



# **ESCUELA NORMAL DE AMECAMECA**



**TESIS DE INVESTIGACIÓN**

**GAME BASED LEARNING IN ACQUIRING**

**ENGLISH VOCABULARY AS A SECOND**

**LANGUAGE IN SECONDARY SCHOOL STUDENTS**

QUE PARA OBTENER EL TÍTULO DE:  
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE  
DEL INGLÉS EN EDUCACIÓN SECUNDARIA

PRESENTA  
**DENISSE ELIZABETH TORRES FLORES**

ASESOR  
**MTRO. JORGE MIGUEL IBAÑEZ ESTRADA**

AMECAMECA, MÉXICO

JULIO DE 2023

## ACKNOWLEDGMENTS

A mi papa, Antonio; por demostrarme que “superman” si existe y que me apoya incondicionalmente sin importa qué, por confiar en mí y enseñarme el valor que tengo como persona, para demostrar que puedo conseguir lo que me proponga.

A mi mamá, Aurora; por ser la primera persona en impulsarme en cualquier actividad que he realizado, por ser mi soporte cuando pensaba que todo estaba perdido, por sus consejos y por darme su mano cuando nadie más estaba ahí para mí.

A mí hermano, Eduardo; por estar conmigo y ser la persona que ha hecho que yo dé lo mejor de mí en cada proyecto, por enseñarme a ser una persona capaz de expresarme ante el mundo.

A mi hermana, Karina; por ser mi compañía en cada noche de desvelos, en cada charla emocional, por ser mi alumna número 1 en mis clases, y por sus ideas increíbles para mejorarlas.

A mis amigos, Omar, Dulce, Beto, Josa, Mitzi y Carol; por acompañarme en cada momento y hacer mi estancia en la ENA mucho más placentera, por su paciencia cuando me sentía muy mal y por su apoyo para crear interminables recuerdos de diversión y amor.

A mi novio y amigo, Iker, gracias por creer en mí, consentirme, alentarme, y por ser mi motivación durante todo este proceso y en las actividades que he realizado.

Al profesor Omar; por demostrarme cómo es que debe ser un docente con vocación y por ser mi motivación primordial para realizar este trabajo.

A mis docentes de la ENA; por compartirme sus recursos y convertirme en la persona que soy ahora, por confiar en mí y darme sus consejos.

A mi asesor, George; por guiarme durante todo este proceso y ser un maestro y amigo que admiro.

Esta es la prueba de que incluso cuando las luces se apaguen, tú estarás brillando. Eres una estrella y el cielo es el límite. Tú no eres invisible.

# Index

<b>Abstract</b> .....	4
<b>CHAPTER I</b> .....	5
<b>1.1 Background of study</b> .....	6
<b>1.2 Problem statement</b> .....	9
<b>1.3 The objectives</b> .....	10
<b>General objective</b> .....	10
<b>Specific objectives</b> .....	10
<b>1.4 Research questions</b> .....	11
<b>1.5 Formulation of hypotheses</b> .....	12
<b>1.6 Research limitations</b> .....	12
<b>1.6.1 Context</b> .....	12
<b>1.6.2 Place</b> .....	12
<b>1.6.3 Learners and population</b> .....	13
<b>CHAPTER II</b> .....	15
<b>2.1 Theoretical Framework</b> .....	16
<b>Review of basic concepts</b> .....	16
<b>2.2 Krashen’s hypothesis about second language acquisition</b> .....	17
<b>2.3 Related literature</b> .....	18
<b>2.3.1 What is vocabulary?</b> .....	18
<b>2.3.2 Classification of vocabulary</b> .....	18
<b>2.3.3 The importance of vocabulary for language acquisition</b> .....	21
<b>2.3.4 How vocabulary concept has changed through time</b> .....	21
<b>2.3.5 How is vocabulary taught</b> .....	22
<b>2.3.4 Game-based learning</b> .....	23
<b>2.3.5. Critical thinking</b> .....	27
<b>2.3.6. Relevant research (sate of art)</b> .....	28
<b>CHAPTER III</b> .....	30
<b>3.1 Methodology</b> .....	31
<b>3.1.1 Types of research</b> .....	31
<b>3.2 Variables</b> .....	32
<b>3.2.1 Dependent variables:</b> .....	32

3.2.2 Independent variables.....	33
3.3. Data collection tools and procedures.....	33
3.3.1 Observation guide.....	33
3.3.2 The reflection journal.....	34
3.3.3 Interviews.....	34
3.3.4 English diagnostic test and likes, and interests toward the English subject test. .....	35
3.3.5 Socioeconomic diagnostic.....	35
3.4. Action Plan.....	35
3.4.1 Selection of learners.....	35
3.4.2 Procedures for material/strategies implementation.....	36
3.4.3 Instruments:.....	36
3.4.4 Materials.....	37
3.4.4 Games.....	37
3.4.5 Lesson plan.....	37
CHAPTER IV.....	41
4.1 Didactic proposal.....	42
4.2 Description of the activities and findings.....	42
4.3. Data collection tools and procedures.....	48
4.4. Data analysis and discussion.....	52
Appendixes:.....	63
Appendix 1:.....	63
Appendix 2:.....	63
Appendix 3:.....	63
Appendix 4:.....	65
Appendix 5:.....	70
Appendix 6:.....	70
Appendix 7:.....	71
Appendix 8:.....	72
Appendix 9:.....	72
Appendix 10:.....	73
Appendix 11:.....	73
Appendix 12:.....	79

**Appendix 13:**..... 81  
**Theoretical references:**..... 82

## **Abstract**

The acquisition of vocabulary is not just a brief process, it is a more complex process that involves how it is taught. Plenty of students find difficult acquire vocabulary by the classical process of repetition and memorization in a traditional way. The aim of this thesis attempts to carry out a strategy called game-based learning to acquire English vocabulary. The thesis shows descriptions of different activities, also shows the material used to develop the activities in the English class, the explanation of how they were implemented, the time taken to develop those activities and the analysis of the results to determine how useful was this strategy and the benefits it has in the students' acquisition.

**Key words:** Game-based learning, vocabulary, acquisition, strategy.

# CHAPTER

# I

## **1.1 Background of study**

To start learning any language, the first step that learners may encourage is the vocabulary. Vocabulary is a vital part of any language that allows the learner to communicate in different contexts. If students do not have enough vocabulary, they will not be able to express clear ideas or even understand what people express. Wangr5 (2013) says “A second/foreign language learner cannot use grammar effectively without being taught appropriately in vocabulary. This is because good choice of words leads to good use of grammar, which also explains the production of grammatically correct but still awkward utterances” for that reason it is important to know how to teach vocabulary according to your students’ needs, context and interests due it will help them to understand and communicate with others in English.” Para. 1.

Decontextualized methods of teaching vocabulary do not help students learn how to choose words for specific communicative purposes in different situations; for that reason, it is important to teach vocabulary which students can use in their contexts, allowing them to use this vocabulary every day and it is important to know what is the best alternative to do it. Vocabulary has been taught along with grammar because of its importance in learning. Tex inspector (2020) mention in an article about ‘is vocabulary important in language learning?’ that the most vocabulary you get in your target language the most support you will have in the four skills (reading, writing, listening and speaking). Vocabulary teaching is embedded in all methods developed to teach English and has the same goals as those methods. The teaching methods used in teaching English have been constantly modified and evolved to achieve the objectives of language learning in each era.

English teaching traditions have changed a lot, especially in the 20th century. Perhaps more than any other field, this tradition has taken on many forms and has been practiced in language classes around the world for centuries. One of the principal methods that emerged was The Classical Method. In 17th, 18th, and 19th century, learning a foreign language was associated with learning Latin or Greek. Both were intended to increase the intelligence of the person. In those days it was important to concentrate on grammatical rules and syntactic structures, in addition to memorizing vocabulary and translating literary papers. It was not intended for oral use in the language being learned.



At the end of the 19th century, the classical method became known as grammatical translation, but it offered little more than an insight into the grammatical rules of second language translation.

Grammar translation methods remain one of the most popular models of language teaching and are widely recognized as being fairly resilient, standard methods and essential to educational reform increase. This situation began to change towards the end of the 19th century. People was interested in developing principles of language teaching from the naturalistic principles of language learning, as seen in the first language acquisition. This was the beginning of natural approach or as many people know it as “direct method”

This method was introduced in the United States with great success in technical schools. Apart from the new ideas, the direct method has some ideas that are opposite to the grammatical translation method. For example, grammar is taught inductively, the target language becomes the medium of classroom interaction, and grammatical and pronunciation accuracy are emphasized.

At the beginning of this paper, it was mentioned that learning vocabulary has many purposes, one of them was the necessity to communicate with other people, by doing this it is necessary contain the enough or even more quantity of vocabulary. After the direct method and during the World War II a special language training program had to be set up. This is how the audiolingual method was born. It was influenced by behaviorism. For example, structural patterns were taught through exercises to reinforce successful responses. In addition, during the current communicative period, there are Communicate Language teaching.

As a result, the role of the teacher was changed from the class leader, whose job is to provide learners with knowledge and relevant information, rather than providing everything, they were moved just to facilitator doing something when learners need help. This gave learners more opportunities to practice applying what they have learned through communication tasks involving real-life communication, including vocabulary. This means that learners can practice using the words they have learned by communicating in real

situations, rather than just doing exercises as they have done in the past. A good example of this quality communication task is usually in pairs or group work.

The invention of communicative language teaching can show how the trend in teaching has changed from a teacher-centered approach to a learner-centered approach. One teaching method that has resulted in a new approach is Game-Based Learning (GBL). This approach encourages learners not only to learn, but to put into practice everything they learn through the game. Teaching vocabulary with this approach can be seen as useful and interesting. They learn more vocabulary without being forced. Additionally, games often require multiple players to play, giving learners more opportunities to communicate with their classmates and help each other with their game goals.

## 1.2 Problem statement

After practicing eight semesters at secondary schools, it was identified that teachers tend to give classes just by writing sentences, rules, and grammar on the whiteboard, this is not bad at all as long as the teacher implements methods or strategies which may be inspiring students to continue learning English language. Berges, J. (2013) mentions “La enseñanza de la gramática en el aula es un asunto fundamental para el aprendizaje de cualquier lengua. El estudio de los métodos de la misma, así como de los problemas y desafíos que los estudiantes y educadores deben afrontar, nos va a ser de inestimable ayuda en tan interesante empresa.” (p. 1). Even though grammar is essential, when students do assignments or tests, the way in which they communicate, the motivation they feel, and which allows them to continue learning a different language and the methods to do it, play a more relevant role in the students’ learner process. Anyway, the application of a good and efficient method must consider different points that will change the aspects that act on the teaching practice. For that reason, this work pretends to demonstrate de effectiveness of game-based learning method to teach English vocabulary for the purpose of respond to this problematic changing a bit the way in which English is teaching.

For that reason, there are different problem statements which may answer concerning situations that the reader will ask to himself as it was mentioned before, to develop the game-based learning application to teach English vocabulary.

1. How effective is the game-based learning in the teaching of English vocabulary as a second language in secondary school students?
2. What is the relationship between game-based learning and the acquisition of English vocabulary as a second language in secondary school students?
3. What aspects should teachers consider when applying game-based learning inside the classroom?
4. What are the risks of using game-based learning that teachers should consider while applying it at secondary school?
5. What are the ways in which game-based learning can be applied to teach English vocabulary as a second language in secondary school students?

### **1.3 The objectives**

To develop this research, these objectives would be raised to implement the investigation. They are divided in the general objective, which is the main goal and divided in specific objectives that would help to achieve the main goal.

#### **General objective**

1. Show the effectiveness of game-based learning in the English vocabulary acquisition process as a second language in secondary school students.

#### **Specific objectives**

2. Explain the relationship between game-based learning and the acquisition of English vocabulary as a second language in secondary school students.

3. Expose the aspects that teachers should consider when applying game-based learning inside the classroom.

4. Evaluate the effectiveness of game-based learning in the teaching of English vocabulary as a second language in secondary school students.

5. Exemplify some risks on using game-based learning in the teaching of English vocabulary as a second language in secondary school students

6. Demonstrate the ways in which game-based learning can be applied to teach English vocabulary as a second language in secondary school students.

### **1.4 Research questions**

Down below will be presented different questions that the research project aims to answer. The questions are divided into one general question and six specific questions. Therefore, this current study aims to investigate whether using games in teaching English to secondary students will be able to improve their vocabulary knowledge the same as for the students in second grade levels, and investigate their attitudes towards learning vocabulary through games.

#### General research question

1. To what extent game-based learning is useful to help students to acquire English vocabulary language.

#### Specific research questions

1. To what extent game-based learning is useful to help second grade students at secondary school to acquire English vocabulary language.

2. What is the relationship between game-based learning and the acquisition of English vocabulary as a second language in secondary school students?

3. What are the aspects that teachers should consider when applying game-based learning in the English class at secondary school?

4. To what extent game-based learning is effective in the teaching of English vocabulary as a second language in secondary school students.

5. What are the advantages or disadvantages that game-based learning brings when students at secondary school acquire English vocabulary language?

6. Which ways does game-based learning can be applied to teach English vocabulary as a second language in secondary school students?

## **1.5 Formulation of hypotheses**

Relying on the experience as a student and having identified the problem mentioned before, it expects to demonstrate, if students who use game-based learning will improve their English vocabulary acquisition process rather those who are taught English with a different practice. Before starting the research the research is important to know the people who will be working with, for that reason during the developing of this research it was not important to consider the characteristics of the school's population but the school context and the place where learners build up. The methods that allow the information that may enclose the research project was the socioeconomic diagnostic, the multiple intelligences diagnostic, the learning styles diagnostic, a placement test to know students' level of English, and finally a diagnostic test of English to consider what are the topics in which teacher must underscore to work with.

## **1.6 Research limitations**

### **1.6.1 Context**

### **1.6.2 Place**

Located in the State of Mexico, Amecameca is one of the 125 municipalities that are involved in this entity. Amecameca is a municipality located on the eastern margin of the State of Mexico between Mexico City and the Iztaccíhuatl and Popocatepetl volcanoes. It is on federal highway 115 that leads to Cuautla, called Ruta de los Volcanes. The findings of this study must be related to various kinds of aspects which can infer in the development of this research that is important to consider in order to restrict the extent to which the information is going to be presented. The aspects are the succeeding:

- The community expect with two English schools, these schools are not available for those students that do not have enough money resources.
- The municipal presidency organizes courses about beauty, sports, reading, or cooking but and still there is not an English course which may be free for the population

The school fall back with 9 classrooms, an English classroom, a library, a small stationary, 4 bathrooms, a principal's office, o deputy director's office, a science laboratory, a computer's laboratory and one teachers' room. There are two fields, one for practicing basketball and the other for soccer. The limitations are the

- There are fifty students in a classroom that has the capacity just for thirty students and it is difficult for teachers to have an efficient classroom management because even students cannot walk between the rows.
- The classroom is close to the soccer field, this is limitation because when students from other groups have physical education the noise do not allow students from 2A to listen to the teacher.
- There are big windows that difficult to give a class because students get distracted easily.
- Due to the pandemic situation students and teachers wear a mask so it is difficult that students listen to the person who is in front of them.

### **1.6.3 Learners and population**

This work was written to explore the effectiveness of using Game-Based Learning (which is one of the new methods) in acquiring English as a second language in secondary school students and investigate the students' attitudes towards learning vocabulary, chunks, phrases, etc., through this approach. The participants of the study were 13–14-year non-English secondary students who enrolled during English second grade at a government school “Sor Juana Inés de la Cruz 0108”, Amecameca.

