experimental group. The Likert scale questionnaire measured student's satisfaction of using games for vocabulary learning. The questionnaire had ten questions with the scale from one to five; one means the students totally disagree with the question and five means the students totally agreed with the question.

Question 1: Me gusta ganar los juegos y eso me motiva a estudiar más el vocabulario. I like to win the games because that motivates me to study vocabulary harder.

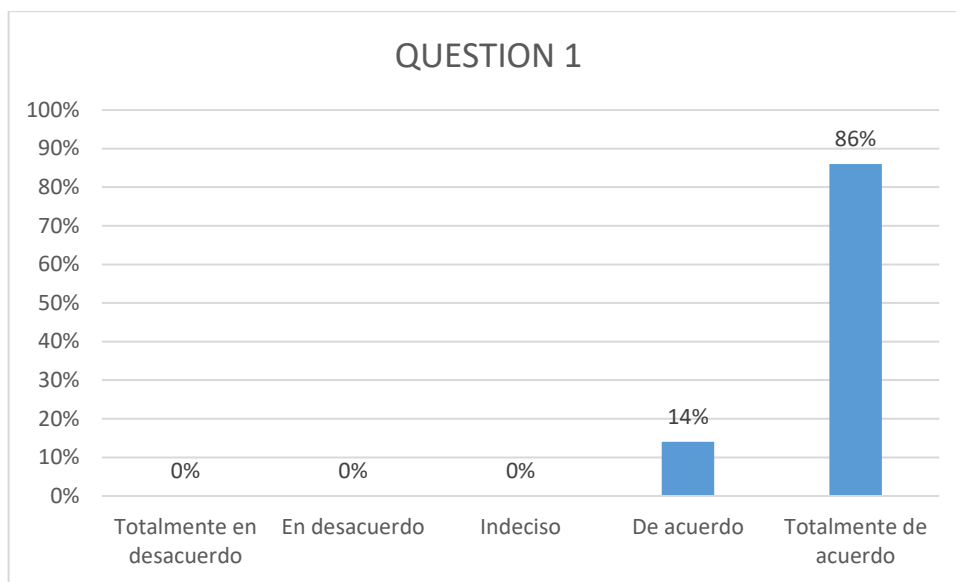


Figure 1: Results of Question 1.

As figure 1 above shows that the 86% of students answers totally agreed with the idea that they enjoy winning games and that this fact motivates them to learn vocabulary. Muñoz-Merino et al. (2014), found in their study that competition could increase motivation to learn among students with positive emotions.

Question 2: Los juegos didácticos de vocabulario me dieron la oportunidad de interactuar más con mis compañeros y a hablar más en inglés y por lo tanto practicar el nuevo vocabulario. The vocabulary educational games gave me the opportunity of interacting more with my classmates; talk more in English, and as a result practice the new vocabulary.

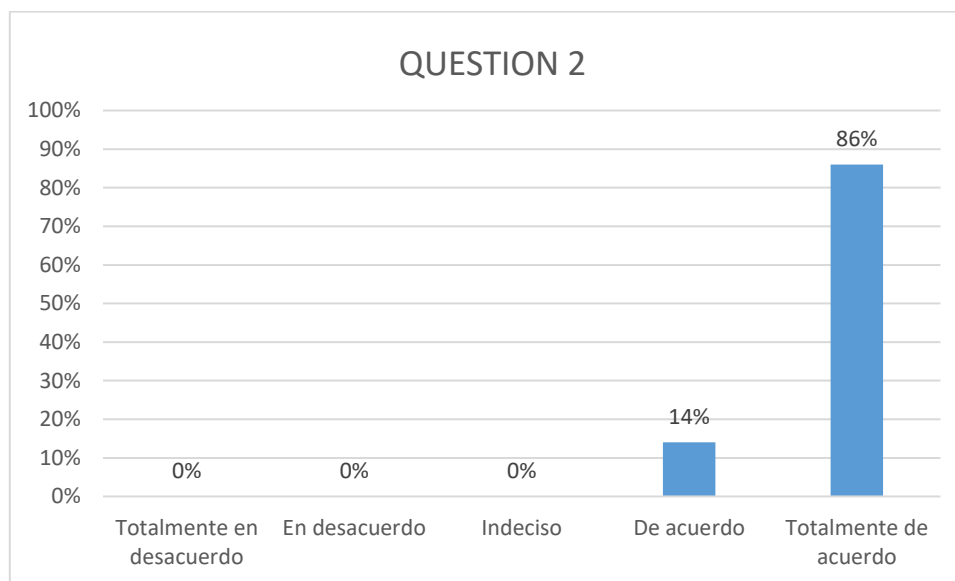


Figure 2: Results of Question 2.

As figure 2 shows, students who were part of this study realized that games are interactive activities that allowed them to talk and practice in English. Therefore, 18 students (86%) agreed or strongly agreed with statement number two. According to Brookes and Moseley (2012), a large group of players promote collaborative learning; students have the opportunity to communicate in the target language specifically using the vocabulary words. It is important to highlight that they have the chance also to rehearse listening and pronunciation of new words to introduce them to their vocabulary baggage.

Language games encourage interaction student-student and teacher-students. Some games require students to play in groups, involve learners in cooperative learning activities and allow them to express their opinions and ideas using the target language (Hanus & Fox, 2015).

Question 3: El usar juegos didácticos mejoró mi concentración y esto me ayudó a aprender más las palabras y frases del vocabulario. Using educational games

improved my concentration and this fact helped me to learn more words and vocabulary phrases.

