



Pontificia Universidad  
Católica del Ecuador | Sede  
Ambato

**POSTGRADUATE CENTER**

**Topic:**

**WORD GAME APPS TO INCREASE L2 VOCABULARY**

**Research project prior to obtaining the title of Magister on English Pedagogy  
as a Foreign Language**

**Line of research:**

**INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING**

**Author:**

Wilma Janneth Cacuango Suica

**Director:**

Mg. Elsie Ileana Vásquez Soria

**Ambato – Ecuador**

**June 2024**

## STATEMENT OF AUTHENTICITY AND RESPONSIBILITY

Yo: **WILMA JANNETH CACUANGO SUICA** con cédula de ciudadanía **0604749374**, autora del trabajo de graduación intitulado: "WORD GAME APPS TO INCREASE L2 VOCABULARY", previa a la obtención del título profesional de **MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**, en el centro de **POSGRADOS**.

1. Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.
2. Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través del sitio web de la Biblioteca de la PUCE Ambato, el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ambato, june 2024



Wilma Janneth Cacuango Suica

CC.0604749374

**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SEDE AMBATO**  
**APPROVAL SHEET**

**Topic:**

**WORD GAME APPS TO INCREASE L2 VOCABULARY**

**Line of research:**

**INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING**

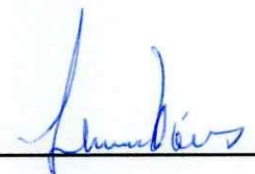
**Author:**

Wilma Janneth Cacuango Suica

Elsie Ileana Vásquez Soria, Lic. Mg.

CC. 1801959642

**MEMBER**

f. 

Paola Vanessa Navarrete Cuesta, Lic. Mg.

**MEMBER**

f. 

Marco Danilo Núñez García, Lic. Mg.

**MEMBER**

f. 

Teresa Milena Freire Aillón, Ing. Mg.

**POSTGRADUATE CENTER DIRECTOR**

f.   


Diego Gonzalo Coca Chanalata, Dr.

**PUCESA GENERAL SECRETARY**

f.   


**Ambato – Ecuador**

**June 2024**

## **DEDICATION**

This thesis is dedicated to the unwavering support and inspiration provided by my family, whose encouragement and belief in my abilities have been the driving force behind this academic endeavor. Your steadfast presence has made this journey both meaningful and memorable.

Wilma Janneth Cacuango Suica

## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude to all those who have contributed to the completion of this thesis. This research endeavor would not have been possible without the support, encouragement, and guidance of many individuals.

I am deeply thankful to my thesis advisor, for their unwavering support, invaluable insights, and constructive feedback throughout the entire research process. Their expertise and dedication have been instrumental in shaping the direction and quality of this work.

My sincere appreciation goes to my colleagues and friends who provided support and encouragement during the challenging phases of this research. Your camaraderie and shared enthusiasm made this journey more enjoyable.

I would like to express my gratitude to my family for their unwavering support, understanding, and encouragement. Their belief in my abilities has been a constant source of motivation.

Wilma Janneth Cacuango Suica

## SUMMARY

Este estudio cuantitativo explora la eficacia de las aplicaciones de juegos como método para mejorar la adquisición de vocabulario en una segunda lengua (L2). Un grupo de muestra de estudiantes de L2 participó en un experimento controlado, utilizando aplicaciones de juegos especializadas diseñadas para ampliar el vocabulario. Se aplicaron evaluaciones de vocabulario previas y posteriores para medir el impacto de la intervención basada en juegos.

El análisis estadístico de los resultados de la prueba reveló una mejora significativa en el vocabulario L2 del grupo experimental en comparación con un grupo de control que empleaba métodos tradicionales de aprendizaje de vocabulario. Los hallazgos sugieren que la intervención de las aplicaciones de juegos condujo a resultados positivos y mensurables en la adquisición de vocabulario de los participantes. El estudio aporta información valiosa sobre el potencial de las aplicaciones de juegos como herramienta pedagógica para mejorar el vocabulario de la segunda lengua.

Al centrarse únicamente en medidas cuantitativas, esta investigación proporciona una evaluación clara y objetiva del impacto de las estrategias basadas en juegos en los resultados del aprendizaje de idiomas. Estos resultados ofrecen implicaciones prácticas para los educadores y desarrolladores de planes de estudios que buscan integrar enfoques innovadores y atractivos para fomentar el desarrollo del vocabulario L2. El estudio también subraya la importancia de considerar metodologías cuantitativas al evaluar la efectividad de las herramientas de aprendizaje de idiomas mejoradas por la tecnología.