During the development of this research there was obtained a sample test from Cambridge English Language Assessment that allows to be applied and assigned the allocation of an English level for 2<sup>nd</sup> grade students at a secondary school. This test called “Cambridge English: Movers” is a series of tests for children in lower secondary education. This test had two functions during the research, the first point and the most important, generate an allocation for students according to their level obtained by doing this test; and the second point, which is to motivate learners to improve their English. The limitations consist on:

- 24% of students did not present the placement test because they did not come to the school the day it was applied. (See appendix 1)
- There was not enough time to apply the complete exam because of the time of the class consist of 1 hour.

- The results are lower than the teacher expected. (See appendix 2 and 3)
- Their background of English is limited due to 41% of students never had contact with the second language until now.
  - There are different learning styles and it is necessary repeat some instructions or explanations for those students who did not understand the first time.
  - It was not possible to observe how was an English lesson guided by the English full teacher because in the moment of contextualization there were being applied diagnostic test about some topics of English.
  - Their background of English is low and the classes must focus on making a review about topics like present simple, past simple, vocabulary, personal information, and verb to be.



# CHAPTER

# II

## 2.1 Theoretical Framework

### Review of basic concepts

This chapter presents the theoretical framework underlying the information, this work argument about game-based learning and other important concepts.

Game-based learning is a particularly new idea for second language learning, and lots may be learned from studies focused on game-based learning in a number of academic contexts. For this study, game-based learning is considered via a postmodern worldview, in which language and meaning are socially constructed.

#### 2.1.1 Sociocultural and Constructivism theories.

To clarify this idea is important defined what is postmodernism, the word *postmodernism* refers to a cultural and philosophical motion that has influence in arts, and the critical thinking since 1960 until now, one of the characteristics of this motion is the development of the cultural diversity. Ferdinand de Saussure who is a Swiss linguist, developed different papers talking about the study of language, he refers to language as a human construction, due this, the next important aspect to take into account is the concept of constructivism.

Constructivism is the idea that says learners construct knowledge instead of simply passively absorb information. As humans experience the world and reflect upon those experiences, they construct their own representations and incorporate new information into their pre-existing knowledge.

Gamelearn (n.d) mentions in the website that “Game-based learning is built upon a constructivist type of learning. Constructivism posits the need to provide students with the necessary tools so they can build their own procedures in order to solve a problem.” (par. 3). Game-based learning via the social constructivist lens stresses the interaction among players and games, that are socially built as students construct new knowledge in a social setting.

According to Vygotsky’s social constructivism concept, cognitive skills are gained through social guidance and construction. The development and formation of skills like memory, learning, problem-solving, and interest take place through the role of culture as a mediator. His approach to infant development may be considered a social constructivist form.

He believes that social interactions produce cognitive capabilities. Vygotsky's social constructivism focuses on infant-centered learning in the classroom. This theory believes that cognitive capabilities are facilitated by social interactions because of which learners need to engage in the same.

Each idea will be discussed in more detail together with related concepts and implications to learning and education.

Social interaction plays an important role in learning. Vygotsky believed that thinking has social origins and that cognitive development cannot be understood without reference to the social context within which it is embedded. He proposed that social interaction plays a critical role in the process of cognitive development, especially in the development of higher order thinking skills. (Par. 6-7).

## **2.2 Krashen's hypothesis about second language acquisition**

Born in the American city of Chicago in 1941, Stephen Krashen is a leading linguist, activist, and researcher in the field of education. In the field of second language acquisition, he is credited with various decisive terms and concepts, such as the Natural Order Hypothesis or the Acquisition-learning Hypothesis.

The essence of Krashen is the theory of acquisition of a second language as of five hypotheses:

Krashen's hypotheses can be summarized as follows:

- The acquisition vs learning hypothesis: In learning a second language, adults can develop their linguistic competence through 'acquisition' and 'learning'.
- The monitor hypothesis: Conscious "learning" plays a secondary role in linguistic production.
- The natural order hypothesis: Grammatical structures are "acquired" in a predetermined order.
- The input hypothesis: We "acquire" a second language when we understand messages that have a level of difficulty a little higher than what we have already developed.

- The affective filter hypothesis: Attitudinal variables can also explain success in learning a second language.

## **2.3 Related literature**

### **2.3.1 What is vocabulary?**

One of the most challenging aspects of learning a foreign language is vocabulary acquisition, especially at the beginner level. One of the most important things that is necessary to know is the concept of the word. Many authors such as Richards and Renandya (2002) defined vocabulary as a “core component of language proficiency and provides much of the basis of how well learners speak, listen, read, and write.” (p. 255).

Cambridge dictionary (n.d) states that vocabulary is “all the words that exist in a particular language or subject”

Sulfadli (2020) says “vocabulary is an important part of the language. To teach the vocabulary we must be done with careful English teachers should understand which words are important for students to learn because many words will not be useful to them” (p. 7)

It can be said that vocabulary are the words that constitute the language and helps learners to communicate with people around the world by using in groups or individually. Without a deeply vocabulary and techniques or strategies for acquiring new vocabulary, beginners rarely obtain their capacity and can be discouraged from using language learning opportunities around them including listening to the radio, paying attention to the native speaker, and the use of language in a special context, reading or watching television.

### **2.3.2 Classification of vocabulary**

Before all of that, the teacher must consider how many types of vocabulary there are in order to implement better strategies to teach it. This paper classifies two different aspects to consider about vocabulary. The first aspect are the parts based on their function:

#### **2.3.2.1 Vocabulary based on its function/word classes**

According to Delahunt and Garvey (2010) classified parts of vocabulary based on their function as follows:

- The noun can be the name of a person (e.g., Mary, John), places (e.g., town, Jakarta), animals (e.g., cat, zebra), objects (e.g., pencil, book), unseen thing or qualities (e.g., intelligence, health).

- The pronoun is a word used in place of one or more nouns. It can replace the names of people, places, and things that have already been mentioned. For example, “I want you to read this again”. The words I, you and this are pronouns.

- The third part of speech is the verb, one of the main parts of every sentence. For example, my mother is a nurse.

- Adjectives are the words that use to add descriptions to those nouns that give the reader a clearer picture of what you mean, you add “detail” words in front of the noun like little, blue, rich, old, etc.

- Another type of describing word or modifier is the adverb. For example: well, quiet.

- Prepositions are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. For example, the girl walked behind the building.

- An interjection is a word or group of words used to express strong feeling. For example: Wow! Oh, no! Fantastic! Never! Fabulous!

- Conjunctions are used to join words, phrases, or clauses. For example: “Joe and Mike followed the young cub, but they could not catch it”. (p. 78)

### **2.3.2.2 Vocabulary based on its building**

Graves, August, & Mancilla-Martinez, 2013 on Tanago, N (2017). Classify vocabulary into two types based on its building: “productive vocabulary and receptive vocabulary. The productive vocabulary refers to words that are produced by humans in terms of speaking and writing. On the other hand, the receptive vocabulary means words that can be received by humans through listening and reading.” (p. 11)

For that reason, the other category is based on their building and according to Wollacott, M. (2022) says that there are four types of vocabulary. “These are reading, writing, listening and speaking vocabularies.” (Par. 1).

#### **2.3.2.2.1 Receptive vocabulary**

- Listening Vocabulary

Listening vocabulary contains words that we recognize through hearing. Learning new words is a non-stop process, and by the point you get older, nearly fifty thousand phrases are understood and identified by you.

- Reading Vocabulary

The main element of vocabulary constructing is reading. Reading grows and develops your vocabulary. The words we get to examine at the same time as reading a text are termed as reading vocabulary. It may also occur that we recognize words via reading vocabulary even though we don't use it in speaking vocabulary.

#### **2.3.2.2.2 Productive vocabulary**

- Speaking Vocabulary

Speaking vocabulary includes phrases that we surely speak. It has a number of around 5000 to 10000 words. These are used for giving instructions and conversations. The variety of phrases on this category are relatively lesser than the listening vocabulary.

- Writing Vocabulary

Words we restore at the same time as expressing ourselves through writing are termed as writing vocabulary. Writing vocabulary is commonly motivated through the words we are able to spell. We discover it easy to express verbally, via facial expression, or intonation, however writing vocabulary relies upon our knowledge in vocabulary.

The types of vocabulary can be labeled based on spoken and written vocabulary. Children begin vocabulary-construction via listening and speaking even earlier than writing and reading. Every type of vocabulary has a specific goal and purpose. However, the improvement of one sort of vocabulary helps another.

### **2.3.3 The importance of vocabulary for language acquisition**

“Finding the right word to fit the intended meaning is frustrating when your store of word is limited.” -Thornbury (2002: 2)

In each language, vocabulary is vital to deliver an idea, express preferences and feelings; and to communicate with others. Vocabulary is one of the components, which helps the speakers in communication, each time they need to communicate with different people using a language. Teaching vocabulary is important in 2nd language acquisition. It is the essential ability that beginners construct their knowledge on.

It could be said that the ability to apply and recognize the language depends on the variety of words the learners have found out in that language. The more they learn words, the more they are able to use and apprehend the language.

To support this idea SULFADLI mentions that vocabulary is crucial to understand the name of the things that are around of us. For that reason, students need to have an adequate vocabulary to get a success when they learn English, because they will be able to express their ideas, emotions and passions.

### **2.3.4 How vocabulary concept has changed through time**

The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word ‘vocabularium,’ meaning ‘a list of words.’ It gained its modern meaning, the sum of all words known by a person, in the 1700s. Eminent writers such as William Shakespeare and Charles Dickens are known for their large vocabularies.

A person’s knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word’s meaning, forms and how to use it.

The development of English vocabularies is marked through the modifications in Old English and Modern English in terms of grammar, word origin, pronunciation, and spelling. Old English grammar could be very complicated because of considerable variety of inflections in the meantime Modern English grammar has been simplified in view that Middle English. Old English vocabularies are particularly followed from Teutonic, and

Modern English vocabularies adopt and borrow from languages throughout the globe as a consequence, English will become a sophisticated language. The pronunciation and spelling of Old English are different from English today. Old English vocabularies are shaped through the use of affixation in which Old English affixation can increase a word into more than a hundred new words which does not exist in Modern English affixation.

### 2.3.5 How is vocabulary taught

There are many aspects that constitute words, there are essential to know for students because they can help them to understand the curriculum, materials writers and professors when teaching vocabulary. According to Thornbury (2002), described the things to teach in vocabulary as follows:

- The first condition to consider are the aspects in a sentence, or as this paper call them, the vocabulary parts based on its function. They fall into one in every of eight distinctive word classes: nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunctions, and determiner.
- The second condition are word families where words may share the same root but take different endings, this action is called as affixation: *play* to *player*. On the other hand, the same root takes different beginnings it is called as prefix: *reliable*.
- Other condition is the word formation, where the action of compounding plays a role, it consists of combining two or more independent words: *dishwasher*.
- The next condition is called multi-words units, they are also known as lexical chunks. The chunks range in terms of the way fixed and how idiomatic they are.
- The other condition are collocations. They are words that occur together.
- Then it is found homonyms, words that share the same form but different meanings: *I like looking/look like new*; homophones, words that sound the same but are spelt differently: *meet* and *meat*; homographs, words pronounced differently but the same spelling: *a live concert/where do you live?* synonyms,



words that share the same meaning: *young* and *new*; and antonyms, words that have opposite meaning from something: *new* and *old*.

- Hyponyms are the terms that denote a subcategory of a more general class: *chair, table, cabinet* are hyponyms of *furniture*.

### **2.3.4 Game-based learning**

The next part explains a brief literature about the strategy which is Game-based learning. First if all it is necessary to know the concept

#### **2.3.4.1 Definition of game-based learning**

Game-based learning is growing increasingly more popular throughout time.

Saputra, A., et al. (2021) mention “Game-based learning is a learning method that uses game applications that have been specifically designed to assist in the learning process. Game-based learning development can create an environment that is motivating, fun and enhances creativity” (p.111)

Iacopo, F. (2020) says that “GBL is a strategy that uses the idea of a playing game to reach specific learning objectives, whether they belong to knowledge, skills, or attitudes.” (par. 12)

As the result of different authors this paper considers game-based learning as a strategy in consideration of helping the learners’ knowledge, for that reason, game-based learning is an active learning method that makes use of games to enhance student learning. The learning, in this case, comes from playing the game, which promotes critical thinking and problem-solving skills. Game-based learning may be executed via virtual or non-virtual games and simulations that permit learners to enjoy the learning firsthand.

#### **2.3.4.2 The influence of game-based learning in English language teaching**

Nazarova, M., and Galiullina, E. (2016). Mention that the application of this GBL in education of English promotes formation of not unusual place cultural and professional competences, such as foreign-language communicative competence which offers a rational use of English as approach of communication. Moreover, it enhances the motivation of students to learn English developing new degree of cross-cultural communication inside a specific professional context.

#### **2.3.4.3 The influence of game-based learning in English vocabulary teaching**

Game-based learning is not only useful for developing vocabulary knowledge but also to develop different skills. Most teachers agreed that learning through games allow students to improve teamwork this skill may help them to reach goals or objectives of the game. To use Game-Based learning to the teaching of English vocabulary, teacher will teach it in terms of function of building or even as it was seen during the 3.5 section.

According to nation 2015 in (Tanago, N. 2017) One of Nation's strands invented because the strategies for a success vocabulary teaching is a meaning-focused input, because of this that an opportunity to look the data that is going to be taught. Therefore, via this approach, the learners are provided with a possibility to encounter new words.

They can see numerous varieties of new words, how they are spelled or listen to the way they are pronounced through playing game. A language-focused instruction, how the information is used in different contexts concerning grammar rules, can be implemented via this approach as well. After the learners encounter the new words, the teacher can encourage them to memorize those words through showing them how those words are important for the game. In different words, the learners might be given more details about those words or being asked to discover more details through themselves in order to increase an opportunity to obtain the purpose of the game. By doing this, learners not only learn more about new words in terms of their meanings, their parts of speech but also have motivation to memorize them as they are parts of playing game. After knowing more details about the new words, learners are expected to apply the words to the game. To do this, it can be said that the learners are receiving a meaning-focused output, which means an opportunity to apply the information to a real-life situation. As most games need the winner, the learners are stimulated to use what they know to achieve the goals of the game. In this strand, the learners not only have fun but also have a chance to practice using the new words.

#### **2.3.4.4 Types of games used to teach English vocabulary**

Games and amusing activities are an important element of teaching English as a foreign language. Whether it is teaching to adults or children, games will brighten up your lesson and make sure that your students will go away of the classroom looking for more. A teacher must think outside the box, planning different activities to engage students, it is

not bad to use traditional games but there are others that maintain students actively. The games are the following, according to different online sides such as onTESOL (2021) and TEACH THIS worksheets, activities and games (n.d) exemplify different games to acquire English vocabulary:

#### **2.3.4.4.1 Sticky-Ball Tic-Tac-Toe**

Draw a large tic-tac-toe square on your whiteboard. Teacher then has many alternatives for what to put in every of the nine squares, depending on if she or he is working on simple vocabulary recognition or grammar. When the learners lands on that box, he/she must act out the word to illustrate their understanding; similarly, professor can draw a picture and have them say the word or create a sentence with the word verbally.

Teacher also can use grammar sequences through writing questions in the boxes and having the students answer them, or leave blanks in sentences for them to fill-in verbally. In order to maintain older students engaged, allow teams to ‘steal’ a box from the opposite through touchdown on an already marked box and completing the sentence/answering the question in a unique way.