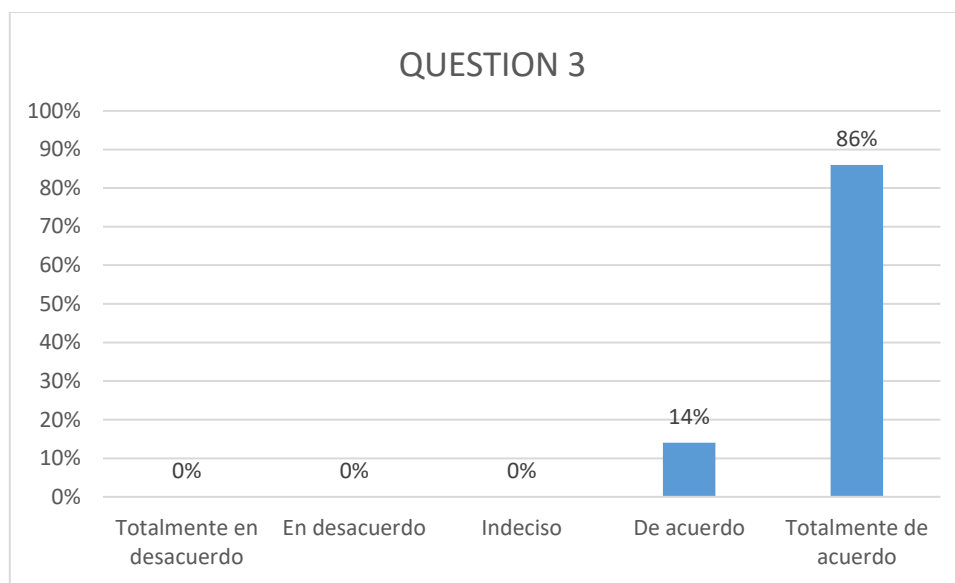


Figure 3: Results of Question 3.

The results of question 3 in figure 3 showed that 18 students (86%) acknowledged an increase in their concentration in the new words. Therefore, it promoted new words and phrases acquisition. The result of a study of a meta-analysis of the cognitive effects of serious games revealed that they draw to a well-structured previous expertise where students can build their new language knowledge (Wouters et al., 2013).

Question 4: Me parece divertido el aprender el vocabulario por medio de juegos didácticos. It is fun learning vocabulary through educational games.

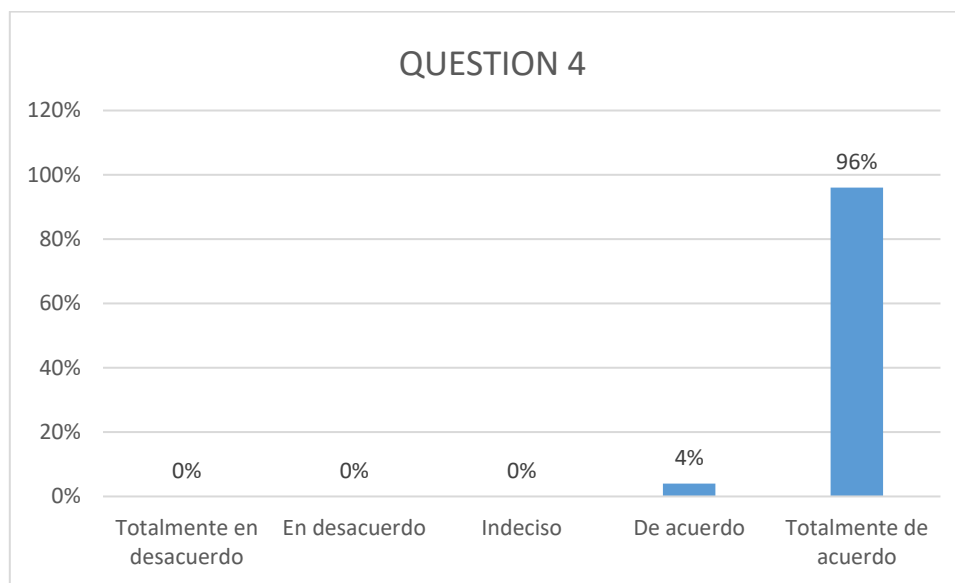


Figure 4: Results of Question 4.

As shown in figure 5, Most of the students (20 – 96%) that participated in this study totally agree with the idea that games help them learn vocabulary easier, because they have fun and acquire knowledge at the same time. Hanus and Fox (2015) stated that games decrease anxiety promoting language acquisition. Besides, they claimed that because their motivational and entertaining nature, games could help even timid students to participate. Furthermore, they facilitate teachers to create a practical and purposeful context to learn vocabulary in the target language.

Question 5: Se me hizo más fácil aprender y memorizar el vocabulario debido a los juegos didácticos. It was easier for me to learn and memorize vocabulary through learning games.

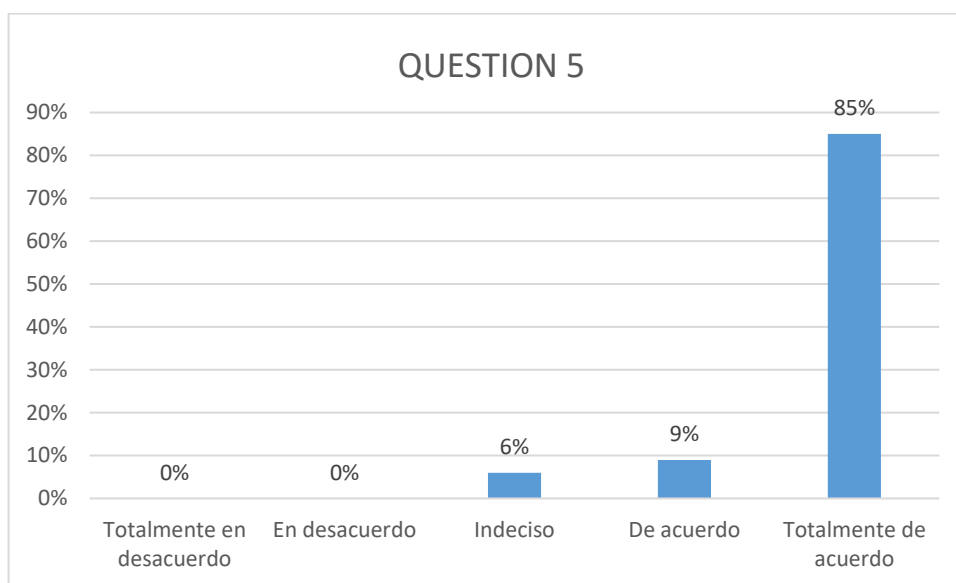


Figure 5: Results of Question 5.