**Palabras claves:** vocabulario, aplicaciones de juegos, estudiantes de L2

## ABSTRACT

*This quantitative study explores the effectiveness of game applications in enhancing second language (L2) vocabulary acquisition. A sample of L2 learners participated in a controlled experiment applying specialized game apps designed for vocabulary expansion. Pre- and post-intervention vocabulary assessments were conducted to evaluate the impact of the game-based approach.*

*Statistical analysis revealed a significant improvement in the experimental group's L2 vocabulary compared to the control group using traditional vocabulary learning methods. The findings indicate that the game apps intervention resulted in measurable and positive outcomes in vocabulary acquisition. This study offers valuable insights into the potential of game apps as pedagogical tools for L2 vocabulary enhancement.*

*By focusing exclusively on quantitative measures, it provides a clear and objective evaluation of the impact of game-based strategies on language learning outcomes. The results have practical implications for educators and curriculum developers seeking to integrate innovative and engaging approaches to foster L2 vocabulary development. Additionally, the study highlights the importance of quantitative methodologies in assessing the effectiveness of technology-enhanced language learning tools.*

**Keywords:** *vocabulary, game apps, L2 learners*

**INDEX**

|   |     |
|---|-----|
| STATEMENT OF AUTHENTICITY AND RESPONSIBILITY .....              | ii  |
| APPROVAL SHEET .....  | iii |
| DEDICATION .....  | iv  |
| ACKNOWLEDGEMENT .....   | v   |
| SUMMARY .....   | vi  |
| ABSTRACT .....  | vii |
| INTRODUCTION .....  | 1   |
| CHAPTER I. STATE OF ART AND PRACTICE .....                      | 7   |
| 1.1. Game-based language learning and teaching .....            | 7   |
| 1.2. Word game apps.....  | 12  |
| 1.3. Vocabulary .....   | 13  |
| 1.4. Effective of word games apps for vocabulary learning ..... | 25  |
| CHAPTER II: METHODOLOGICAL DESIGN .....                         | 30  |
| 2.1. Research design .....                                      | 30  |
| 2.2. Research proposal.....                                     | 36  |
| CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION.....  | 63  |
| CONCLUSIONS .....   | 76  |
| RECOMMENDATIONS .....   | 78  |
| BIBLIOGRAPHY .....  | 80  |
| ANEXES.....   | 85  |

## INTRODUCTION

In today's interconnected world, learning a second language has become increasingly important for individuals seeking to enhance their personal, academic, and professional opportunities. One fundamental aspect of language learning is vocabulary acquisition, as a rich lexicon is essential for effective communication and comprehension. In recent years, technology has revolutionized how we approach language learning, offering new and innovative tools to facilitate the acquisition process. One such tool gaining popularity is word game apps, which provide a gamified approach to learning vocabulary in a second language (L2).

This thesis explores the effectiveness of word game apps in increasing L2 vocabulary.

The proliferation of smartphones and tablets, combined with the increasing availability of mobile applications, has transformed the way we engage with language learning materials. Word game apps offer an immersive and interactive learning experience, merging entertainment with education. These apps present learners with various linguistic challenges, such as word puzzles, anagrams, and crossword puzzles, all designed to enhance vocabulary retention and encourage active engagement with the target language.

This thesis recognizes the importance of vocabulary acquisition in language learning and investigates the benefits of using word game apps. The research will examine the effectiveness of these apps in increasing L2 vocabulary by considering factors such as learner motivation, engagement, and overall learning outcomes. By exploring the impact of word game apps on vocabulary acquisition, this study aims to contribute to the existing knowledge on second language acquisition and provide valuable insights for language learners, educators, and app developers.

The thesis will employ a mixed-methods research design, combining quantitative and qualitative approaches to gather comprehensive data. The quantitative aspect

will involve conducting pre-and post-tests to measure the vocabulary growth of participants who use word game apps as part of their language learning routine. Additionally, questionnaires and surveys will be distributed to collect subjective feedback from learners regarding their experience with these apps. To gather more detailed information, we will conduct in-depth interviews with individuals learning a language and educators to gain deeper insights into their perspectives on word game apps as a vocabulary learning tool.