#### **2.3.4.4.2 Sentence Smash-Up**

Use a grammar factor which you are teaching and type out questions and answers (or simply statements) on the computer. Print them off and cut them up, either into multi-word strips or by a single letter. Either alone or in pairs, have students try to put the whole lot back together in a set quantity of time

#### **2.3.4.4.3 Charades**

Charades is always a fun activity to incorporate at the end of a vocabulary lesson. It also offers the ideal balance between minimal prep time and high effectivity for vocabulary memorization and can be used for both nouns, verbs, adjectives, and adverbs.

Have students write vocabulary words on small slips of paper, fold them in half, and put them in a hat or bowl. Divide the group into teams if it is better in order to add a competitive edge, and have one student come to the front at a time. Give them 30 seconds to act out as many of the words as they can while their teammates/fellow classmates identify the words. It can get pretty silly with younger students, so hold on to your hats.

#### **2.3.4.4.4 Five People to People**

Here is a laugh vocabulary recreation for working towards elements of the frame. You will want an extraordinary variety of college students to play this recreation. Ask all of the college students to discover a associate. The pupil without a companion is the 'chief'. The chief calls out one-of-a-kind elements of the frame for the scholars to connect to their companion, e.g., 'hand to hand', 'knee to elbow', etc. The pairs pay attention and comply with the chief's instructions. If the chief is having troubles contemplating components of the frame, sense unfastened to get them to copy after you. After some instructions were referred to as out, the chief says, "People to people." Everyone then has to discover a new accomplice (inclusive of the chief). The abnormal scholar not noted will become the brand-new chief and so on.

#### **2.3.4.4.5 Vocabulary Deck**

This ESL vocabulary recreation is beneficial for practicing classes of phrases. Tell the scholars that they're going to play a vocabulary sport the usage of a % of gambling playing cards. Assign every card (ace to king) with letters and write them at the board. Choose a class, e.g., verbs. Shuffle the playing cards and flip the pinnacle card over. Show the cardboard to the primary crew and set a time restrict, e.g., 5 seconds. The crew then races to mention a class phrase starting with one of the letters the cardboard represents. If the group is capable of provide you with an appropriate phrase earlier than the time restriction has been reached, they rating a factor. The recreation is then repeated with the second one group and so on. The group with the very best rating on the quit of the sport wins.

#### **2.3.4.5 Benefits of using game-based learning in the classroom**

As it was seen, Game-based learning applications in acquiring English vocabulary implicates a whole process which can be benefit for students due to the fact it enhances the participation and the motivation. The New Path Learning website (n.d) says that with the use of Game-based learning in the classroom is very useful because it engages students involving them in the learning process, generating retention of the vocabulary learned, increased students' engagement, increased attention, critical thinking and an enjoyable experience that implies few troubling experiences.

Game-based learning allows students to assume different roles and confront situations. It is relevant because students will make meaningful choices and also investigate the consequences of these choices.

- Game-based learning helps in retaining learning input: Game-based learning implicates a training process in which the student built into different systems a knowledge before being exposed to the new vocabulary. Besides, game-based learning allows students to progress at their own pace, thus, making the process a more personalized experience.

- The game stimulates the imagination of the student: This helps to make the learning process more contextual and real, thanks to this, the new knowledge is relevant for them.

- Game-based learning helps to simplify difficult concepts: Games can be shaping the difficult concepts to transform them in simple or tangible shape, by doing this the learners will look at them from different perspective.

- Game-based learning implicates the learning by doing process: It helps to bridge the gap and the more the students do, the more they learn. They assimilate the things that are learning and retain the new information.

- Working in a collaborative way: Game-based learning not only involves a real-world situation, but also involves all the people to collaborate in the process. Students are able to share ideas, change them and improve them by talking or working in teams.

- Higher receptive of input and output: As it was mention before, game-based learning permits students to acquire words and retain those words by playing, the game also permits them to use the new knowledge in different contextual situations.

### **2.3.5. Critical thinking**

Game-based learning is a useful tool when teachers want to develop or improve the critical thinking for students, before all of that, it is necessary to know what is critical thinking and the authors that are mentioned below give a clear meaning of the name.

Critical thinking according to Cambridge dictionary (n.d) is “the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you”.

Shinde, S. (2022). Says that critical thinking is “a process of questioning, analyzing, interpreting, evaluating, and forming an opinion about what you read, hear, say, or write. The term ‘critical’ originates from the Greek word *kritikos*, which means ‘ability to judge or distinguish’.” (par. 2)

And finally, The Critical Thinking Co. Staff. (2005) mention that “Critical thinking is the identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate their beliefs clearly and accurately.”

After these definitions it can be said that Critical thinking is the ability to think without a doubt and rationally, knowledge the logical connection among ideas. Critical thinking has been the issue of a lot of debate and ideas.

### **2.3.6. Relevant research (state of art)**

Abdeldaim, Amr. (2021). In his journal “the impact of educational games on enhancing elementary stage students’ acquisition and retention of English vocabulary” described a study which was applied to primary kids’ students, they were two groups that were chosen randomly and, in each group, there was applied different education, one of the groups was taught by playing educational games and the other group was taught using a regular education. The total number of learners in both groups were 40 because each group had 20 students.

The study pretends to identify the effect of the use of educational games increase English vocabulary skills on the elementary stage. The results argue that there is a huge difference between the way in which teachers carry out the class, the main difference is that educational games in teaching providing students a variety of activities will allow them to interact and through this interaction they created cooperative environment.

Nguyen, N., Phan, L, Nguyen, L., and Nguyen, V. (2021). “Explain in their paper of Using word games to improve vocabulary retention in middle school EFL classes” about the use of games to teach vocabulary is a viable method because students are exposed to the target language in a higher way. The study of students from two different classes in

grade 7 has helped results in improving their ability to acquire and maintain vocabulary. The classes were divided in experimental and control and both classes count with 64 students (32 students in each class) with an English level more or less based on preliminary tests scores gotten by the vocabulary lessons.

It was applied a mixed method during the methodology, some research methods used in the analysis were the pre-tests and post-tests, questionnaires and interviews by doing this, it was possibly got results for each section; the most important point is that the study is focusing on study two groups taking into account two subgroups that are the control group and the experimental one.

Tanago, N. (2017) In the thesis of “The effectiveness of using game-based learning in teaching English vocabulary.” it is focused on the population from Thailand, specifically the students from the English level 1 at the university in Nakhon Pathom. The thesis pretends to investigate the effectiveness of using game-based learning in teaching English vocabulary. It is also focused on investigate students’ attitudes towards learning vocabulary by implementing this approach. The participants were 48 first year non-English students from the university mentioned below. The instruments to measure the information were a pretest and posttest, and a questionnaire that was used to ask about students’ attitudes. The materials to implement this were a textbook, games and lesson plan. The results show that game-based learning helps students to learn vocabulary since the data on the tests present higher consequences.

# CHAPTER

# III



### **3.1 Methodology**

This chapter provides a detailed description of the methodology used in the study, including study design, participants, tools and materials, procedures, data collection, and data analysis.

#### **3.1.1 Types of research.**

There are three research methodologies to carry out when people analyse data, among them, there are the qualitative, quantitative and mixed methodology. This can be seen in three:

- Qualitative methodologies that are used to answer questions which cannot be measurable but focus on obtaining information on the experiences and perceptions of the participants that are of interest to the research. Examples of qualitative methodologies are:

They allow direct exploration with human subjects and can be recorded through recordings or written notes. Questions can be open or closed.

Qualitative data analysis that can be content (data classification), narrative (review of stories based on their context), discourse (text narrative analysis), among others.

- Quantitative methodologies are those with which quantitative or measurable data can be obtained. Their importance is that they can be validated with scientific models and principles, but they can become inflexible and cold. Examples of quantitative methodologies are:

They are used to collect information from people with closed or open questions, but with measurable answers that can consist of measurement scales.

Comparative analysis. Comparison of measures between two or more groups of results.

Statistical analysis. They include correlation analysis or linear regression (study of the linear association between numerical variables) or polynomial regression (study of the polynomial association between numerical variables).

- Mixed methodologies are those that combine both qualitative and quantitative methodologies. In recent years, researchers prefer mixed methodologies because they give them the opportunity to carry out qualitative and quantitative research in parallel.

After a long investigation, it was considered highly relevant to use the mixed methodology in order to collect qualitative and quantitative information necessary to carry out the analysis and reflection on how is the response to the application of the game-based learning strategy to teach English in order to verify its effectiveness in the grade of 2 "A" in the official secondary school 0108 "Sor Juana Inés de la Cruz". It is also considered to use this one because based on experience, this kind of methodology provides a complete and better understanding of the problem than doing by separate, it offers a better approach to develop efficient tools according to the researching context and it helps to explain the findings or how causal process work.

### **3.2 Variables**

The term variable refers to some kind of relation cause and effect, it represents a measurable attribute that will change throughout an experiment. In research, a variable is any characteristic that can take different values, such as height, age, genre, or test results.

Researchers often manipulate or measure independent and dependent variables in studies to test causality. The variables are divided into two: this is due to the independent variable has a value independent of other variables in the study, and the dependent variable which is the effect. Its value depends on changes in the independent variables.

#### **3.2.1 Dependent variables:**

The influence of how many activities is going to be applied can improve the acquisition of English vocabulary.

This is considered as a dependent variable in order to the number of the activities might affect the results and this number will be control by the teacher. For example, if the teacher takes into account 10 different activities, but the time to apply them is shorter because a suspension, then the teacher must change the number and the efficacy may be affected because there were 9 activities instead of 10.

The number of students working in teams and people who they work with

It is a variable that most teachers have in their classroom, there are many students that don't like work in teams and other who like just if the team are their friends, for that

reason, the way in which teacher is going to make teams can be a factor that affect the efficacy of the work.

The capabilities of students developing physical activities

It is mention this inasmuch as some of the students are not confident with developing physical activities, it is, activities that demand students to move, run, or even jump. Teachers must not obligate any student to do something that can be a risk for their health. And according to Capeluto, S. (2023). “Obligar a los alumnos a participar no tiene ningún sentido y termina por generar el efecto contrario al esperado... Una técnica interesante es acercarse progresivamente a ellos a través de miradas cómplices o saludos afectuosos, pero no invasivos.” In spite of not doing this affect the understanding of the English vocabulary is taught because not all students know or practice as well.

### **3.2.2 Independent variables**

Students' English practice out of the school

This is an advantage for those who take classes because they are able to acquire the vocabulary easily and retain in their minds.

The use of English vocabulary in the context

Teaching vocabulary that has relation with the students' contexts allows them to remember and putting in practice

### **3.3. Data collection tools and procedures.**

During the stay at the Amecameca Normal school, different types of data collection were reviewed, each data collection tool is described below for the purpose of explain how these are going to be used during the research.

#### **3.3.1 Observation guide**

The first data collection is called observation guide, which consists of a series of aspects that the teacher in training has the intention to take into account based on the things that are observable; according to Roller & Lavrakas. (2015). The observation guide

supply to different purposes, the first one is to remind the observer main points of the observation practice, the second one is to help the observer to reflect on his/her grant, it is how the observer was affected during this practice. It is planning to use as a resource to write the characteristics that are involved in the scholar environment and how these characteristics can affect or not the intervention practice.

### **3.3.2 The reflection journal**

It is the second data collection tool and it plays an important role for teachers due to it helps him/her not only to reflect about aspects that will concern and can be helpful but those aspects that teachers must change or make an analysis to modify behaviors, dynamics, activities and attitudes from teachers. Reflection can be defined as follows:

“Reflection, involves a cycle of thought and action in which educators explore their, attitudes, thoughts and experiences, as well as underlying issues of practice; it enables individuals to reframe, and articulate their understandings, on a continual basis, in light of new experiences and information. Reflection allows teachers to examine past and present actions and to generate knowledge that informs future actions.” (Black, Sileo, and Prater. 2020)

It is going to be used as a tool to promote reflective thinking after each class.

### **3.3.3 Interviews**

An interview is a technique in which the interviewer can be closer to people that are involve in events and get information from those who have experience rewarding information and providing the achievement of the objectives proposed.

García, M., Martínez, C., Martín, N., and Sánchez, L. (n.d) explain that an interview consists on the following:

“Es la técnica con la cual el investigador pretende obtener información de una forma oral y personalizada. La información versará en torno a acontecimientos vividos y aspectos subjetivos de la persona tales como creencias, actitudes, opiniones respecto a la situación que se está estudiando”.

The interview is going to be used as a resource to know how students from 2A feel learning English by playing games and how they feel learning English in a traditional way.

### **3.3.4 English diagnostic test and likes, and interests toward the English subject test.**

The test is a brief way to get information about a certain topic. Merriam-Webster defines the test as “something (such as a series of questions or exercises) for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group”. And “a critical examination, observation, or evaluation”

The tests were mentioned before will work as a tool to get information according to students’ interest that may be helpful to planning lessons and games that get their attention and motivates students.

### **3.3.5 Socioeconomic diagnostic**

The last tool is going to be applied is the socioeconomic diagnostic. It is a diagnostic that allows to know the social environment that involves the student. The Consejería Jurídica y Servicios Legales del DF defines it as a “Documento que permite conocer el entorno social y económico de una persona en particular, se trata de una investigación que tiene como objetivo dilucidar los aspectos propios de un individuo (sujeto de investigación).”

This tool is going to be used to know the background and context of students, this may be helpful when the lessons were planned

The instruments mentioned above are instruments that analyses qualitative information since it is expected to know information that enrich these paper and quantitative information, since what is expected to be collected are statistics and numerical data to make an analysis.

## **3.4. Action Plan**

### **3.4.1 Selection of learners**

This work was written to explore the effectiveness of using Game-Based Learning (which is one of the new methods) in acquiring English as a second language in secondary school students and investigate the students’ attitudes towards learning vocabulary, chunks, phrases, etc., through this approach. The participants of the study were 13–14-year non-English secondary students who enrolled during English second grade at a government secondary school “Sor Juana Inés de la Cruz 0108”, Amecameca.

### **3.4.2 Procedures for material/strategies implementation.**

### **3.4.3 Instruments:**

#### **3.4.3.1 Pre-test and Post-test**

A pre-test and post-test shared the same items and exercises (See appendix 4)

Both contain 13 sections with 106 questions related to vocabulary that students had acquire during three months taking English classes, 13 items contained vocabulary that was taught using game-based learning. This vocabulary has relation to the topics were taught during the intervention practice. Students from 2<sup>nd</sup> “A” were attributed to do the pre-test before checking and acquiring vocabulary through Game-based learning and do the post-test after acquiring it through this approach.

The researcher follows different steps in order to elaborate the tests.

Step 1: the researcher elaborates a test of different exercises to evaluate vocabulary. Matching exercises, written exercises, fill the blanks exercises and multiple-choice exercises were chosen to use in this study.

Step 2: The researcher studied and investigated in different resources of internet and also dialogued with professors in order to know and develop the questions test.

Step 3: the test was used with students to explore their vocabulary knowledge before and after acquiring vocabulary through the approach of game-based learning.

#### **3.4.3.2 A survey about interests towards English.**

The survey was used to ask about the students’ attitudes toward acquiring vocabulary through game-based learning and their interest to the English subject. It was conducted in Spanish in order that participants can express in a freely way and avoid language ambiguity. (See Appendix 11).