As shown in figure 5, according to the answers to this question, students assessed their learning through games. 18 students corresponding to the 85% totally agreed with the fact that games made them easier to learn and memorize the vocabulary. Due to its nature, this question made students think about their learning process, in other words, self-assess. Self-assessment is highly relevant for students' learning, and as a way to engage learners in the subject (Boud, 2013).

Question 6: De acuerdo a su experiencia en el curso, aprendió más fácilmente el vocabulario elaborando y participando en juegos de vocabulario. According to your experience in this course, did elaborating and participating in vocabulary games facilitated the vocabulary acquisition?

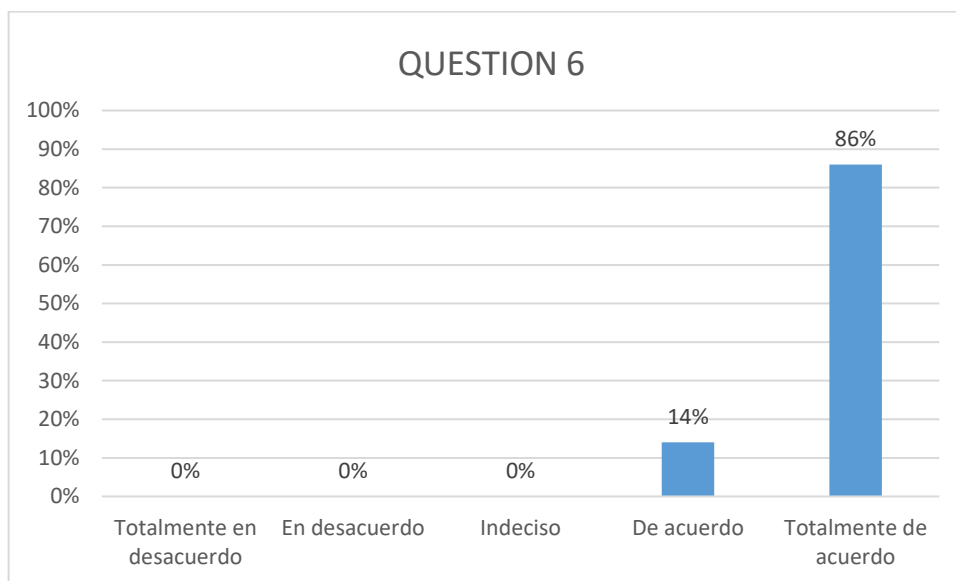


Figure 6: Results of Question 6.

As shown in figure 6, most of the participants (18-86%) of this study totally agree with question 6 that implies that students learn vocabulary easier by making their learning materials such as vocabulary word cards, and by playing vocabulary games. According to a study made by Humphrey (2016), claimed that students who made their vocabulary word cards to study; learn twice as much as students who did not use and elaborate them. This technique received the name of the direct method of vocabulary learning.

Question 7: Recomendaría este método de enseñanza a otros profesores para que lo apliquen con sus estudiantes. Would you recommend this teaching method to other teachers to use with their students?

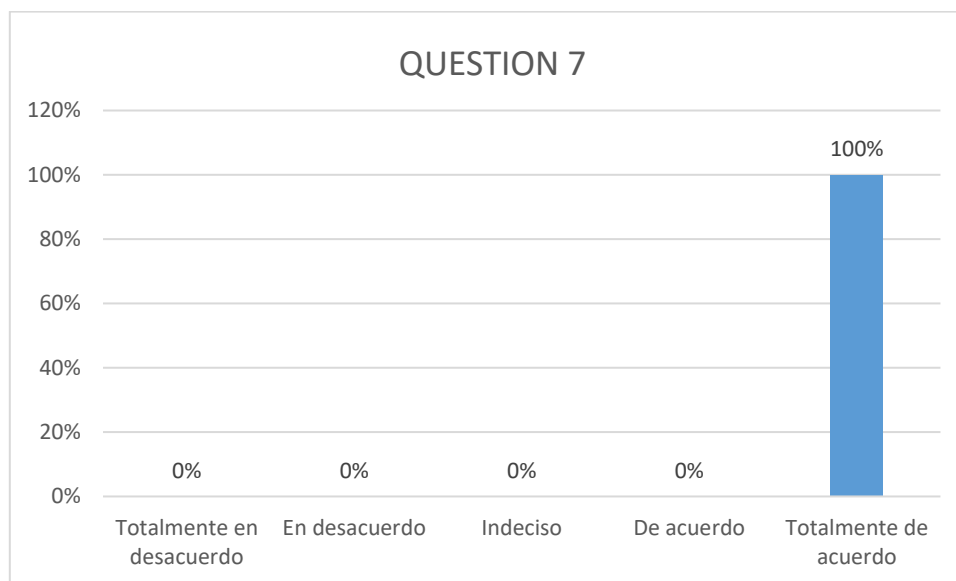


Figure 7: Results of Question 7.

As shown in figure 7, all students would recommend this method of teaching vocabulary through games to other teachers, to use it with their students.

Question 8: Prefiero que me enseñen vocabulario con el método tradicional y no con juegos. I prefer that educators teach vocabulary with the traditional method and not through games.