The significance of this research lies in its potential to inform language learners, educators, and developers about the efficacy of word game apps in the context of L2 vocabulary acquisition. Understanding the impact of these apps on vocabulary growth can assist in the development of more effective language-learning materials and strategies. Furthermore, the findings of this study can guide learners in making informed choices regarding the selection and utilization of word game apps in their language learning journey.

This thesis explores the effectiveness of word game apps in increasing L2 vocabulary. By examining the impact of these apps on vocabulary acquisition, this study aims to shed light on the potential benefits and limitations of using word game apps in language learning. The findings will contribute to second language acquisition and provide practical insights for learners, educators, and developers. Ultimately, it is hoped that this research will pave the way for more engaging and effective vocabulary learning experiences, facilitating the mastery of a second language and promoting intercultural communication in our increasingly globalized world.

The main objective of the research study described is to provide both students and teachers with word game apps that enhance word retention, spelling improvement, correct usage of new words, proper pronunciation, and accurate meaning. The research methodology will involve a quasi-experimental design with a predominantly quantitative approach, focusing on descriptive and explanatory aspects. The study will also consider socio-educational factors and employ pre-tests, post-tests, and surveys as research instruments. Upon completion of the research, students can

acquire vocabulary through technology-driven interaction with both the app and their peers, enabling practical application in real-life situations.

### **Scientific problem**

At a continental scale, the significance of vocabulary acquisition in students can be observed when they are engaged in real communication situations. Without a sufficient vocabulary, learners may lack the motivation to use the language effectively (Richards & Renandya, 2002). This issue is often attributed to various factors, such as the absence of adequate follow-up in the teaching process, reliance on traditional teaching methods, students' lack of interest, limited educational resources, and the overall organization and coherence of educational systems (Richards & Renandya, 2002).

The situation in Ecuador is no exception, as it also experiences a shortage of resources that restricts students' access to technological tools, exacerbating the challenges mentioned earlier. This situation is particularly evident at Gral. Juan Lavalle School, where the lack of technological resources and methodological innovations has negatively impacted vocabulary teaching. Despite the dedicated efforts of teachers, the limitations in resources and instructional approaches have hindered the vocabulary learning process. As Wilkins noted in Thornbury (2004: 13), grammar alone cannot effectively convey meaning. With a robust vocabulary, the ability to express oneself and comprehend others' messages dramatically expands. Vocabulary is the foundation for effective communication, enabling learners to convey their thoughts, ideas, and intentions accurately.

Therefore, addressing the vocabulary acquisition challenges students face is crucial, particularly by incorporating technological tools and innovative teaching methodologies. By integrating word game apps into the classroom, learners can engage in interactive and enjoyable activities that promote vocabulary retention, spelling accuracy, proper word usage, pronunciation improvement, and a deeper understanding of word meanings. The gamified nature of these apps fosters student

engagement and motivation, making the learning process more enjoyable and effective (Richards & Renandya, 2002).

By implementing a research study that explores the effectiveness of word game apps in vocabulary acquisition among beginner learners, it can be gathered empirical evidence to support the integration of technology in language education. This research will contribute to the existing knowledge on language acquisition and provide valuable insights for educators, helping them make informed decisions regarding instructional strategies and resource allocation.

Inadequate vocabulary acquisition among students is a prevalent issue that needs to improve effective communication. Factors such as limited resources, traditional teaching methods, and lack of technological tools contribute to this problem. However, integrating word game apps into language teaching can offer a promising solution, providing learners engaging and interactive opportunities to enhance their vocabulary skills. Researching the effectiveness of these apps can provide evidence-based recommendations for improving vocabulary acquisition in language education, both at the Gral. Juan Lavalle School and in broader educational contexts.

## **Objectives**

### **General objective**

To implement word game apps in L2 vocabulary acquisition

### **Specific objectives**

- To review empirical and non-empirical information for the acquisition of L2 vocabulary.
- To measure vocabulary acquisition in seventh grade students.
- To measure the impact of word game apps in vocabulary acquisition.
- To train about the use of word game apps.