The researcher created the questionnaire the use of each close-ended and open-ended questions. The cause was to research the students’ attitudes towards learning vocabulary through Game-Based Learning in terms of advantages, disadvantages and other suggestions. The questionnaire consisted of three parts as following:

Part 1: This part was used to investigate the students’ background information such as gender, age, faculties where the students are studying, and so on.

Part 2: The students' attitudes towards learning vocabulary through Game-Based Learning.

The survey consists of two parts, the first part to know the students' attitudes to the English subject and the second part a questionnaire in which participants were asked to express their opinions and some suggestions toward acquiring English vocabulary.

#### **3.4.4 Materials**

Online Flashcards to know new vocabulary words, lyrics of songs to put in practice the vocabulary acquisition, worksheets that contain images of characters according to students' interest, and songs. The materials described below were useful in order to help students to put in practice the acquisition of English vocabulary.

#### **3.4.4 Games**

In this research there were used to teach vocabulary: search word activities, whiteboard running race, running game, trivia game, stop game, questionnaire game, and drawing myself. The reasons why the researcher selects these games as part of this study was that all of them are non-digital games, this was considered as the best option to be applied due the characteristics of the school are not the suitable. Nevertheless, the activities can be modified in order to apply them as digital games. Other reason was that these games are considered as efficient according to the researcher experience applying them with different students and in different contexts. The final reason was that those games are adaptable in terms of number of participants, their age, their interests and the objectives of the class.

#### **3.4.5 Lesson plan**

According to the course, the students that are enrolled in English have to attend this course three times per week and one hour per class. The details of each week are mentioned as the following

Activity 1 – the activity consists on a running competition. The purpose of this activity is that students will be able to acquire vocabulary about shopping in order to ask for information about clothes. The specific objective is that students identify different types of clothes by selecting them in a running activity

Activity description: The teacher explains instructions to students, students must make two different teams (it will be 4) each team is going to stay in front of different index cards that contain the name of the clothes. The teacher has different pictures and is going to show one by one, the first participant of each team must run and take the correct name of that picture, if it is correct, they win a point if it is not the other classmates have the chance to take the correct one.

This activity is designed as an overview of the vocabulary seen in previous classes.

Activity 2 – This activity is a wordsearch exercise; students must search the words that they are going to see in class in order to have an idea about what are going to acquire that day. The general objective of that activity is that students identify the spelling of some words that are going to be used during the class. The specific objective is to have fun and not copy as traditional vocabulary that is taught

Description of the activity: Teacher gives students a word search puzzle at the beginning of every class they check tough vocabulary, and students must search the words

Activity 3 – This activity is whiteboard word running and it consist on a competition of teams, there are 4-6 teams, each team has around 6 or 4 people, the first person that pass have to pay attention to the words that the teacher shows. Teacher is going to show isolated words written in pieces of papers, and students must run carrying a marker and write the word with the correct spelling on the whiteboard, the first person that write win a point, the team with more points is the winner. If students do not remember the word, their team will help them. This reinforcement teamwork.

Activity 4 – The activity consists on playing stop. The general objective of this activity is to practice the verbs, for that reason each student must get a verb, they are going to write it on a piece of paper, then they must stick the paper on its clothes. The specific objective is that students identify the verbs each of their classmates have.

Description of the activity: after give each student a verb, the teacher must explain how they have to play this game, explains some rules and considerations for those who



did not the game and then the researcher shows the following phrase: “I declare the war against my worst enemy who is...” after mention that, the person says its verb.

This activity is useful in order to make students study the verbs they are going to use.

Activity 5 – The activity consists on teach vocabulary by using a trivia game, the general objective to this activity is that student identify the words seen in class, related to human body, the specific objective is that students are interested on learning the words.

Description of the activity: the researcher is going to make slides that contains questions such as “what part of the body is this?” and next to the questions there were a character and an arrow pointing the part of the body, students have to guess and then take notes of the new word. This is a good activity since help to increase the participation in the classroom and make that acquiring new vocabulary will not be boring. (See appendix 9)

Activity 6 – This activity is a competition in teams or individual work. It is centered as a task-based activity due to students develop the final product at the beginning of the class. The general objective it to make students conscious of what they hear and understand when someone ask them parts of the body. The specific objective is that students will be able to draw a monster by reading a paragraph.

Description of the activity: Teacher started the class by making different teams, the most teams the most efficient class will be. Teacher asks students questions related to parts of the body, each team have to write the answer in their notebooks, all the participants from each group must write the answer or this is not going to count, after 10 questions teacher mention the correct answers, then the researcher gives a handout that contains a description of a monster by mentioning the answers of the questions, students must draw a monster according to the description.

Activity 7: The activity is a drawing with a description of the student that mention how he/she look like or not using have and have not got. The general objective of this

activity is that students will be able to describe themselves by using vocabulary of physical description and the use of have/have not got. The specific objective is that students identify the types of physical appearance can exist.

Description of the activity: teacher asks students to mention what are the things she has not got, for example: "Have I got blue eyes?" students say "yes you have got or not you have not got" then she asks "what colors are my eyes?" and students mention the color of her eyes. Immediately she writes on the whiteboard the first characteristic. The researcher can ask many aspects he/she wants. After remind the vocabulary by doing this, the professor asks student to participate for making a draw of her/him using the characteristics they have already seen. After that the professor must write sentences using verb to be and have/has got to describe the draw, the professor also is going to use the vocabulary that already write on the whiteboard in these sentences. Then students must do the same but using their own personal information.

# CHAPTER IV

#### **4.1 Didactic proposal**

The chapter consists of three parts, the first is the didactic proposal in which it is exposed how the activities worked during the intervention practice, the second part is the data analysis and discussion and the last part the conclusion and some recommendations.

The didactic proposal of the research was based on using the strategy of game-based learning, the didactic proposal included 7 different activities which had the purpose of helping students to acquire English vocabulary. For this reason, the activities included the activities were taught in the way where students were able to practice it and acquiring by playing during English classes. This research also had de purpose to acquire English vocabulary by teaching isolated words, multi-words and collocations.

Most of the activities were developed in teams, only 4 of them were developed in individually and the materials used to develop the activities were, markers, worksheets, whiteboard, drawings, slides, songs and ball. In terms of use of time each activity was developed between 25 to 30 minutes. The strategies were integrated with the topics of the lessons and they were implemented between two or three times a month.

#### **4.2 Description of the activities and findings**

This strategy was applied with the main purpose of helping students to acquire English vocabulary related to 4 different topics seen during the months of the intervention practice. The researcher not only achieved the data in the form of a score due to the pre-test and post-test which were applied, but in activities developed during classes. The pre-test was held at the beginning of the intervention practice. Before giving the post-test, the researcher taught vocabulary and its use during 10 weeks. For that reason, the topics that the research was able to teach were: shopping, can and can't possibilities and abilities, could and couldn't, physical descriptions, and natural disasters.

##### **The score of students' Pre-test and Post-test**

At the beginning of each class the research gave indications to answer the tests, even when students had already done the test once the second time learners reacted as frustrated and scared, but they felt relieved when they saw the organization of the

exercises. This was able to observe and to know because students made comments related to it was said before.

The results of the test had an observable difference, in the first section it was easier for students to identify and match the name to the appropriate image in post-test rather than pre-test. The second section showed big improvement due students were able to acquire vocabulary about verbs, they were capable to name 10 of the 12 verbs. For the third section about personal information there are mistakes and it exists confusion to organize sentences with correct spelling, this confusion is reflected on two more exercises in the test.

Otherwise, the fourth part in which students showed a enhancement due to they were able to differentiate between adjectives. The fifth part is one of the most troubling activities that students found difficult to develop, the activity consist on use has got or have got in order to complete sentences, unfortunately students were not able to acquire enough grammar because activities were focused on vocabulary. The sixth part consist on write the likes and dislikes, conversely the previous activity students were able to write with some mistakes in different sentences.

The eleventh and eighth part also had an improvement, the vocabulary and the way in which was thought (by a quiz activity) allowed students to identify and remind the words for describing physical appearance. They understood ideas in short paragraphs for the ninth activity and in the tenth activity they presented trouble, they can write the vocabulary, but they were not able to make complete sentences. (See appendix 13 for observing more details of the exercise).

The eleventh, twelfth and thirteenth activity which were centered in the same topic showed a difference because students improve their results by writing and selecting the correct answer.

The table 1 shows that there is a difference between the score of the students' pre-test and the score of the students' post-test. Because when the students did the pretest; the researcher had not given the treatment yet to the students. And then, the score of the students' post-test was higher because the researcher already gave the treatment to the students. Most students answer vocabulary about nouns, multi-words, and collocations. That happened because during the classes the researcher tried to teach vocabulary in

three different ways, the main purpose was that students would be able to understand longer phrases in order to understand the teacher when talks in English and not just isolated words without any purpose.

The difference between the pre-test and Post-test was of 30% as it can see on the next table. The sign of '-' means that the student did not do the application.

<b>Table 1. Number of answers in pre-test and post-test of each student</b>		
<b>Students</b>	<b>Pre-test correct answers</b>	<b>Post-test correct answers</b>
<b>1</b>	56	80
<b>2</b>	87	100
<b>3</b>	27	46
<b>4</b>	18	34
<b>5</b>	33	34
<b>6</b>	36	89
<b>7</b>	24	81
<b>8</b>	66	89
<b>9</b>	17	35
<b>10</b>	5	16
<b>11</b>	54	92
<b>12</b>	22	51
<b>13</b>	39	62
<b>14</b>	-	66
<b>15</b>	35	54
<b>16</b>	27	54
<b>17</b>	52	66
<b>18</b>	-	-
<b>19</b>	62	100
<b>20</b>	45	78
<b>21</b>	22	48
<b>22</b>	54	88
<b>23</b>	17	87

24	24	-
25	12	75
26	42	63
27	32	75
28	30	92
29	31	31
30	51	71
31	74	93
32	42	64
33	39	57
34	14	15
35	79	91
36	35	63
37	50	64
38	47	48
39	28	53
40	42	-
41	10	26
42	30	49
43	25	45
44	52	79
45	15	44
46	16	26

## **Games**

### **Activity 1 Running competition**

The activity consists on a running competition. The purpose of this activity is that students will be able to acquire and/or reinforce vocabulary in order to ask for information. The specific objective is that students identify different types of vocabulary words and its spelling by selecting them in a running activity. In this activity the teacher had to improve

students' critical thinking by showing them pictures instead of the nouns, to give students the opportunity to analyze the spelling of the words in the moment of pick up the card.

It was expected that with this game students had more possibilities to remember how the picture was written in a competence divided by teams due to they received help from his/her team. There were two unexpected situations, the first one was that around 7 girls didn't want to participate in the activity because they were not able to run or because some of them wore a skirt, the second unexpected situation was that there were times that students did not know what was the name of the word and teacher helped them by mentioning some letters of the word. (See appendix 5).

### **Activity 2 Whiteboard running race**

This activity consists on a running competition inside the classroom. The purpose of this activity consists on make those students try to remember the word which is showed previously. It is a teamwork, each work competed and the team that go to the whiteboard and write the word with a correct spelling won a point, after that, team with more points won the competence. This increased students' motivation and critical thinking in order to demand students on remember the word, if there was a doubt it was allowed that the members of the team give an example of the use of this word. (See appendix 6 for details of the activity being applied).

### **Activity 3 Search-word activity**

The main purpose of this activity was that students acquire English vocabulary with an activity that was not just a work from the teacher. This activity allowed them to know what are the words that would be seen on the class, it was also like a challenging activity at the beginning of the class to make they focus on the class.

It was expected that the inclusion of search word activities had more possibilities to retain the words and allowed students to have a free access when the professor asked for the vocabulary. The unexpected situations for this activity are that students did not understand the meaning of some words which makes difficult for them retain that word, for that reason the professor used mimic and gave examples of that word in different



sentences, that facilitates the development of the activity. (See appendix 7 for observing details of the activities).

#### **Activity 4 – The activity consists on playing stop.**

The general objective for this activity was to practice the verbs seen on class, so each students receive a verb which they wrote on a piece of paper, this allowed each student to observe the name of the verb making easier the activity for them. At the moment of applying the activity students were motivated to play it. An important factor that the researcher took into account is that before start the game and take students outside the classroom, the explanation of the rules is essential.

It is necessary to consider that the activity requires the quantity of verbs according to your group. There were two unforeseen situations during this activity. The first one was generated because it was difficult work with a huge quantity of students outside the classroom and made that they hear what a classmate or the professor says. The second one was at the moment in which students must pronounce the verbs, the pronunciation of students difficulted the understanding of the words and most of them were mention by the professor after a student did.

#### **Activity 5 –Trivia game**

The activity consists on teach vocabulary by using a trivia game, the general objective to this activity is that student identify the words seen during the next classes. It is similar to search-word activity on teach vocabulary in a different way, this game was really interesting for students and it can be modified with characters that students are interested on. The different way in which it was taught the vocabulary really motivated students, they showed interest on the screen because it was used with technological resources.

There was just one unforeseen situation during the application of this activity, the time. There were planned more activity after teaching vocabulary but the game took more time, for that reason there was just taught the 70% of the words. (See appendix 8 for observing details of this activity).

### **Activity 6 –Questionnaire game**

This activity is a competition in teams or individual work. It is centered as a task-based activity due to students develop the final product at the beginning of the class. The general objective it to make students conscious of what they hear and understand when someone ask them parts of the body. The specific objective is that students will be able to draw a monster by reading a paragraph.

At the moment of applying this activity was in a competition in teams, the questions were answered for students and the reading it was not difficult for them and they were able to draw the monster with some errors. There was one unforeseen situation which was that students did not understand some questions, and the professor used mimic in order to infer the meaning for the questions. (See appendix 9 for an example of the product in this activity).

### **Activity 7–Drawing myself**

The activity is a drawing that contains a description of the student. It mentions how he/she look like by using “*have*” and “*have not got*” phrases. The general objective of this activity is that students will be able to describe themselves by using vocabulary of physical description and the use of have/have not got. During the developed of this activity students were able to represent himself/herself on a draw and in a written description. (See appendix 10 for details of the assignments done by students).

Students wrote their characteristics by using verb to be and have or have not, they also included vocabulary related to physical description).

## **4.3. Data collection tools and procedures.**

### **Observation guide**

The observation guide supply to different purposes, the first one is to remind the observer main points of the observation practice, the second one is to help the observer to reflect on his/her grant, it is how the observer was affected during this practice.

The information obtained by this tool was used to analyze the environment in which students take classes every day, and to highlight those students that had difficult situations to pass through (BAP).

## **The reflection journal**

Reflection, involves a cycle of thought and action in which educators explore their, attitudes, thoughts and experiences. Reflection allows teachers to examine past and present actions and to generate knowledge that informs future actions.

It was the most important tool during the intervention practice. The data obtained by this tool was written after each class with second grade. There were pages that reflect an analysis about the attitudes of students, the results of the games, the unforeseen situations that happened during English class, the interests of students and the way they worked during a specific day in the week.

The reflections were useful in order to improve activities, to don't do anything to take into account the attitudes and materials that were not efficient or attractive for students.

## **Interviews**

An interview is a technique in which the interviewer can be closer to people that are involve in events and get information from those who have experience rewarding information and providing the achievement of the objectives proposed. The interview allows professors to know what is the perception for students about the English class.

There were interview 5 students that belong to different subgroups inside second grade group in order to perceive different points of views, the results were the following:

- The activity students like the most: students agreed that games and dynamic activities are attractive during the classes.
- Are students good at any specific subject: the subjects mentioned for them were maths and physics but most of students prefer studying maths because it is a understood subject.
- Learners are visual or they need make a note-taking: students considered that they are visual, it is, they learned by observing visual representations such as information on the whiteboard, flashcards, videos, etc., but even so, they need to take notes in order to learn.