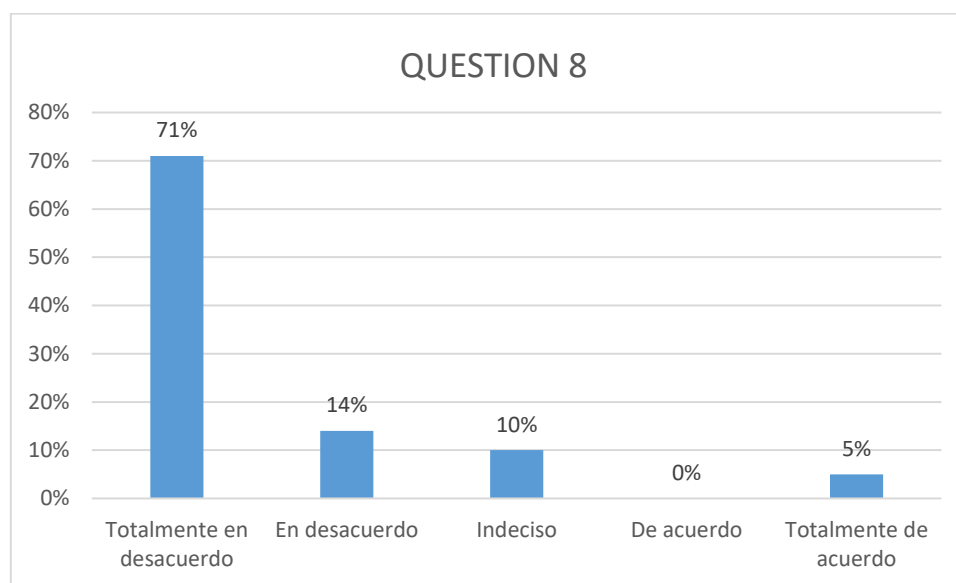


Figure 8: Results of Question 8.

Most of the learners (15 - 71%) who participated in the study disagreed with the idea of learning vocabulary through the traditional way instead of learning vocabulary through games. (See figure 8.)

Question 9: La elaboración del material para los juegos también me ayudó a aprender vocabulario. Making material for vocabulary games also helped me to learn vocabulary.

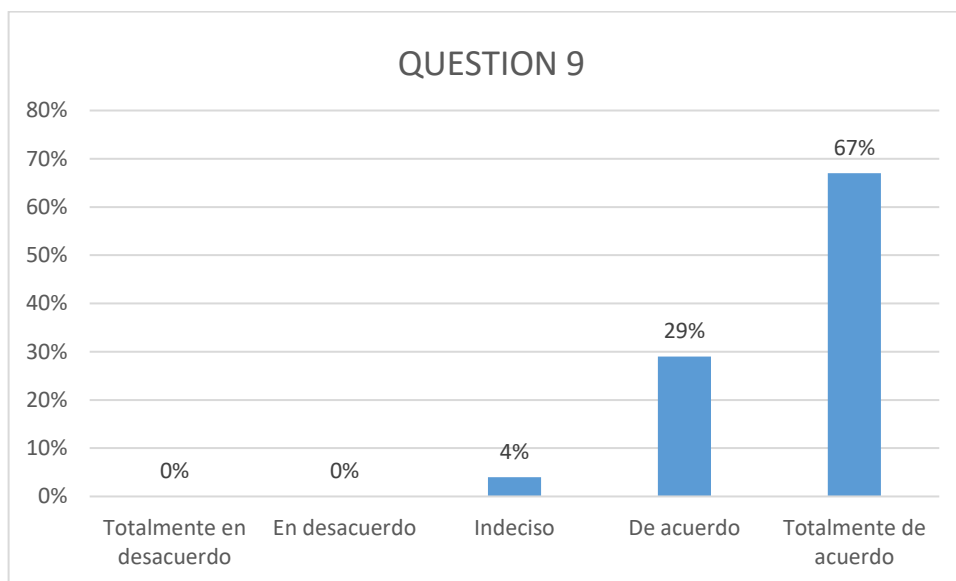


Figure 9: Results of Question 9.

As shown in figure 9, most students (14-67%) totally agreed that preparing the vocabulary cards to play games helped them learn the target words faster. Elaborating vocabulary cards helps learners understand the variety of ambits of vocabulary words because they use pictures and definitions. Besides, the continuous exposure to target vocabulary words through the different games using these vocabulary cards helps students establish a personal relation with the vocabulary words. Furthermore, the creation of this material requires a substantial degree of vocabulary processing, and the use of this material in games engage and motivate learners (Smith, Sanchez, Betty, & Davis, 2016)

Question 10: Me doy cuenta que he aprendido una cantidad importante de palabras en inglés, comparando el inicio del curso con su término. I realize that I have learned a significant amount of English words comparing the beginning to the end of this course.

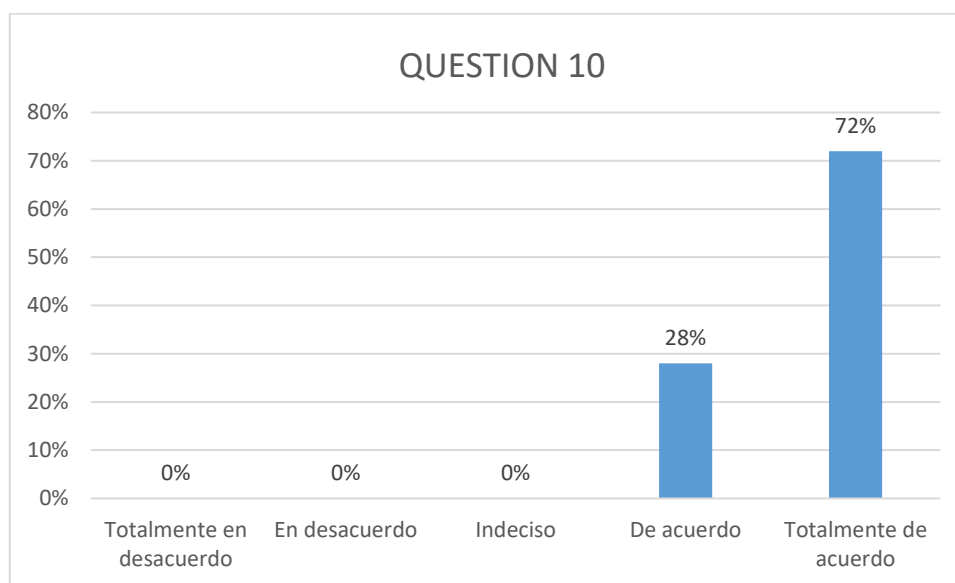


Figure 10: Results of Question 10.