## **Defended idea**

Thesis Statement is Word Game Apps: A Dynamic Tool for Enhancing L2 Vocabulary Acquisition

The acquisition of vocabulary is a fundamental aspect of second language (L2) learning, and its significance cannot be overstated. Building a robust lexicon enables learners to express themselves fluently, comprehend written and spoken texts effectively, and engage in meaningful communication. In recent years, word game apps have emerged as dynamic and interactive tools that significantly increase L2 vocabulary. This thesis explores the positive impact of word game apps on L2 vocabulary acquisition and provides evidence-based support for their integration into language learning curricula. Word game apps can influence in the following way.

**Engaging and Immersive Learning Experience:** Word game apps provide learners with an engaging and immersive environment to interact with language in a fun and interactive manner. The gamified nature of these apps captivates learners' attention and motivates them to participate in vocabulary-building activities Kukulska-Hulme actively, (2018). Through engaging gameplay, learners are exposed to a wide range of L2 words, fostering vocabulary retention and reinforcement.

**Contextualized Learning and Meaningful Practice:** Word game apps offer contextualized learning experiences by presenting L2 words in meaningful contexts. Learners engage in various word-related challenges, such as puzzles, anagrams, and word associations, which promote deeper understanding and application of vocabulary (Kukulska-Hulme, 2018). The interactive nature of these apps allows learners to practice using newly acquired words realistically and purposefully, enhancing their language skills.

**Personalized and Adaptive Learning:** Word game apps often incorporate adaptive learning features, tailoring the difficulty level and content to individual learners' needs and progress (Méndez et al., 2020). Through adaptive algorithms, these apps

can track learners' performance, identify areas of weakness, and provide targeted vocabulary exercises to address specific learning gaps. This personalized approach maximizes learners' engagement and optimizes vocabulary acquisition outcomes.

**Independent and Self-directed Learning:** Word game apps empower learners to take charge of their vocabulary learning journey. These apps can be accessed anytime and anywhere, allowing learners to engage in independent and self-directed practice (Kukulska-Hulme, 2018). Learners can set their own learning goals, track their progress, and challenge themselves to continually expand their L2 vocabulary.

Word game apps offer a dynamic and practical approach to L2 vocabulary acquisition. By providing an engaging and immersive learning experience, contextualized practice, adaptive learning features, and opportunities for independent learning, these apps contribute significantly to expanding learners' vocabulary repertoire. The integration of word game apps into language learning curricula has the potential to enhance the efficiency and effectiveness of vocabulary instruction. As technology continues to evolve, further research and exploration in this area are necessary to continually harness the benefits of word game apps in L2 vocabulary acquisition. Embracing these innovative tools can unlock new possibilities and empower learners in their journey toward linguistic proficiency in the target language.

## CHAPTER I. STATE OF ART AND PRACTICE

### 1.1. Game-based language learning and teaching

Interactive techniques, including the game, must be implemented to maximize students' motivation. Games are essential to awaken the interest and awareness of learners; it is evident that students learn a language better and experience significant progress in their social development Zou et al., (2021). Games help to eliminate tension and reduce fear when students learn. From this point of view, games create an atmosphere of camaraderie, communication, and friendship. Games are a fundamental part of the planning to develop communication skills; warmups and icebreakers motivate, arouse interest, and keep students concentrated. Mahayanti et al. (2017) mention that language learning in the classroom can be limited according to the methodology applied, so the teacher has to be increasingly creative and dynamic.

Not only do the games in the classroom motivate students, but there is a predisposition for students to learn a language better, even when games are online. The predisposition of human beings to play can be observed at all ages. *Homo Ludens* (the man who plays) are undoubtedly part of human life. Bienen (2017), in the study of the Montessori Method, said that games are essential in children's learning. Also, without any doubt, it helps in the learning process of young and adult people. Games change habitual patterns in the learning processes, such as the Grammar Translation Method; they show a new way of interacting, make teachers take a more human role, and focus on a Communicative Approach. Huang (2017) mentions that the application of games in the classroom improves students' attention and makes learning fun.

Games play a very important role; they help students to maintain interest, and there is a better predisposition to listen and interact thanks to the playful activities produced in the classroom. Mahayanti et al. (2017) say there is a better willingness on the part of the students to work in pairs and groups. Activities can be proposed to promote discovery, healthy competition, kinesthetics, collaboration, and the

excitement of learning something every day. The following steps can be followed to make a game in the classroom: explanation by the teacher, demonstration, practice, clarification of terms, and monitoring of the execution. Language learning requires students to concentrate, adapt, and use newly understood knowledge to develop logical thinking, memory, and language.