- English activities are interesting for them: most of the students mentioned some of the activities that interested them.
- Are students motivated to develop class activities: students sometimes feel motivated, this is because teachers do not apply strategies that increase students' motivation.
- The strategies which are other questions from the interview that students mentioned are: dictating well, the use of music and PPT presentations, the interaction teacher-students, the use of games, dynamics and incentives.
- Activities longer than 30 minutes on subjects that are not about English.
- Most of the students do not use digital resources.
- Students study topics that they've seen in class.
- Prizes or rewards are useful and increase students' participation.

The interview was going to be used as a resource to know how students from 2A feel learning English by playing games and how they feel learning English in a traditional way.

### **English diagnostic test and likes, and interests toward the English subject test.**

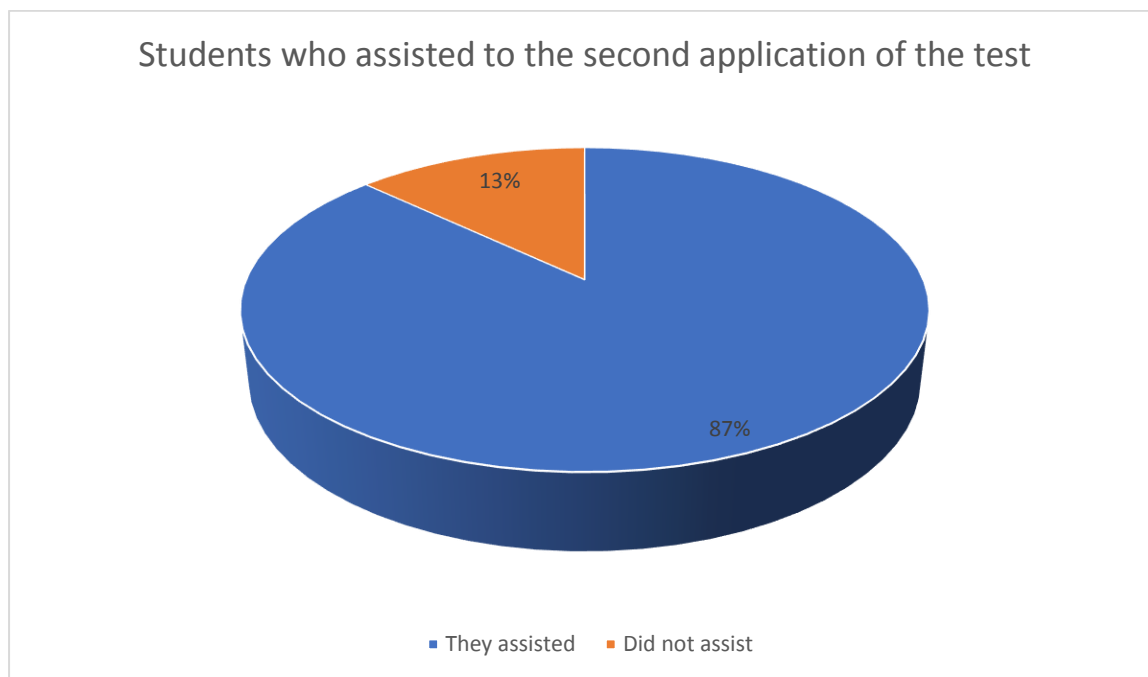
The test is a brief way to get information about a certain topic. The tests were used to get information according to students' interest. This information was helpful to planning lessons and games that get their attention and motivate students. There were 11 questions and the results can be seen on appendix 11. There was 10% of students who did not answer the test.

### **Socioeconomic diagnostic**

It is a diagnostic that allows to know the social environment that involves the student. This tool was used to know the background and context of students in order to identify those students that had difficulties to develop the assignments or not have possibilities to get any resource.

## English level test

During the development of this research there was obtained a sample test from Cambridge English Language Assessment that allows to be applied and assigned the allocation of students at a secondary school. This test called “Cambridge English: movers” is a series of tests for children in lower secondary education. This test was used to obtained the level of English from 2<sup>nd</sup> grade students in order to adequate the activities and the resources to make more understandable the information. There were a % of students who participate in the second application of the test.



It was a difference between scores before students take English classes and after the intervention practice.

- Part one: listening

First application: students showed difficulties at the moment of the listening part, there were comments such as: “what is that?” “I do not understand” making they feel discontent and do not want to answer.

Second application: The first part of listening activity showed more correct answers, students were able to understand better the recording thanks to key points, even they mention louder and in English what was the world. They presented trouble with listening

activities, it takes them a lot of time to understand and identify the ideas, so it is necessary to practice with them in order to reinforce that skill.

- Part two: reading and writing

First application: students do not understand how the exercises must be answered, they were not able to identify ideas on a text, and they got incorrect answers in most of the questions.

Second application: they understood what was each question about, they identify the information and words they need to answer easily. It is observed students acquire more vocabulary than the vocabulary they know before the classes.

The test was applied twice, the comparison between the results is showed in appendix 12.

#### 4.4. Data analysis and discussion

##### Pre-test and Post-test

Improvements observed	Difficulties observed
<p>1. Students were able to increase their vocabulary.</p> <p>Students were able to answer more questions in the post-test before using game-based learning.</p>	<p>1. There was difficult for students to use the vocabulary in sentences grammatically correct.</p>

After calculating and analyzing the data and the findings the information and the findings, it is presented the discussion of that information. This stage has the purpose of describing the students improve in acquiring English vocabulary by using game-based learning.

Based on the result of the test, there was a difference between the results of the pre-test and the results of the post-test after using game-based learning. The purpose of this tests was to exemplify the difference on the acquisition of vocabulary by using game-based learning strategy. According to the evaluation on the exercises from these tests it could be observed that the pictures were helpful for students in order to associate them with the explanations seen in class. The words seen also in class were clear for students due to they know the meaning or they remember how this is written in English.

Recommendations:

1. As the focusing topic on this research was vocabulary, further research can be organized by choosing other teaching topics, such as grammar, syntax, phonetics, in order to determine differences on the results by using game-based learning.

2. The participants of this research were second grade non-English secondary school students of a government university in the State of Mexico, further research can be conducted with students in other levels of education, to dispose any difference in the results.

3. The games were planned to be played by 13-14 years old students; further research can be modified with games adequate according to the age of students.

4. Training should be organized for teachers. In order to increase their knowledge in using Game-based learning in the classroom, teachers should attend this training related to this strategy in order to secure that they have enough knowledge of game-based learning in order to apply effectively in the classroom.

**Activity 1 Running competition**

<b>Improvements observed</b>	<b>Difficulties observed</b>
1. Students were able to identify the images according to the index card. 2. Students were able to use vocabulary on making sentences in English.	1. There was a misunderstanding in some words and students picked up the incorrect image 2. Most of students need help from their teams to know what was the image for the index card showed.

The purpose of this activity was that students reinforce or acquire English vocabulary in order to associate the picture with the correct spelling and that they were able to write sentences in English by using it. The inclusion of this activity seemed to be

useful for teaching vocabulary because students got fun practicing the words by playing a game.

To get better result in this activity it is recommended that apply it after two important points: 1) If students have already checked the vocabulary on previous classes

2) Just after students has physical education or asked them to wear comfortable clothes, or sport clothes. It is also important to consider those students who have any distress related to run activities.

### Activity 2 Whiteboard running race

Improvements observed	Difficulties observed
1. The activity motivates students to remind the spelling of the words. 2. This activity caught the student's attention. It promotes most students an active participation.	1. There were students who did not want to pass in the activity and makes that one student or two pass twice.

The purpose of this activity is similar to the previous one called running competition, the main difference of the activity consists on be adequate for those students who are not able to run or when students wear any kind of clothes. It is a shorter activity in which students must run but instead of run thought the court, they just walk as soon as possible to the whiteboard. The activity allows students to reinforce vocabulary and to make students practice the spelling of the words. It is recommended that the teacher change the student who pass in front constantly in order to give the opportunity to practice for the rest of the teams.

### Activity 3 Search-word activity

Improvements observed	Difficulties observed
1. The activity allowed students to identify the vocabulary in English.	2. There was trouble with the pronunciation of the words and so,



	<p>students were not able to recognize some of the words.</p> <p>3. They needed teacher's help so she repeats the words louder.</p>
--	---

The main purpose of this activity was that students acquire English vocabulary with an activity that was not just a work from the teacher. This activity allowed them to know what are the words that would be seen on the class, it was also like a challenging activity at the beginning of the class to make they focus on the class.

To get better results it is important to include images that students can associate with the words. Students found the activity funny and got entertained.

**Activity 4 – The activity consists on playing stop.**

<b>Improvements observed</b>	<b>Difficulties observed</b>
<p>1. The activity was entertaining for students so they do not feel a hard assignment, as a result they do the activity.</p> <p>2. It is an easier activity to get access on the vocabulary.</p>	<p>1. There were words that students must search the meaning in order to know what was concern about.</p>

The objective this activity had was to practice verbs with a classic game called 'Stop', and that students were able to identify verbs and it's meaning in order to work using them in the regular classes of English. According to the post-test the inclusion of this activity seemed to be useful for teaching vocabulary because students could identify different verbs and acquire them.

Some recommendations for this activity are the following:

1. The teacher could practice or teach any kind of vocabulary not just verbs, it is important to consider that if students have troubles

remembering the words, they will write the word in a piece of paper and practice sometimes using that paper, after some rounds the student could not use it.

2. The practice of pronunciation for the word it is recommended in order to students identify the word easily. The recommendation to avoid confusion with the words is that teacher practice pronunciation with students one previous class or during the lesson before playing the game.

3. The least students the best. This activity could be carried better if it is played with a few quantities of students due to they can hear the teacher and their classmates voice easily. If you have a huge number of students in your group, you can use a megaphone.

#### **Activity 5 –Trivia game**

<b>Improvements observed</b>	<b>Difficulties observed</b>
<p>1. The activity motivated students to participate actively.</p> <p>2. The answers are easier to infer.</p> <p>Students were able to differentiate words from other ones,</p>	<p>2. It takes too much time doing the quizz.</p> <p>3. Students mention that they did not know the characters well so they do not know the answer.</p>

This activity had two different objectives. The first objective was that students infer the word in English of a part of the body, students must do it by eliminating those words that were not the correct ones, and the second objective which was to motivated students to participate by making error and correct selections. According to the results of the “test” students were able to identify parts of the body and physical characteristics from different characters. The exercises used in the tests had similarities with the images and vocabulary teacher with this activity.

Furthermore, the aspects observed during the development of the activity, it can be concluded that the inclusion of it help students to acquire the words because the activity

promoted students to create a relation between the images and the way of the spelling of the word. According to the task of questionnaire game, it could be identified that students acquire words from the vocabulary of parts of the body, because this activity promoted students to remember the words and write them just after hearing what was their use for.

Some recommendations about the use of time are:

1. The researcher must teach a brief quantity of words if it was planned more than three activities, asking students, showing the pictures, and answer the questions takes too much time.
2. The pictures need to had a relation to the students' interests. In fact, it is necessary to know how motivated students according to what they like or not, so that the results could be better at the moment of participation.
3. The words had to be less than 10 words, so that students can acquire it easier and practice them to avoid confusion.

#### **Activity 6 –Questionnaire game**

<b>Improvements observed</b>	<b>Difficulties observed</b>
<ol style="list-style-type: none"> <li>3. The activity seems funny and get students attention.</li> <li>4. It improves the competitive competence between the teams.</li> <li>5. Students understood a reading because the vocabulary was seen on the question section.</li> </ol>	<ol style="list-style-type: none"> <li>4. It was difficult for the 40% of students to understand if there was no use of the body at the moment of mentioning the questions.</li> <li>5. Even when all of the members from the team accord to the answer there was just one student from each team who just mention the answers.</li> </ol>

The purpose of this activity was working in teams in order to associate the use of any part of the body to its name in English. The general objective of the activity was to make students conscious of what they hear, answer and read and related to any part of

the body in order to exemplify a visual representation from a description. Students were kind of lost at the moment of answer the questions but the members of the team helped each other. Some recommendations for this activity are the following:

1. The professor could show a video or a image that facilitates the understanding of what he/she is talking about. Doing this just if it is really necessary.
2. Teacher could show the structure of the question because there are students who comprehend better in a auditory way but others that get the information easily by looking at.
3. If there are not a technological resource that makes the activity efficient, teachers should use their body in order to represent by mimic what they refer with the question.

### **Activity 7–Drawing myself**

<b>Improvements observed</b>	<b>Difficulties observed</b>
<p>6. Students were able to use the vocabulary in order to describe parts of their body.</p> <p>7. They were able to describe what they drew.</p>	<p>6. There was confusion on the use of 'I've got' and 'I am' to describe themselves.</p>

In this activity students put in practice the vocabulary seen on physical description specifically in the quiz activity. It asks for use sentences in order to describe them in a short paragraph and a visual representation of them. Students were motivated in every moment of the class, they like two things, participate in the class doing dynamics and make drawings or painting things. This activity worked well even when it was a huge group. Most of students draw themselves and write their description, there were doubts at the moments of the description part but the monitoring of the teacher helped them.

It is recommended that:

1. Before the activity of producing start, the professor should create what students need to do using a visual representation of him/her

description. For example: teacher asks questions such as ‘how do I look? / What color are my eyes? / How about my hair?’ and gives the marker to the student in order to draw the part that was asked. The next thing teacher should do is to write a sentence like ‘I’ve got brown eyes/I’ve got straight brown hair’ to show students what they must do.

2. It is necessary monitored students in every moment to avoid confusion about the task.

#### **4.5 Conclusion**

This current study aimed to search the effectiveness of using Game-based learning in the acquisition of English vocabulary to the second grade in secondary school. To prove the effectiveness of this strategy there are the research questions answered below:

1. To what extend game-based learning is useful to help students to acquire English vocabulary language.

Based on the result of data analysis and the findings above, the researcher find the using of Game-based learning is effective teaching vocabulary, because it allowed students to acquire easily the vocabulary, especially isolated words such as nouns and adjectives , for example: ugly, thin, slow, short, tall, young, old, mouth, hand, ear, tornado, tsunami, etc., and multi-words such as verbs or phrases for describing appearance, for example: climb mountains, sing a song, eat pizza, drive a car, first name, last name, I like, I don’t like to the second grade of secondary school 0108 “Sor Juana Inés de la Cruz”

2. To what extend game-based learning is useful to help second grade students at secondary school to acquire English vocabulary.

Since the students’ post-test scores on the vocabulary test were higher than pre-test scores. This result illustrated that the students’ vocabulary knowledge was highly developed after the students acquire vocabulary through Game-Based Learning.

According to the post-test students acquire a 30% of vocabulary during English classes using it as a strategy.

3. What is the relationship between Game-based learning and the acquisition of English vocabulary as a second language in secondary school students?

Game-based learning facilitates the acquisition of English vocabulary, it is a strategy that had impact in students. This can be proved at the moment of reminding vocabulary to use it in their activities.

4. What are the aspects that teachers should consider when applying game-based learning in the English class at secondary school?

The researcher found it difficult three aspects. First, to divide students into teams, at the beginning students did not pay attention to explanations and they did not want to work with different people if they were not his/her friends. Second, in the acquisition of the English vocabulary quiz is difficult to arrange the time allocation appropriately. Third, students did not recognize some words of the vocabulary.