As shown in figure 10, the last question of the Likert Scale questionnaire is a self-assessment question. Most learners (15-72%) answered that they totally agreed with the proposed statement because they learned a significant amount of vocabulary words in contrast with the vocabulary acquired the beginning of the course. According to Boud (2013), self-assessment has had a key role in education, but recently it has a more transforming essence.

4.2 Summary

The researchers of this study used two different tools of data collection: the first one a pre-and post-test applied to the control and study group to measure the level of vocabulary acquisition and the other a Likert Scale questionnaire with ten questions about students' perceptions of the research.

The obtained results of the first method showed that there is an important difference in the grades achieved by the study group and the control group. Learners that received the intervention with games achieved higher grades compared to the control group students who reached lower scores.

On the other hand, the outcome of the satisfaction questionnaire showed that most students agreed with the facts that games are motivating, engaging and practical. Besides, the outcomes demonstrated that games promote interaction among partners and teachers using the target vocabulary. It helped them concentrate on words as well as facilitate learning. Moreover, learners claimed that games are fun and recommended teachers to use them. Learners preferred games to the traditional method. Finally, students implied that elaborating the materials for the vocabulary games helped them acquire vocabulary knowledge too.

Chapter 5 Conclusions, Limitations and Recommendations

5.1 Conclusions

To conclude, as the researchers stated in this study's hypothesis, students learn better English through games compared to the traditional method. The comparison of the pre and posttest results taken to the control and the experimental group before and after the intervention proved the hypothesis. Besides, the Likert scale questionnaire administered at the end proved it through the almost all positive responses regarding the advantages of learning English through games.

Further, the researchers noticed that students felt motivated and engaged while they were playing the games. They paid attention to instructions during the game because they considered them interesting and challenging. With games, the educators of this investigation introduced some fun to the classroom. Therefore, teacher- students/ students- student's interaction increased.

Moreover, learners could improve their reading, writing, listening and speaking abilities while learning vocabulary. Most games encouraged students to use four skills, making games useful tools for English Teaching. Moreover, vocabulary acquisition is helpful for students to improve their writing, speaking, listening and reading abilities.

Additionally, the researchers observed that the level of collaboration among the students playing the games increased since they must work together to win the game. This method also helped learners to work better in groups in other activities. Therefore, the learning environment was appropriate for students' immersion in the target language.

Finally, teachers assess students through games, and they received immediate feedback. Thus, students learn from their mistakes when the feedback is constructive.

5.2 Limitations

One of the limitations of the study is that the researchers did not select the two groups randomly. Moreover, there was some mortality because few students dropped out the course and the sample size was small. On the other hand, the class schedule of the study group was in the morning, and some of them arrived late to class. In contrast, the schedule of the control group was in the afternoon, and they were mostly on time. This situation might have affected the learning process and the planned activities for the class.

5.3 Recommendations

This study raises some other questions that need further research because there is a lack of information regarding using games for teaching English to university classrooms.

We recommend the use of these learning strategies for English teaching practice due to the positive results observed during the intervention. Professional development courses for English teachers should be implemented in their classrooms using games.

Faculty should increase the use of educational games with their students to prepare them for the kind of learning that they might encounter in their future career (Kumar and Lightner, 2007).

We propose to conduct research to answer the following questions: Are there some games that would promote this kind of interaction at a higher level? Even more interesting, how significant is the interaction that they promote?

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APENDIXES

APPENDIX A

CONSENTMENT LETTER FROM AUTHORITIES

Guayaquil, 27 de Julio de 2016

Sr. Lcdo.

FABRICIO CHAVEZ VILLAVICENCIO

Director Departamento de Idiomas

Facultad de ciencias administrativas

Universidad de Guayaquil

Ciudad.-

De mis consideraciones.

Como es de su conocimiento, desde Noviembre 2014 hemos estado realizando estudios de cuarto nivel para obtener el título de “MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (MTEFL)”, con el objetivo de lograr crecimiento personal y profesional; y además con la intención de aplicar en esta institución todos los conocimientos adquiridos.

Una vez aprobados todos los módulos de la maestría (Universidad ESPOL), el siguiente paso es el trabajo de investigación.

Por lo expuesto, solicito a usted autorización para realizar la experimentación y recolección de datos por parte de nosotras para lo cual se tomara como muestra los grupos asignados a las suscritas, según el siguiente detalle:

- Grupo: Módulo 1 (Lunes y Miércoles 7H00-8H30) – 21 estudiantes.
Módulo 1 (Lunes y Miércoles 11h30- 13h00) 34 estudiantes.
Módulo 1 (Martes y Jueves 14h30 – 14h00) 22 estudiantes.

- Tema: Impact on Vocabulary Acquisition on University A1 EFL Students' Performances Through Games.
- Instrumentos: Pre y Post tests para el grupo experimental y de control en el cual se compararán los grupos y las variables utilizando análisis estadísticos e interpretando los resultados. Además, se procederá a realizar entrevista por medio de cuestionario utilizando la escala de liker.
- Trabajo de campo: implementación de juegos educativos relacionados al desarrollo de vocabulario para el grupo experimental.
- Tiempo: 1 mes (julio 27 – sept.9, 2016)

Agradeciendo su atención a la presente.

Atentamente,

Ing. Wendy Nathalie Sánchez Cano

Docente de Inglés

Lcda. Sonnia Martínez

Docente de Inglés

APPENDIX B

Modelo de Carta de Consentimiento para Participar en Estudio Científico

Nos encontramos en el proceso de hacer nuestra tesis en la Espol, por lo que le invitamos a usted a ser partícipe de esta investigación. El título de nuestra investigación es “ Impact on Vocabulary Acquisition on University A1 EFL Students’ Performances Through Games” .

El propósito de este estudio es mejorar el desempeño en la adquisición de vocabulario de los estudiantes a través de juegos educativos. Por lo que requerimos una participación de los estudiantes de forma voluntaria, honesta y objetiva durante 1 mes.