There is a functional and pleasant value in using games in the classroom because it works with the language, with actual information, and encourages commitment, collaboration, and a feeling of belonging. Sabirli & Çoklar (2020) have shown the influence of games on student participation, taking turns, and teamwork. Another significant aspect is the emotion and enthusiasm students show when learning. A stimulated brain allows communication skills to develop more easily and quickly. The playful activities, according to the learner's age, develop the skills optimally, according to the established objectives. The author also mentions that games can be used in the language learning teaching process. Dinsmore et al. (2022) also mention that games can influence behavior and communication. These spaces motivate the interlocutors to communicate and learn from the culture of the other learner.

### **Digital games in education**

The educational system can use dynamic and fun interactions caused by virtual games intelligently to involve the student in a positive learning environment that generates more interest. Students and teachers can benefit from the technological age that every day becomes inevitable for all areas of human development. According to Dinsmore et al. (2022), in 2021, gaming applications were downloaded 83 billion times and generated \$116 billion in revenue worldwide. This data undoubtedly leads to paying attention to using virtual spaces, especially games, in social interaction. Li et al. (2019) mention the social influence of virtual spaces and, specifically, games on young people and how these interaction structures and behavioral habits are created in their communities.

Games make the students have fun while they learn, and they do it with motivation. Currently, the use of digital games in teaching is more unquestionable. It is also important because it integrates audiovisual with cognitive aspects in a fun way. The feeling of well-being that games cause makes students learn unconsciously. Yusuf & S (2018) The use of digital games in learning evidence a new teaching method that arouses students' interest in learning, and, at the same time, digital games allow the conception of education to be changed worldwide. Dinsmore et al. (2022) say that digital games help to improve the experiences of adults, youth, and children in learning.

Some benefits of learning through games include increased self-esteem and autonomy, which are highly valued today because strength and independence create an impression of confidence. According to Anastasiadis et al. (2018), game-based digital learning offers more spaces to promote active communication and interaction between students and teachers. Students can reinforce their knowledge autonomously, making them the learning center; the class, therefore, passes from the traditional role of the teacher-center to learning that, over time, will allow metacognition and a taste for learning. In this sense, it is essential to determine the material that will be used for teaching the contents.

Computer games have gained more space in the classroom; there is a change in what could be considered educational entertainment. Computers are primarily used in game-like situations to provide practice and repetition for learning student-centered content. Digital games significantly influence children; with time, they personalize the student's virtual tools and insert them into a virtual world that becomes a social space for interaction. The virtual space created for surfers, gamers, and learners creates in them some confidence in a private site to relax and learn. According to Zou et al. (2021), computers caused a revolution in the educational process.

Children and young people are great consumers of audiovisual material and digital games; it opens the possibility that purposeful games facilitate learning. Sabirli & Çoklar (2020) Due to the multiple functions and material variety, digital games are

becoming increasingly common among children. Every day it is observed that educational games increase students' access to content and the practice of skills. The idea of presenting a lesson in the game mode without losing the essence of learning is, without a doubt, an excellent option for the teacher to internalize the love of knowledge in the student. A student learns while playing and having fun.

### **Characteristics of games in language learning**

The main characteristics of games in language learning are Involve all students in learning, give students opportunities to work together and help each other and Make learning fun. Hassan Saleh Mahdi (2018) Games can be an alternative strategy for teaching foreign languages in a foreign language class where students can enjoy learning the language and master knowledge in a fun way. Koksal et al. (2014) Language games can be an excellent alternative to teaching the basics of a foreign language in a classroom. Also, with the opportunity for students to improve their English proficiency, such as setting up the learning situation, games can help students to develop the ability to work together and socialize. Games can help students who have different types of learning. According to Hassan Saleh Mahdi (2018), games have several characteristics that help language learning, such as:

New captivating word games can expand vocabulary and improve user accuracy in language learning. Interactive apps can support active engagement with learning material by incorporating learning concepts into playful activities, supporting children's learning by adapting learning technology and providing feedback and rewards. In the short or long term, that will create in students a new way of learning. Sabirli & Çoklar (2020) Smart mobile devices have brought game-based applications to e-learning.