If there are those situations in your classroom you should consider that at the beginning of the class it is necessary to work in teams even if there are warm ups, in classroom activities you could leave free that each student selects its team, but in other activities you can control that, so it is necessary to scramble students in different ways allowing they also choose the team in different occasions.

If there are students who not pay attention, you should start asking them questions, call everybody's attention by raising your hands or call students by the names, this last thing is very necessary, learn students' names can bring you a huge of possibilities for your class.

It is necessary to revise the vocabulary not once but several times in order to be sure students really acquire most of it. It is necessary to revise vocabulary around 7-10 words, the next class add other 5 words but reminding the previous ones, and so on.

5. What are the advantages or disadvantages that game-based learning brings when students at a secondary school acquire English vocabulary language?

The advantages to use game-based learning as a strategy in your classroom are the following:

- it helped retaining input. It is a good way in which the professor can acquire and practice the vocabulary.
- It helped the vocabulary to be more contextual for students. It allowed students to be situated in real context in order to relate the practice with the knowledge.
- It motivated students to develop the activities during the English class
- The use of game as a strategy to teach vocabulary helped students to acquire simply difficult concepts.
- Game based learning allowed students to assimilate vocabulary was acquired and retained by gaming or doing different dynamics.
- It improved students' communication, most of students started sharing their ideas with their classmates and both complementing each one in order to find the solution or the answer to any problem.

There were a few of disadvantages that are concerned:

- Games are not always created equally. The games were designed to be played by students who did not know English at all.
- Not always aligned to teaching or learning goals of the class
- Games asks too much time for being developed.

According to students' attitudes towards acquiring vocabulary through game-based learning, the results of the English diagnostic test and likes, interests toward the English subject test and interviews indicated that most of the student's agreed that game-based

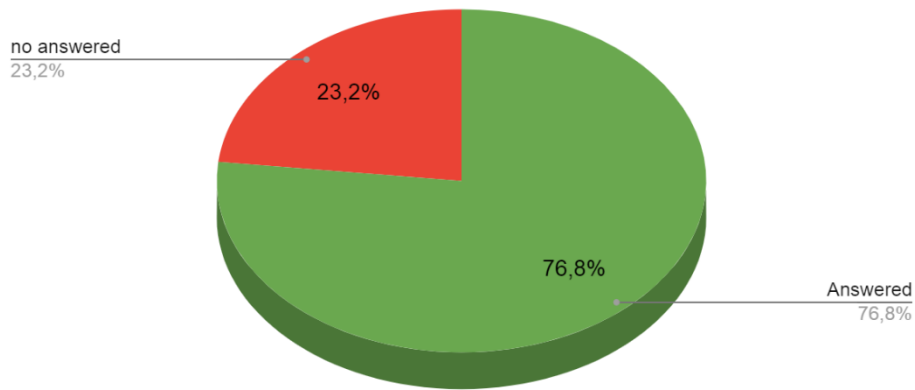
learning could improve the acquisitions of words and it is a fun and helped strategy to create a good atmosphere on the classroom. In conclusion, it can be understood that the students had positive attitudes acquiring vocabulary through game-based learning as it helped them recognize vocabulary better.



## Appendixes:

### Appendix 1:

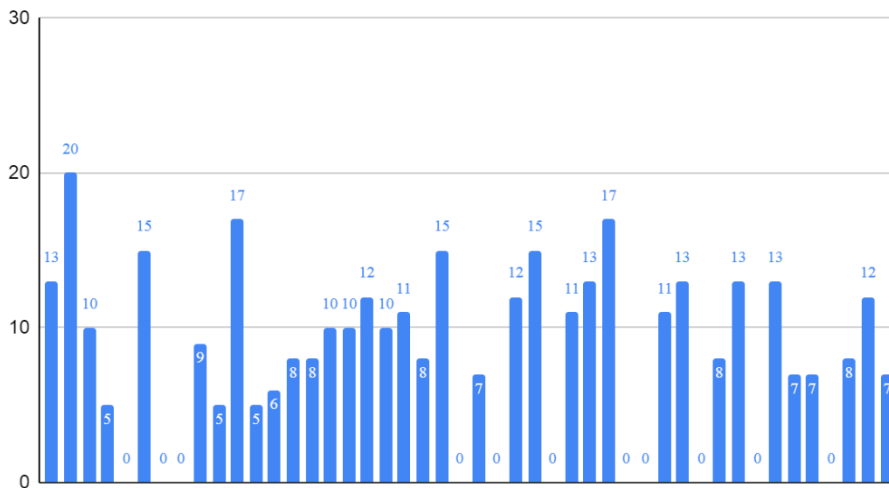
Students that answered the placement test in %



### Appendix 2:

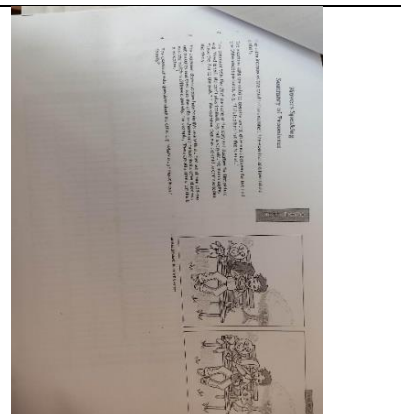
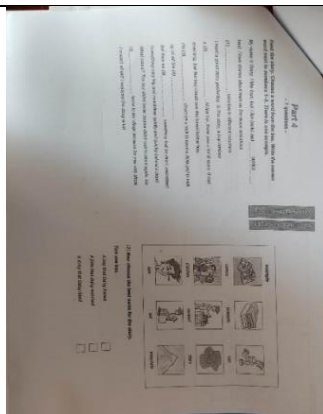
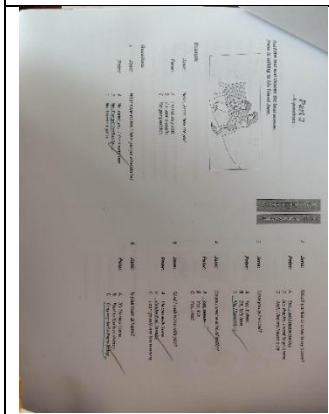
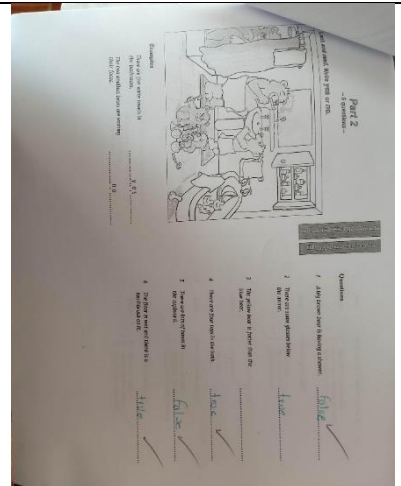
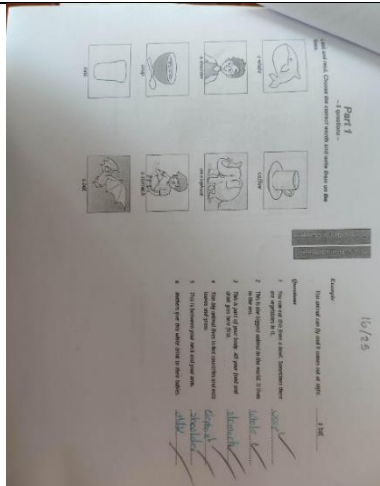
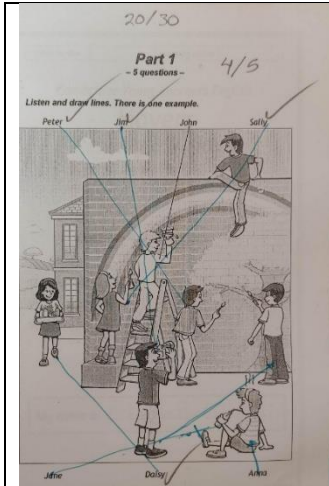
Students that answered the placement test at the beginning of the course.

Students that answered the placement test

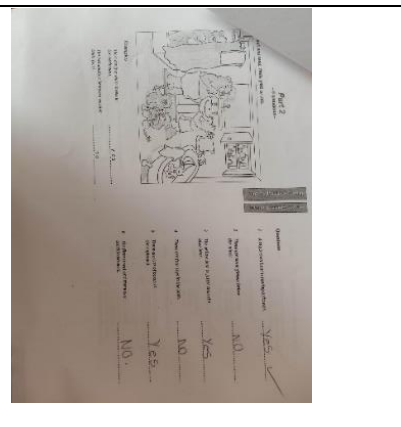
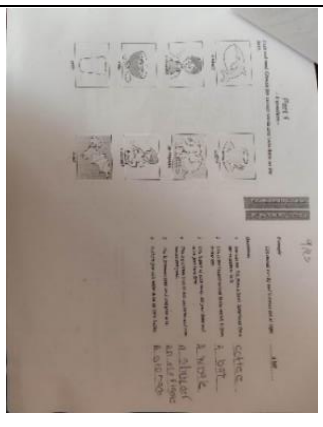
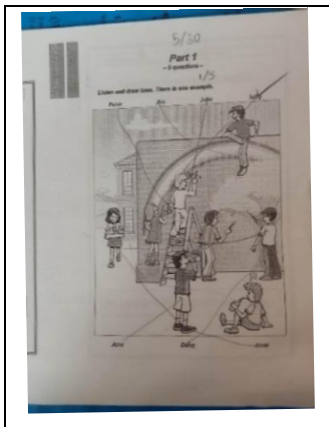


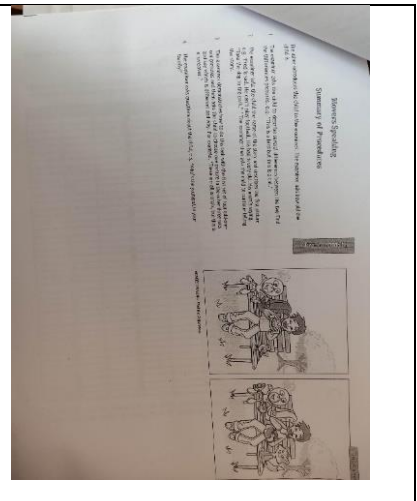
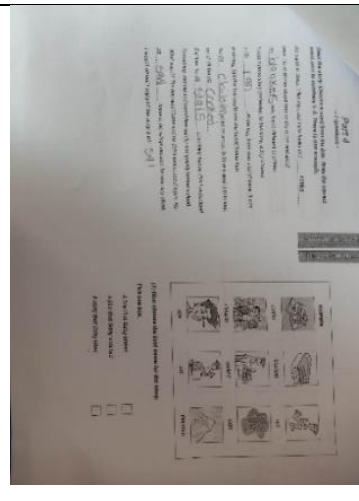
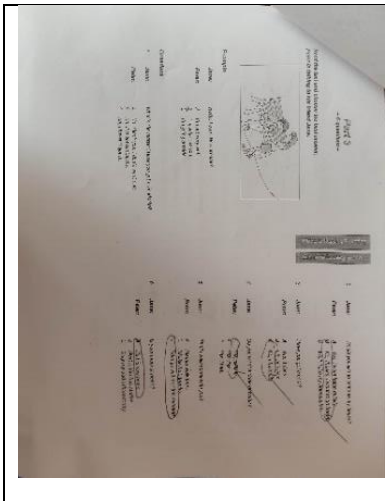
### Appendix 3:

Boy from 2A higher results:



Girl from 2A lower results:





**Appendix 4:**  
Test pre y post

ESCUELA NORMAL DE AMECAMECA







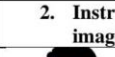

Escuela secundaria oficial 0108 "Sor Juana Inés de la Cruz"

English vocabulary exam. Second grade, group A.













Student's name: \_\_\_\_\_

N.L.: \_\_\_\_\_

**1. Instructions: Write the correct number of the object. Look at the example**

	1. Pencil	<input type="checkbox"/>
	2. Notebook	<input type="checkbox"/>
	3. Backpack	<input type="checkbox"/>
	4. Pencil case	<input type="checkbox"/>
	5. Ruler	<input type="checkbox"/>
	6. Book	<input type="checkbox"/>
	7. Chair	<input type="checkbox"/>
	8. Pen	<input type="checkbox"/>
	9. Marker	<input type="checkbox"/>
	10. Whiteboard	<input type="checkbox"/>

















**2. Instructions: Write the correct verb below each image**

3. Instructions: Order the words in Column A to make questions. Follow the example.

Column A	Column B
1 are old you ? How _____	5 Address
2 mobile your What's number? _____	First name
3 color your is ? What's _____	Postcode
4 post code ? What's _____	Age
5 What's address ? your <u>What's your address?</u>	Last name
6 your What's last ? name _____	Mobile phone
7 name your ? What's first _____	color

PRACTICE  
IV. Choose the adjective that describes the picture.  
Look at the example.

1.  He is fast / slow.	6.  He is strong / weak.
2.  He is young / old.	7.  He is old / young.
3.  He is strong / weak.	8.  He is poor / rich.
4.  It is slow / fast.	9.  He is handsome / ugly.
5.  He is thin / fat.	10.  He is tall / short.
11.  It is small / big.	15.  It is expensive / cheap.
12.  It is expensive / cheap.	16.  It is small / big.
13.  They are heavy / light.	17.  It is full / empty.
14.  It is clean / dirty.	18.  He is ugly / handsome.

**ESCUELA NORM**

**5. Fill in the blanks with the correct form: *Haven't got/ hasn't got/'s got/ 've got/ have... got?/ Has... got?* Look at the example.**

1. The girl 's got long hair.
2. Barbie \_\_\_\_\_ brown hair.
3. The elephant \_\_\_\_\_ big ears.
4. We \_\_\_\_\_ a new brother.
5. Tom and paul \_\_\_\_\_ dark hair. They are blond.
6. \_\_\_\_\_ you \_\_\_\_\_ a brother?
7. Kate \_\_\_\_\_ small ears.
8. \_\_\_\_\_ a spider \_\_\_\_\_ eight long legs?
9. Mary \_\_\_\_\_ a small nose.
10. My mum \_\_\_\_\_ brown eyes.

**6. Look at the images. They are activities people like or don't like do**



dancing



reading



doing homework



cooking

singing



swimming



listening to music



riding a bicycle



studying



playing soccer



watching TV



doing housework



Instructions: Write the activities you like doing and don't like doing.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

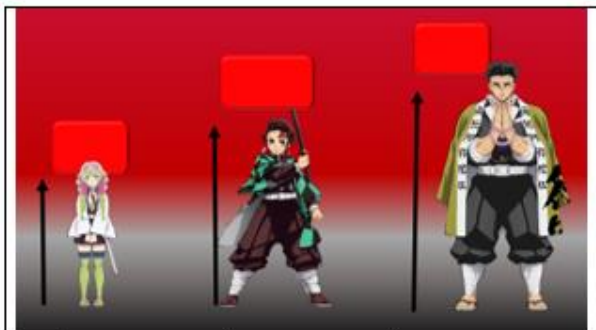


How do you look like?