Se realizarán dos tests uno al principio y uno al final del periodo de este estudio al grupo experimental y de control, además se recopilará datos por medio de una encuesta al grupo experimental.

El participante tendrá el derecho de retirarse de la investigación en cualquier momento. No habrá ningún tipo de sanción o represalias. Este estudio no conlleva ningún riesgo. No se dará ninguna compensación económica por participar en esta investigación ni ningún otro tipo de beneficio.

La identidad del participante se mantendrá en el anonimato en cualquier publicación resultante de este estudio. Se guardará estricta confidencialidad sobre los datos obtenidos de los participantes y solo la información que ayudará con el objetivo de este estudio será analizada el resto será destruida. Los datos recopilados se archivarán por un periodo de cinco años, después de este periodo serán destruidos.

Yo _____, alumno (a) del curso de _____ y de ____ años de edad, he leído y he entendido esta carta de consentimiento, además de haber tenido la oportunidad de aclarar dudas; acepto de manera voluntaria que se me incluya como sujeto de estudio en el proyecto de investigación, denominado “Impact on Vocabulary Acquisition on University A1 EFL Students’ Performances Through Games”.

Lugar y Fecha: _____

Nombre del participante: _____

Firma del participante: _____

Nombre del investigador 1: _____

Firma del investigador 1: _____

Nombre del investigador 2: _____

Firma del investigador 2: _____

APPENDIX C

Name:..... ID

Professor's name:..... Date:.....

A. VOCABULARY (0.5 each total 2.5 points)

Complete the sentences with the words in the box.

- 1 I like _____ because it is not a popular sport.
- 2 _____ means possible to have.
- 3 You can try the silver _____ on the fitting room.
- 4 _____ means absolutely necessary.
- 5 Mario is _____ a purple shirt.

A) available
B) wearing
C) essential
D) belt
F) rugby

B. VOCABULARY (0.5 each total 1 point)

Write the names of the sports



1. _____



2. _____



3.

--	--	--	--	--	--	--	--	--	--



4.

--	--	--	--	--	--	--	--	--	--	--

E. VOCABULARY: Vacation

Match the activity with the place you do it: **sightseeing, snorkeling, sun bathing**

1. In the ocean. _____
2. At the beach. _____
3. Interesting places. _____

F. VOCABULARY: Adjectives

Write the opposite.

1. Expensive _____
2. Safe _____
3. Tidy _____

ANSWER KEY**A. VOCABULARY 2.5**

1	F rugby	0,5
2	A available	0,5
3	D belt	0,5
4	C essential	0,5
5	B wearing	0,5

B. VOCABULARY 1

1	skateboarding	0,5
2	volleyball	0,5

C. VOCABULARY 1,5

1	B make	0,5
2	C use	0,5
3	B understand	0,5

D. VOCABULARY: 2P

1	bookstore	0,5
2	Movie theater	0,5
3	Race track	0,5
4	river	0,5

E. VOCABULARY: 1,5 P

1	snorkeling	0,5
2	sunbathing	0,5
3	sightseeing	0,5

F. VOCABULARY: 1,5P

1	cheap	0,5
2	dangerous	0,5
3	messy	0,5

APPENDIX D**CUESTIONARIO**

Por favor marcar su opinión desde el 1= totalmente en desacuerdo al 5 =totalmente de acuerdo.

1.- Me gusta ganar los juegos y eso me motiva a estudiar más el vocabulario.

1	2	3	4	5
---	---	---	---	---

2.- Los juegos didácticos de vocabulario me dieron la oportunidad de interactuar más con mis compañeros y a hablar más en inglés y por lo tanto practicar el nuevo vocabulario.

1	2	3	4	5
---	---	---	---	---

3.- El usar juegos didácticos mejoró mi concentración y esto me ayudo a aprender más las palabras y frases del vocabulario.

1	2	3	4	5
---	---	---	---	---

4.- Me parece divertido el aprender el vocabulario por medio de juegos didácticos.

1	2	3	4	5
---	---	---	---	---

5.- Se me hizo más fácil aprender y memorizar el vocabulario debido a los juegos didácticos.

1	2	3	4	5
---	---	---	---	---

6.- De acuerdo a su experiencia en el curso, aprendió más fácilmente el vocabulario elaborando y participando en juegos de vocabulario.

1	2	3	4	5
---	---	---	---	---

7.- Recomendaría éste método de enseñanza a otros profesores para que lo apliquen con sus estudiantes.

1	2	3	4	5
---	---	---	---	---

8.- Prefiero que me enseñen vocabulario con el método tradicional y no con juegos.

1	2	3	4	5
---	---	---	---	---

9.- La elaboración del material para los juegos también me ayudó a aprender vocabulario.

1	2	3	4	5
---	---	---	---	---

10.- Me doy cuenta que he aprendido una cantidad importante de palabras en Inglés, comparando el inicio del curso con su término.

1	2	3	4	5
---	---	---	---	---

APPENDIX E**LESSON PLAN**

SUBJECT: Vocabulary

MODULE: 1

LEVEL: A1

TOPIC: Sports- Flies swatter

LESSON DURATION: 45m

LESSON OBJECTIVES:

Students will use, recognize, relate and memorize the new vocabulary words about sports, practice listening and speaking with the target words.

SUMMARY OF TASKS AND ACTIONS:

First, students start posting on the board the pictures that the students brought. Second, the teacher separates students into three groups, each one with one color: red, black and blue. Third, one person from each group comes to the board, and the teacher gives one fly swatter of the corresponding color of the team. Fourth, students participating face the board and the teacher calls the vocabulary word three times. Fifth, students start looking for the picture corresponding to the word and the one who finds it first slaps it and gets one point. Finally, the student who win, must write the corresponding word under the picture correctly and then he/she gets another point. All the students participate in turns, and the game ends when the teacher mentions all the vocabulary words. The winner group obtains an extra point for class participation.

MATERIALS AND EQUIPMENT:

Printed pictures of the vocabulary words, board, tape, markers, and four fly swatters.