Some studies look at what kind of game could be used to improve student learning, but they must consider whether the games are compelling. Yusuf & S (2018) oppose the idea that virtual games improve the English language level; the author shows that digital games improve the vocabulary of English learners but not communication. To investigate which word game is more appropriate for students,

the researcher presented word games as a proper digital game medium to teach vocabulary. The author also mentions that students agree that digital games have become part of their lives. His research work deals with digital game genres. Digital games that help vocabulary development are:

- Action games: Fast-paced gameplay with a focus on physical challenges.
- Adventure games: Exploration, puzzle-solving, and storytelling.
- Fight games: One-on-one combat with various fighting styles and special moves.
- Role-playing games: Character creation and customization in a complex narrative.
- Simulation games: Recreate real-world scenarios focusing on accuracy and realism.
- Sports games: Simulate traditional sports with realistic physics and online multiplayer.
- Historical games: Recreate events from the past with historical accuracy and attention to detail.

Computer games are a virtual environment that supports language learning on its own. Anastasiadis et al. (2018) mention that reaching English through digital games has become a new strategy. There is a computer game that improves students' vocabulary. Game-based digital learning can engage and motivate students. Video games and digital games are excellent tools for educational research. Griffiths says that digital games have a lot of variety and appeal to students from different backgrounds. Games are used to enhance the learning experience for students.

However, not only are virtual games excellent and expected, but with the game's guidance, foreign language interest grows, and initial encounters with other cultures occur. Vu et al. (2021). Games help kids concentrate and participate in active work. This claim is due to the use of kinesthetic intelligence. The game helps students repeat vocabulary and grammatical patterns. Educational games let children think actively, develop creative talents, and improve their natural abilities. Games may assist English teachers vary and enliven their lessons. According to this research, games helped students develop receptive, productive, intentional, and incidental

vocabulary for primary-level students. It means students can enhance their knowledge of vocabulary, and with this, they can improve their language skills.

## **1.2. Word game apps**

It is essential to consider the importance of vocabulary; students need more lexical knowledge to avoid language learning difficulties. Technology can be a valuable tool for developing vocabulary. This idea is stated by Deris & Shukor (2019), who mention that new technologies have led to the development of language learning assisted by mobile devices and the emergence of mobile applications for vocabulary learning. Using mobile apps for self-directed vocabulary learning can be difficult and should be a concern for app developers and language teachers. It is the teacher's job to find the best applications that fit the learners' content, age, and knowledge.

There are several applications to learn vocabulary, among them it can mention: The Word of the Day, Flash Card, Wordable, Wordup USA Learns., PONS Vocabulary Trainer, Duolingo, Etc. Lin & Lin (2019) say Students seek to use these mobile applications in the vocabulary learning environment. It is intended to develop self-efficacy and compatibility. Students' acceptance of using mobile apps to learn vocabulary is influenced by perceived usefulness, ease of use, self-efficacy, and compatibility. More applications will be used for vocabulary learning every day if teachers and students accept and encourage the use.

The dissemination of teachers and acceptance of students to use mobile applications to learn vocabulary is not enough. C.-M. Chen et al. (2019) say that the student's intention to use mobile applications in the future is influenced by the results acquired and the cognitive development achieved in the classroom. Games are currently the most popular feature to add to mobile vocabulary-learning apps. Many of the students like to learn vocabulary through games. Games offer meaningful learning where students can learn. Many games expose students to using words in an appropriate context, even though they may not say the exact definition. The apps can be fun and interesting and motivate students to learn more through them.

### 1.3. Vocabulary

English is a foreign language in most countries around the world, and it can be challenging to teach and learn. Zou et al. (2021) say that if students want to be good at English, they should learn as many English words as possible because vocabulary is one of the essential parts of the English language. Alijonovich & Abdullajonovich (2022) state that vocabulary is one of the most critical pillars in mastering English. The more words they learn, the more they can speak that language. Some universities teach vocabulary at various levels. Developing vocabulary can be a fun way to learn, understand, and increase the lexicon improves students' communication skills. Hassan Saleh Mahdi (2018) confirms this idea has a high level in the four English skills that students must master: speaking, reading, listening, and writing vocabulary is essential.

Vocabulary is necessary for the knowledge and mastery of any language; therefore, it is necessary to work on its acquisition inside and outside the classroom. Yusuf & S (2018) mention that it is vital for students to work, participate and commit to vocabulary development. There is a discussion that students often need more motivation to develop their resources to acquire their vocabulary and other skills. Instead of blindly trusting teachers, students must learn for themselves the lexicon possible in the target language. Aziza et al. (2017) state that learning vocabulary is a very difficult process in teaching a second language. It is necessary to resort to a series of strategies that facilitate the learning of more and more words faster and more efficiently.