7. Instructions: Write the correct name for each part of the body.



8. Instructions: Choose and write the words under the right images.

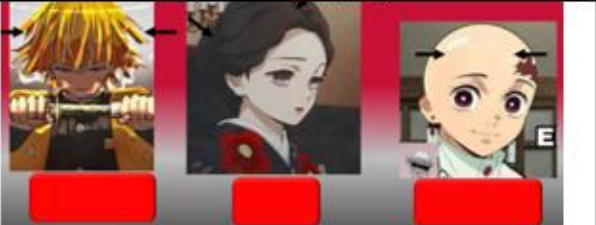


Tall     Short     Medium height

Tall     Short     Medium height



• Fat    • Medium weight    • Thin



• Curly hair	• Straight hair	• Bald
• Old	• Young	• Middle aged

9. Read and choose the correct monster according to the descriptions

I have three eyes, two hands and I am yellow			
I have four eyes, five feet and I am red			
I have three eyes and two hands			
I have one eye and two hands			

10. Describe the next characters



Shinobu:  
 Levi:  
 Katsuki:  
 L:

### Natural disasters

**11. Instructions: Write the correct name for each natural disaster.**



1.

2.



3.

4.

**12. Instructions: select two characteristics for each natural disaster.**

- It is an opening or rupture in the earth's surface
- It is a series of waves caused by earthquakes or undersea volcanic eruptions.
- It is a narrow, violently rotating column of air
- It is an intense shaking of Earth's surface.
- It allows magma (hot liquid and semi-liquid rock), volcanic ash and gases to escape.
- The speed depends on ocean depth rather than the distance from the source of the wave.
- The shaking is caused by movements in Earth's outermost layer.
- It extends from a thunderstorm to the ground

**13. Instructions: Complete the sentences with the correct word**

- The president warned people to \_\_\_\_\_ before the flood reached them.
  - a) Destroy
  - b) Earthquake
  - c) Evacuate
  - d) Trap
- The ash and smoke from the \_\_\_\_\_ was visible from miles away.
  - a) Flood
  - b) Volcano
  - c) Damage
  - d) Rescue
- The shaking was violent, but the \_\_\_\_\_ ended quickly.
  - a) Earthquake
  - b) Evacuate
  - c) Destroy
  - d) Trap
- The firefighters began to \_\_\_\_\_ the survivors.
  - a) Damage
  - b) Rescue
  - c) Sudden
  - d) Collapse

**Appendix 5:**

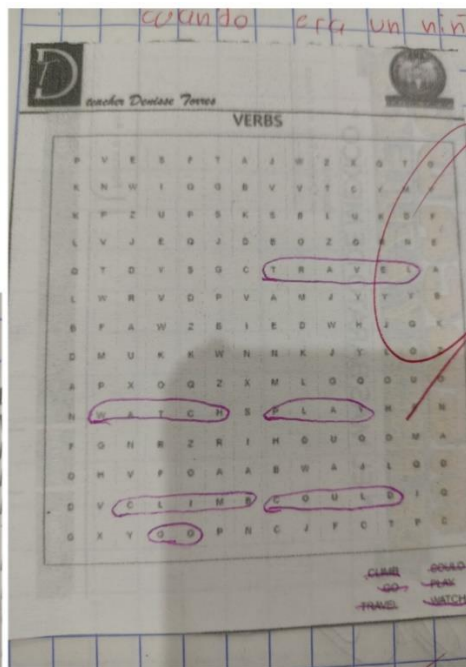
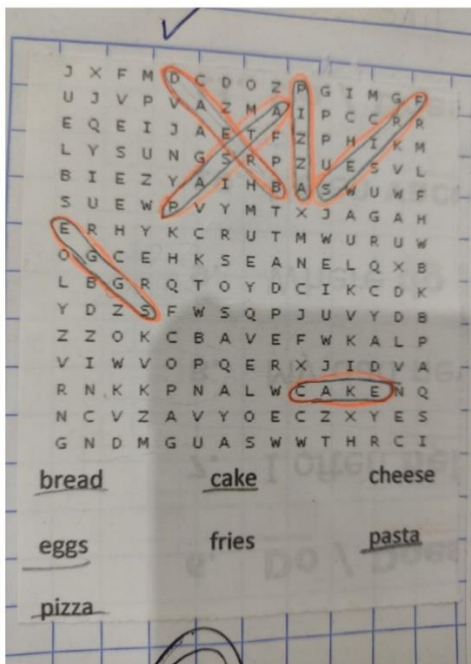


**Appendix 6:**  
Word running competition

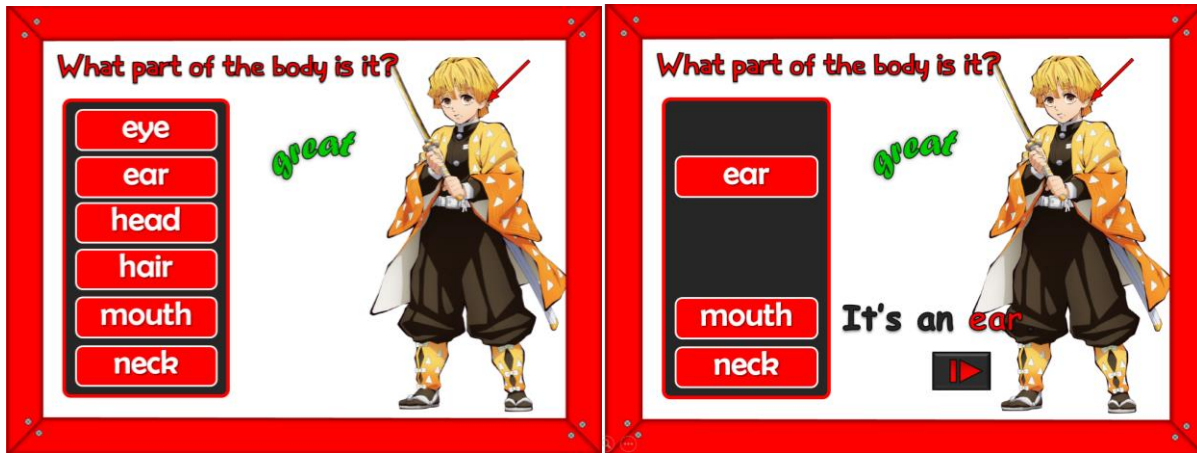




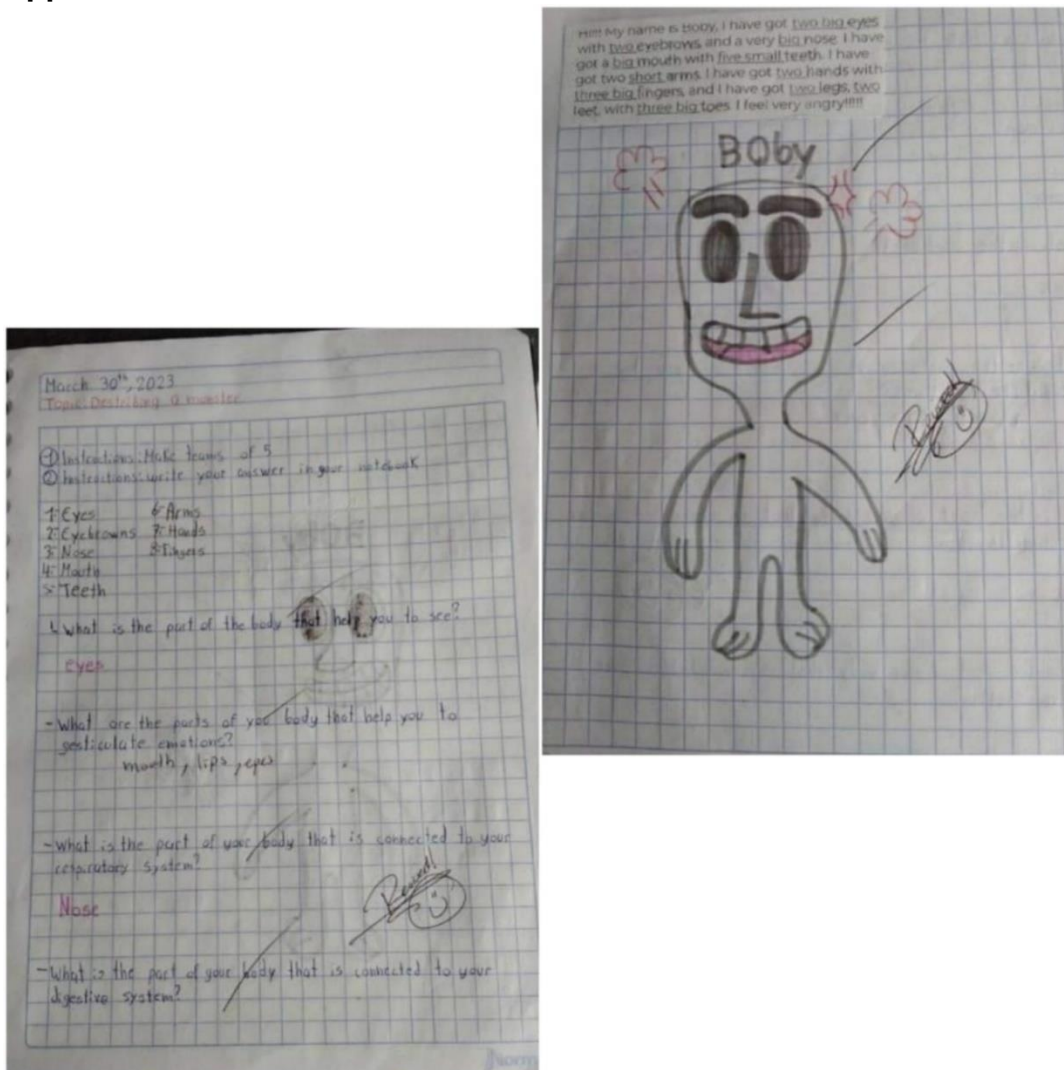
Appendix 7:



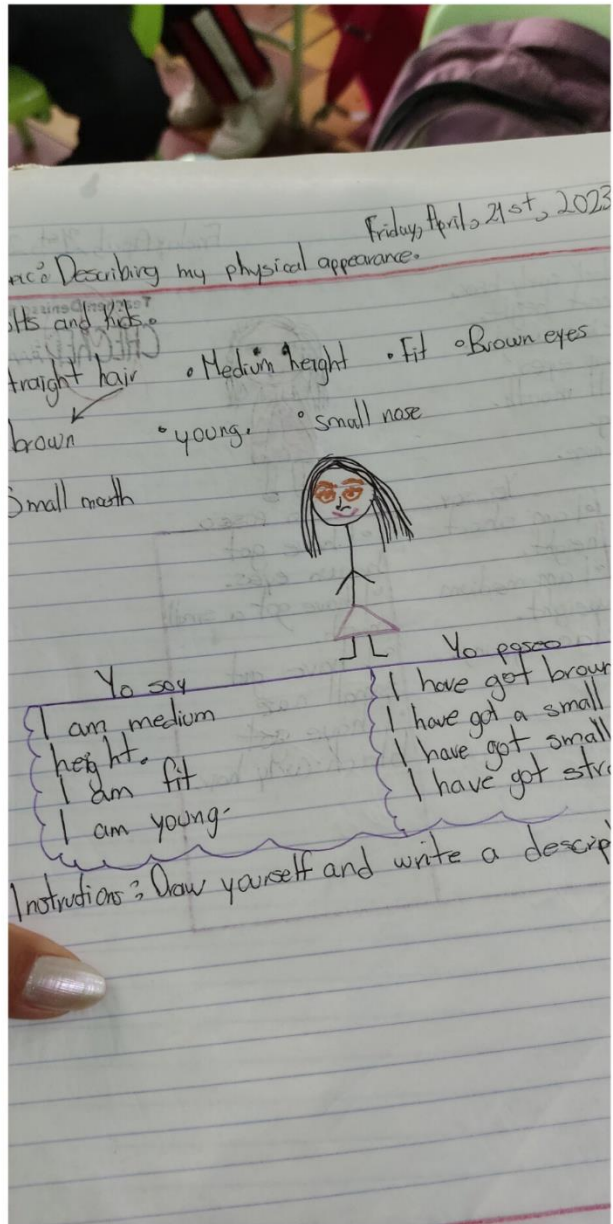
**Appendix 8:**  
Trivia game for teaching vocabulary



**Appendix 9:**



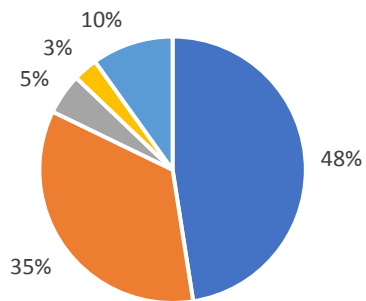
**Appendix 10:**



**Appendix 11:**

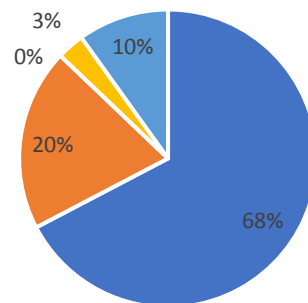
English diagnostic test and likes, and interests toward the English subject test graphics.

### 1. ¿Te gusta la clase de inglés?



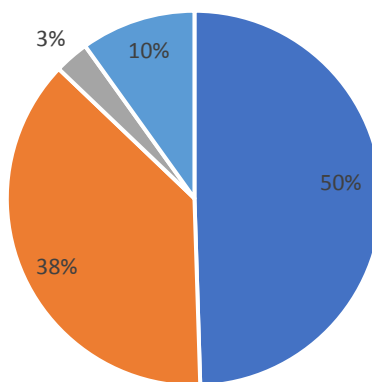
■ a) Sí, si me gusta ■ b) Sí, a veces ■ c) La verdad casi no ■ d) No, no le entiendo ■ no contestaron el test

### ¿Te llama la atención aprender el idioma inglés?



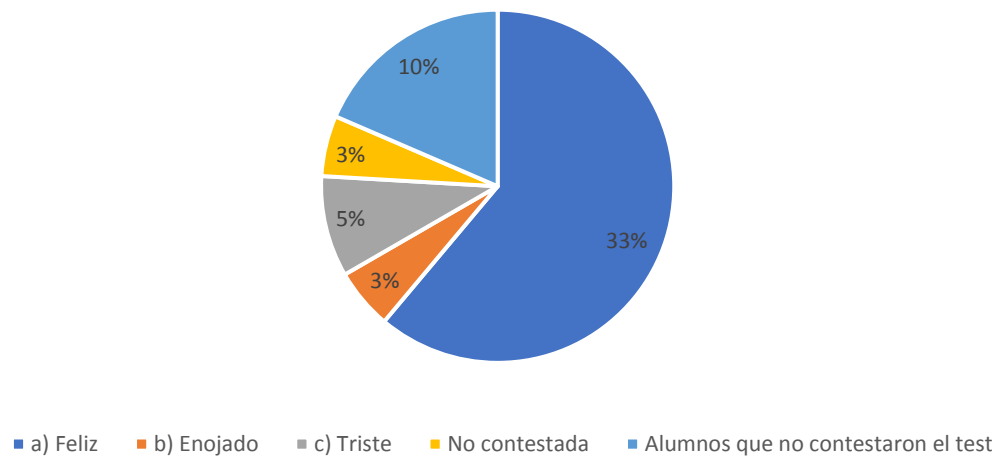
■ a) Sí, mucho ■ b) No tanto ■ c) Nada ■ sin contestar ■ Alumnos que no contestaron el test

### ¿Te sientes motivado en la clase de inglés?

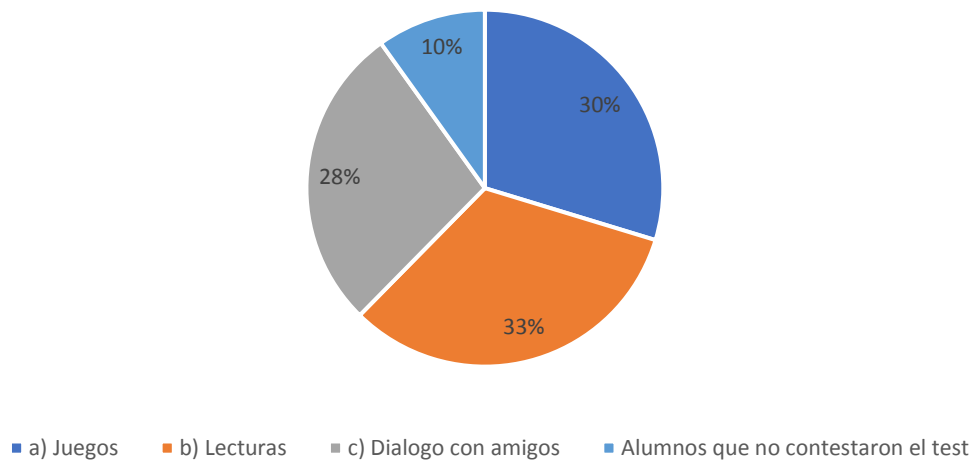


■ a) Sí ■ b) No ■ c) A veces ■ Alumnos que no contestaron el test

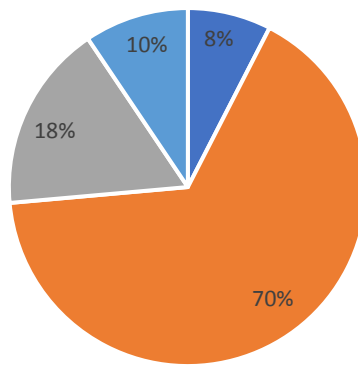
### ¿Cómo te sientes en la clase de inglés?