APPENDIX F**LESSON PLAN**

SUBJECT: Vocabulary

MODULE: 1

LEVEL: A1

TOPIC: Clothes -Memory

LESSON DURATION: 45m

LESSON OBJECTIVES:

Learners will use visual aids including pictures and written vocabulary words. Besides, this game involves listening and pronouncing the new terms. This game is complete because it combines the four skills.

SUMMARY OF TASKS AND ACTIONS:

First, students use just one group of cards to play in pairs; and they must shuffle the cards and place them upside down in disorder. Second, they start playing the game in turns, flipping two cards at a time and pronouncing the words aloud. Third, if the picture and the word match, the student takes the two cards and has another chance. Finally, the students take all the cards, count them, and the winner is the one with the highest number of cards.

MATERIALS AND EQUIPMENT:

Printed cards, one group with pictures and the other with vocabulary words of the vocabulary.

APPENDIX G**LESSON PLAN**

SUBJECT: Vocabulary

MODULE: 1

LEVEL: A1

TOPIC: Phrases about leisure activities - Charades

LESSON DURATION: 45m

LESSON OBJECTIVES:

Learners will use body language and facial expressions to describe words, therefore practice and memorize the new target language.

SUMMARY OF TASKS AND ACTIONS:

First, the teacher gives instructions of the rules and the way to play the game. Second, the instructor divides the class into three groups, and one member of each team should go to the board, the teacher shows the word, and the student has to act out the words, the other participants of the group have to guess the word in 30 seconds. All the students must participate acting out the words and guessing. Third, after one learner guesses the word he or she must go to the board and write it correctly. Finally, the group that obtains more points is the winner.

MATERIALS AND EQUIPMENT:

The students will use cards with phrases, markers, and board.

APPENDIX H**LESSON PLAN**

SUBJECT: Vocabulary

MODULE: 1

LEVEL: A1

TOPIC: Phrases about leisure activities-Puzzle

LESSON DURATION: 45m

LESSON OBJECTIVES:

Learners will use puzzles to practice the vocabulary words with their definitions. They will practice reading, speaking and listening in the target language.

SUMMARY OF TASKS AND ACTIONS:

First, the teacher asks students to bring the new vocabulary words to learn on one part of the puzzle and the definitions on the other part. Second, students are paired. Third, they use just one group of cards and shuffled them. Fourth, students start matching the words with the definitions as fast as they can, Finally, the three groups that finish first and correctly, win.

MATERIALS AND EQUIPMENT:

Puzzle parts with vocabulary words and the other with definitions.

APPENDIX I**LESSON PLAN**

SUBJECT: Vocabulary

MODULE: 1

LEVEL: A1

TOPIC: Adjectives and Opposites-Pictionary

LESSON DURATION: 45m

LESSON OBJECTIVES:

Learners will relate, memorize and visualize the new vocabulary words. They will practice the abilities to speak and listen in the target language.

SUMMARY OF TASKS AND ACTIONS:

First, we explain the game to students. Second, we form groups and tell them that one student from each group should come to the board in turns. Third, the teacher shows the word to the students who come to the board, and he/she starts drawing. The members of the group have 30 seconds to guess the word. Fourth, when they guess the word, one student goes to the board and writes the word. Finally, the group that guesses more words is the winner.

MATERIALS AND EQUIPMENT:

Markers and board.

APPENDIX J

GRADES EXPERIMENTAL GROUP

PRETEST	EXPERIMENTAL GROUP TAUGHT TROUGH GAMES																					
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Student 21	
Question 1	1	1	1		1	1	1	1	1			0		1	0	0	1	1			0	
Question 2	1	1	1		1	0	1	1	1			1		1	0	0	0	1				0
Question 3	1	1	1		1	1	0	0	1			0		1	0	0	0	0				0
Question 4	1	1	1		1	1	0	1	1			1		1	0	0	0	0				0
Question 5	1	1	1		1	1	1	0	1			0		1	0	0	0	0				0
Question 6	1	1	0		0	0	0	0	0			0		0	0	0	0	0				0
Question 7	1	0	1		1	1	0	1	1			0		0	0	0	0	0				0
Question 8	1	1	1		1	1	0	0	0			1		0	1	1	0	1				0
Question 9	1	1	1		1	1	1	1	1			1		1	1	1	1	0				1
Question 10	1	1	0		1	0	0	1	1			1		1	1	0	1	0				1
Question 11	1	0	0		1	0	1	0	0			0		0	0	0	0	0				0
Question 12	1	0	0		1	0	0	0	0			0		0	0	0	0	0				0
Question 13	0	0	0		0	0	0	0	0			0		0	0	0	0	0				0
Question 14	1	0	0		1	0	0	0	0			0		0	0	0	0	0				0
Question 15	1	1	1		1	0	1	1	1			0		1	0	1	0	0				0
Question 16	1	1	1		1	1	1	1	1			0		1	0	1	0	0				1
Question 17	1	1	1		1	0	0	1	1			0		1	0	1	0	0				0
Question 18	1	0	0		1	0	0	0	0			0		0	0	0	0	0				0
Question 19	1	0	0		0	1	0	0	0			0		0	0	0	0	0				0
Question 20	0	0	0		0	0	0	0	0			0		0	0	0	0	0				0
	9	6	5.5		8	4.5	3.5	4.5	5.5			2.5		5	1.5	2.5	1.5	1.5			1.5	4.1667

POSTTEST	EXPERIMENTAL GROUP TAUGHT TROUGH GAMES																			
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	
Question 1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
Question 2	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	
Question 3	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	
Question 4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	
Question 5	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	
Question 6	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	
Question 7	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	
Question 8	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	
Question 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	
Question 10	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	
Question 11	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	
Question 12	1	1	1	1	1	0	0	1	1	1	1	0	0	0	1	0	0	0	0	
Question 13	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	
Question 14	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	
Question 15	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	
Question 16	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	
Question 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	
Question 18	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0	
Question 19	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
Question 20	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	
	10	10	10	9.5	9.5	9	9	9	8.5	7.5	7.5	6.5	6	6	6	5	5	3	2	7.3158