### ¿Con qué actividad consideras aprender mejor el inglés?

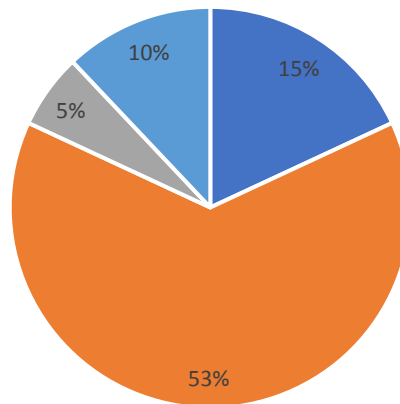


### ¿Has llegado a pensar en dedicarte al idioma inglés?



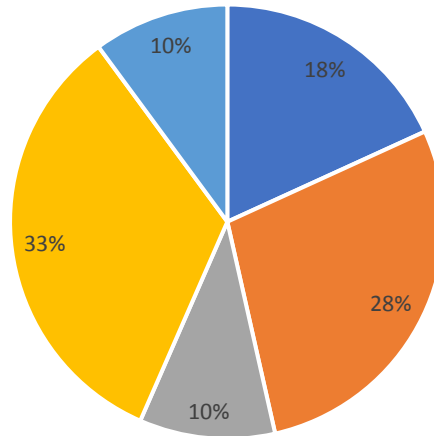
- a) Sí, quiero ser profesor de inglés
- b) Sí, pero tener otra carrera
- c) No, no me interesa
- Alumnos que no contestaron el test

### ¿Asistes a cursos de inglés particulares?



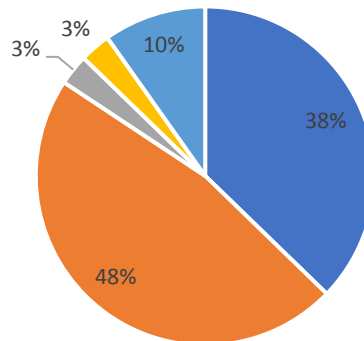
- a) Sí
- b) No
- c) Lo consideraré
- Alumnos que no contestaron el test

### ¿Cuáles son tus materias favoritas?



■ a) Español ■ b) Inglés ■ c) Matemáticas ■ d) otro ■ Alumnos que no contestaron el test

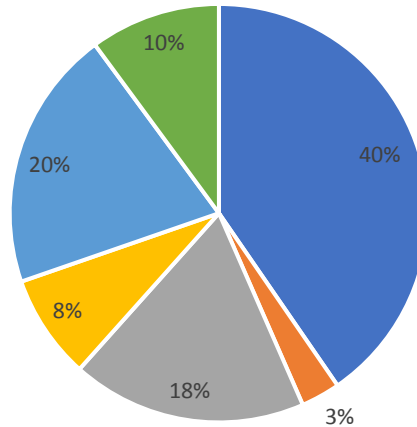
### ¿Por qué consideras que es importante aprender inglés?



■ a) Para tener mejor trabajo ■ b) Para conocer otros lugares  
■ c) No considero que sea muy importante ■ sin contestar  
■ Alumnos que no contestaron el test



## Menciona tres actividades que te gustaría realizar en la clase de inglés



■ a) juegos ■ b) dibujar ■ c) hablar ■ d) escuchar música ■ sin contestar ■ Alumnos que no contestaron el test

### English Class

**Propósito:** El propósito de este trabajo es reconocer el interés que los alumnos tienen con el aprendizaje del inglés a través de un cuestionario para la obtención de datos.

**Aviso de Privacidad:** Los datos proporcionados en esta encuesta serán utilizados únicamente con fines educativos, no se hará uso irresponsable de la información dada por los encuestados.

**Sujetos:** Alumnos

**Instrucciones:** Encierra en un círculo la respuesta que consideres adecuada.

NOTA: Aquí no hay respuestas correctas o incorrectas, sólo tratamos de conocer acerca de tu clase de inglés.

#### 1.- ¿Te gusta tu clase de inglés?

- a) Sí, sí me gusta.
- b) Sí, a veces.
- c) La verdad casi no.
- d) No, no le entiendo.

#### 2.- ¿Te llama la atención aprender el idioma inglés?

- a) Sí, mucho.
- b) No tanto.
- c) Nada.

#### 3.- ¿Te sientes motivado en la clase de inglés?

- a) Sí.
- b) No.
- c) A veces.

#### 4.- ¿Cómo te sientes en la clase de inglés?

- a) Feliz.
- b) Enojado.
- c) Triste.

#### 5.- ¿Con qué actividad consideras aprender mejor el inglés?

- a) Juegos.
- b) Lecturas.
- c) Diálogo con mis amigos.

#### 6.- ¿Has llegado a pensar en dedicarte al idioma inglés?

- a) Sí, quiero ser profesor de inglés.
- b) Sí, pero tener otra carrera.
- c) No, no me interesa.

#### 7.- ¿Asistes a cursos de inglés particulares?

- a) Sí.
- b) No.
- c) Lo consideraré.

#### 8.- ¿Cuáles son tus materias favoritas?

- a) español
- b) inglés
- c) Matemáticas
- d) Otro ¿Cuál? \_\_\_\_\_

#### 9.- ¿Por qué consideras que es importante aprender inglés?

- a) Para tener mejor trabajo.
- b) Para conocer otros lugares.

c) No considero que sea muy importante.

#### 10.- ¿Cambiarías algo de tus clases de inglés?

- a) Sí.
- b) No.
- c) No lo sé.

#### 11. Menciona tres actividades que te gustaría realizar en la clase de inglés

---



---



---

#### 12. ¿Cuál es tu serie favorita?

---

#### 13. ¿Qué tipo de música te gusta?

- a) Rock
- b) Reggaeton
- c) Electronica
- d) otro. ¿cuál? \_\_\_\_\_

#### 14. ¿Cuál es tu aplicación favorita?

- a) facebook
- b) Instagram
- c) Whatsapp
- d) Tiktok

#### 15. completa el dinosaurio de abajo





**Appendix 12:**

<b>Results on test to know the level of English from students. Second application</b>		
<b>Number of students</b>	<b>Pre-application English level test</b>	<b>Post-application English level test</b>
1	13	28
2	20	35
3	10	24
4	5	18
5	-	24
6	15	26
7	-	-
8	10	28
9	9	9
10	5	28
11	17	28
12	5	27
13	6	27
14	8	-
15	8	26
16	10	13
17	10	26
18	-	-
19	10	-
20	11	27
21	8	26
22	15	26
23	-	27
24	7	19
25	-	9

26	12	-
27	15	26
28	-	27
29	11	28
30	13	27
31	17	27
32	-	28
33	-	27
34	11	17
35	13	28
36	-	24
37	8	20
38	13	24
39	-	4
40	13	22
41	7	22
42	7	28
43	-	22
44	8	-
45	12	-
46	7	28

Appendix 13:

I have three eyes and two hands.

I have one eye and two hands.

10. Describe the next characters

Shinobu	Levi	Katsuki	Levi
Shinobu: curly/medium/skinny	Levi: Hair Smooth/short/dark	eyes brown big/skinny	4
Katsuki: Hair smooth/blond/ short	eyes red	big/skinny	
L: Hair smooth/short/dark	eyes black	medium/skinny	

like

5

10. Describe the next characters

Shinobu	Levi	Katsuki	Levi
Shinobu: eyes purple, straight hair, <del>Thin</del> Thin	Levi: medium weight, curly hair.	Katsuki: Curly hair, medium height	
L: old, thin, curly hair,			

Shinobu:  
short medium wght old

Levi:  
short medium wght young

Katsuki:  
short medium wght old

### Theoretical references:

Abdeldaim, Amr. (2021). The Impact of Educational Games on Enhancing Elementary Stage Students' Acquisition and Retention of English Vocabulary. *Journal of World Englishes and Educational Practices (JWEEP)*. 3. Pp. 67-76. 10.32996/jweep.2021.3.2.6

Allman, B. (n.d). Socioculturalism. The Students' Guide to Learning Design and Research. *Instructional Psychology and Technology Collection*. [https://edtechbooks.org/studentguide&nav\\_pos=0](https://edtechbooks.org/studentguide&nav_pos=0)

Black, R., Sileo, T., & Prater, M. (2000). Learning journals, self-reflection, and university students' changing perceptions. *Action in Teacher Education*, 21(4), 71-89.

Big Time Rush. (2011). Invisible. [Song]. *In elevate album*.

Cambridge dictionary. (n.d). *Critical thinking*. <https://dictionary.cambridge.org/es/diccionario/ingles/critical-thinking>

Cambridge dictionary. (n.d). *Vocabulary*. <https://dictionary.cambridge.org/us/dictionary/english/vocabulary>

Capeluto, S. (2023). *Alumnos que no se animan a participar en clase: ¿cómo ayudarlos?* <https://eresmama.com/alumnos-participar-clase/>

Contreras, O. (2012). Stephen Krashen: sus aportes a la educación bilingüe. *Rastros Rostros*, vol. 14, núm. 27, pp. 123-124.

Cuaderno de historia. (2022). *EL POSMODERNISMO – Resumen | Definición, Características, Arte y Literatura*. [Video]. YouTube. <https://youtu.be/PzRqA9jQ4J0>

Delahunty, G. and Garvey, J. (2010). The English Language from Sound to Sense. *Library of Congress Cataloging-in-Publication Data*. Colorado. Pp. 77-78

Gamelearn. (n.d). *The Theory Of Game-Based Learning*. <https://www.gamelearn.com/en/resources/blog/the-theory-of-game-based-learning/#:~:text=Game%2Dbased%20learning%20is%20built,order%20to%20solve%20a%20problem>.

García, M., Martínez, C., Martín, N., and Sánchez, L. (n.d). *La entrevista. Máster en Tecnologías de la Información y la Comunicación en Educación*. [http://www2.uca.edu.sv/mcp/media/archivo/f53e86\\_entrevistapdfcopy.pdf](http://www2.uca.edu.sv/mcp/media/archivo/f53e86_entrevistapdfcopy.pdf)

Harmer, J. (2001). The practice of English language teaching. *Pearson*. <http://www.scribd.com/Jeremy-Harmer-The-Practice-Of-English-Language-Teaching-New-Edition1/d/15602107>.

Iacopo, F. (2020). *Game-Based Learning: What Is It? GBL vs Gamification: Types and Benefits*. <https://www.teacheracademy.eu/blog/game-based-learning/>

Mcleod. S. (2023). Independent And Dependent Variables: Definitions & Examples. <https://www.simplypsychology.org/variables.html>

Nazarova, M., and Galiullina, E. (2016). GAME-BASED LEARNING IN TEACHING ENGLISH. *Journal of Organizational Culture, Communications and Conflict* Volume 20, Special Issue, 2016 *Journal of Organizational Culture, Communications and Conflict*. Volume 20, Special Issue, 2016

New Path Learning. (n.d). *Benefits of Game-Based Learning*. <https://www.newpathlearning.com/the-latest-news/benefits-of-game-based-learning/>

Nguyen, N., Phan, L, Nguyen, L., and Nguyen, V. (2021). Using Word Games to Improve Vocabulary Retention in Middle School EFL Classes. *Advances in Social Science, Education and Humanities Research*. Vol. 621. Pp. 97-106.

onTESOL. (2021). *ESL Games for Teaching Grammar and Vocabulary*.  
<https://ontesol.com/blog/how-to-teach-english/activities/esl-games-teaching-grammar-vocabulary/>

Oxford International English Schools. (n.d). *A brief history of the English language*.  
<https://www.oxfordinternationalenglish.com/a-brief-history-of-the-english-language/>

Richards, J and Renandya, W. (2002). Methodology in Language Teaching. *An Anthology of Current Practice*. New York: Cambridge University Press.

Roller & Lavrakas. (2015). Applied Qualitative Research Design: A Total Quality Framework Approach. New York: *Guilford Press*.

Saputra, A., Septiani, L., Adriani, L., and Sundari, H. (2021). Game-based English learning for young learners: a systematic review. *JEdu. Journal of English Education*. Volume 1 Number 3. DOI: <https://doi.org/10.30998/jedu.v1i3.4752>. Pp. 109-122

Shinde, S. (2022). *6 Amazing Tips to Improve Your Critical Thinking Skills*.  
<https://emeritus.org/blog/career-what-is-critical-thinking/>

SULFADLI. (2020). *English study program of tarbiyah and teacher training faculty the state islamic institute (iain) palopo*. [Master's thesis, Iain Palopo.] English Study Program of S1 Tarbiyah and Teaching Science.

Tanago, N. (2017). *The effectiveness of using game-based learning in teaching English vocabulary*. [Master's thesis, language institute Thammasat university.] Copyright of Thammasat university.  
[http://ethesisarchive.library.tu.ac.th/thesis/2017/TU\\_2017\\_5821042263\\_8608\\_72\\_12.pdf](http://ethesisarchive.library.tu.ac.th/thesis/2017/TU_2017_5821042263_8608_72_12.pdf)

TEACH THIS worksheets, activities and games (n.d). *ESL vocabulary games*.  
<https://www.teach-this.com/esl-games/vocabulary-games>

Text inspector. (2020). *Is Vocabulary Important in Language Learning?*  
<https://textinspector.com/vocabulary-in-language-learning/>

Thanasoulas, D. (s.f). *History of English Language Teaching*.  
<https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>

Thornbury. 2002. *How to Teach Vocabulary: Pearson Education Limited*. Essex.

Wangr5. (2013). *The Role of Vocabulary in Second/Foreign Language Learning*.  
<https://my.vanderbilt.edu/rqwang/2013/09/the-role-of-vocabulary-in-secondforeign-language-learning/#:~:text=A%20second%2Fforeign%20language%20learner,correct%20but%20still%20awkward%20utterances.>

Wollacott, M. (2022). *What Are the Different Types of Vocabulary?*  
<https://www.languagehumanities.org/what-are-the-different-types-of-vocabulary.htm>