APPENDIX K

GRADES CONTROL GROUP

PRETEST	CONTROL GROUP TAUGHT THROUGH THE TRADITIONAL METHOD																															
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Student 21	Student 22	Student 23	Student 24	Student 25	Student 26	Student 27	Student 28	Student 29	Student 30	Student 31	
Question 1	0	1	1	1	1	1	1		1	0	1	1	1	1	1	0	0	1	0	1			0	1	0	0	0	0	0	1	1	0
Question 2	0	1	1	0	0	1			0	1	0	1	0	1	0	0	0	0	1	1	1			0	0	0	0	1	0	0	1	1
Question 3	0	1	1	0	0	1			0	0	0	1	0	1	0	0	0	1	0	1			0	0	0	1	0	0	0	0	0	
Question 4	0	1	1	0	0	0			1	1	0	1	1	1	0	0	0	0	0	1			1	1	0	1	0	0	0	0	0	
Question 5	0	1	1	0	0	0			1	1	0	1	1	1	1	0	0	0	0	1			0	0	0	0	0	0	0	0	1	0
Question 6	0	0	0	1	1	0			1	0	1	0	1	0	0	0	0	0	0	1			0	0	0	0	0	0	0	0	0	1
Question 7	0	1	0	0	0	0			1	0	1	1	0	0	1	0	0	0	0	0			0	0	0	0	0	0	0	0	1	1
Question 8	1	0	1	0	0	1			1	0	1	1	0	1	1	0	1	0	0	0			0	0	0	0	0	0	0	1	1	0
Question 9	1	1	1	1	1	1			1	1	1	1	1	1	1	1	0	0	1	1			1	1	0	1	0	1	1	1	1	1
Question 10	1	1	1	1	1	1			0	0	1	0	1	1	1	1	0	1	0	0			0	1	1	1	0	0	1	0	1	1
Question 11	0	0	0	0	0	0			0	1	0	1	1	0	0	1	0	0	0	0			0	0	0	0	0	0	0	0	0	1
Question 12	0	0	1	0	0	0			0	0	0	1	0	0	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0
Question 13	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0
Question 14	0	1	1	0	0	1			0	1	0	0	1	0	0	0	0	0	0	1			0	0	0	0	0	0	0	0	0	1
Question 15	0	1	0	0	0	0			1	0	1	0	1	1	1	0	0	0	0	1			1	0	0	1	0	0	1	1	1	1
Question 16	0	1	0	1	1	1			1	0	1	1	0	1	1	0	1	0	0	0			1	0	0	0	0	0	1	1	1	1
Question 17	0	1	0	0	0	0			1	1	1	0	0	1	1	1	0	0	1	0			1	0	0	0	0	0	1	1	1	1
Question 18	0	0	0	0	0	0			0	1	0	0	1	0	0	0	0	0	0	1			0	0	0	0	0	0	0	0	0	0
Question 19	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0
Question 20	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	0			0	0	0	0	0	0	0	0	0	0
	1.5	6	5	2.5	2.5	4			5	4	4.5	5	5	5.5	4.5	2	1	2	1.5	5			2.5	2	0.5	2.5	0.5	0.5	3.5	4.5	5	3.2593

POSTTEST	CONTROL GROUP TAUGHT THROUGH THE TRADITIONAL METHOD																														
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Student 21	Student 22	Student 23	Student 24	Student 25	Student 26	Student 27				
Question 1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	1	0	1	0				
Question 2	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	0			
Question 3	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	0			
Question 4	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0			
Question 5	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0			
Question 6	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0			
Question 7	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0			
Question 8	1	0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0			
Question 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0			
Question 10	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1			
Question 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0			
Question 12	0	1	0	1	1	1	1	1	0	1	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0			
Question 13	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0			
Question 14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0			
Question 15	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	0	0	0	0	0			
Question 16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	0			
Question 17	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0			
Question 18	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0			
Question 19	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Question 20	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	9.5	9	8.5	8	7.5	7.5	7.5	7.5	7	7	7	7	6.5	6.5	6	6	5.5	5.5	5	5.5	4.5	3.5	3.5	3	2	1.5	0.5	5.8519			

APPENDIX L

SATISFACTION QUESTIONNAIRE DONE TO THE EXPERIMENTAL GROUP

Por favor marcar su opinión desde el 1= totalmente en desacuerdo al 5 =totalmente de acuerdo																					
Questions	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Student 21
1.-Me gusta ganar los juegos y eso me motiva a estudiar más el vocabulario	5	5	4	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5
2.- Los juegos didácticos de vocabulario me dieron la oportunidad de interactuar más con mis compañeros y a hablar más en inglés y por lo tanto practicar el nuevo vocabulario	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5
3.- El usar juegos didácticos mejoro mi concentración y esto me ayudo a aprender más las palabras y frases del vocabulario.	4	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5
4.- Me parece divertido el aprender el vocabulario por medio de juegos didácticos.	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5.-Se me hizo más fácil aprender y memorizar el vocabulario debido a los juegos didácticos.	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	5	4	5	5	5
6.- De acuerdo a su experiencia en el curso, aprendió más fácilmente el vocabulario elaborando y participando en juegos de vocabulario	5	5	5	5	5	5	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5
7.- Recomendaría éste método de enseñanza a otros profesores para que lo apliquen con sus estudiantes.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
8.- Prefiero que me enseñen vocabulario con el método tradicional y no con juegos	2	1	1	1	1	1	5	1	2	1	1	1	3	1	1	1	1	2	1	3	1
9.- La elaboración del material para los juegos también me ayudo a aprender vocabulario.	5	5	3	5	5	5	5	4	5	5	4	4	4	5	5	5	5	4	5	4	5
10.- Me doy cuenta que he aprendido una cantidad importante de palabras en inglés, comparando el inicio del curso con su término.	5	5	4	5	5	5	5	4	4	5	5	4	5	5	5	5	5	4	5	4	5