The teaching of words may not guarantee success in communication. (Liu & Zhang, 2018) mention that the meaning of words is known as vocabulary. However, it will be assured by a lack of adequate word identification skills or adequate vocabulary. That is why it is necessary to learn vocabulary in a specific context, expose students to vocabulary items that need to be increased frequently, and expose students to a natural and valuable context. It also mentions the importance of modifying tasks that allow the use of the vocabulary learned, using computer technology to practice and reinforce what has been learned in class, and constantly varying the methods and

techniques for teaching vocabulary. In this way, vocabulary learning can be dynamic and fun but practical and meaningful.

### **Vocabulary knowledge**

Vocabulary is the words that students learn when they are taught and learned. For (Simamora & Oktaviani (2020), learning vocabulary does not have to be a frustrating or stressful activity, and it is essential to learn vocabulary in English. Vocabulary is developed simultaneously while learning the four communication skills of English. Therefore, learning vocabulary will be exciting if it is taught in a dynamic and fun way. Vocabulary increases as skills increase. The more words they add to their vocabulary, the more they listen. Students may use music, videos, and other types of media. Students can learn vocabulary by watching movies in English. Also, students can learn by playing or engaging in pleasant conversations on topics of their interest. However, it is necessary to systematize the teaching of vocabulary.

There are Memory strategies that help the student to remember vocabulary by grouping, correlating, and executing words by similarity and category. Ali & Anwar (2021) propose four strategies to help the student acquire vocabulary knowledge. A Cognitive strategy students can use while they interact with the language consists of repeating, saying, or writing the new words many times, then continuing the deductive reasoning that uses these words in specific contexts. Through the metacognitive strategy, students link the previously acquired vocabulary with contexts, pay attention, organize, and unconsciously self-evaluate while internalizing the new lexicon. Finally, in the social strategy, the student seeks interlocutors in the foreign language to learn the culture through interaction.

It has been argued that levels of recall of meaning and form best measure form-meaning knowledge. Schmitt (2019) mentions that most studies remain only on a level not of knowledge but recognition of vocabulary; the form-meaning link is measured at the domain level. However, the ability to infer vocabulary needs to be included. It does not transfer knowledge to a semantic or pragma linguistic plane in which the student understands the meanings and applies them in the interaction,

which the students can do with the words learned. Test scores are overstated and often just words students can answer on a quiz.

When necessary, productive knowledge involves knowing a lexical item well enough to produce it. The student writes or talks about what has been learned. (Schmitt, 2019) Receptive/productive vocabulary knowledge is based on how a person uses words and should be measured with skill-based instruments. Nevertheless, it is seldom measured this way. It is not easy to measure vocabulary knowledge in context. Vocabulary knowledge is only enough for some skills. A word works with other words in a different context in many ways, so it is not easy to measure the comprehension or production of a single lexical item without including the context. Ali & Anwar (2021) supports this idea that the knowledge of a word is a necessary perceptual knowledge; there is a communicative value in speech or writing.

### **Productive vocabulary**

After the stage of simple vocabulary knowledge, there is a stage of productive language. Language is made of words. Zhong, (2018). All language skills are built on this foundation. The more vocabulary students know, the better their performance in the foreign language will be. The main job of a language teacher is to help students learn and remember vocabulary used to do something, such as deciding and communicating with it. Receptive vocabulary. It is said that students must be exposed to a word many times before they fully understand it and can use and comprehend it. The author refers to two different degrees of control students have over their vocabulary knowledge. Productive vocabulary is obtained from what is heard or read, like understanding what something means. It is common for people to have a more extensive vocabulary of words they understand than a vocabulary of words they can use.

Vocabulary that is controlled indicates an ability to produce words when given a signal. In comparison, free productive knowledge means using a word without being told, as in free writing. Kirmizi & Kömeç (2019) mention that productive knowledge of vocabulary is the ability to retrieve form and meaning. Unfortunately, the

definitions seem to restrict knowledge of vocabulary to meaning and form. Schmitt (2019) divided the knowledge of productive vocabulary into categories. The author presents three dimensions of vocabulary knowledge: partial to accurate, depth like the construction of networks, and word association. The order pointed out that the construction of vocabulary knowledge includes a whole list of aspects, meanings, and uses. Each of these aspects can be acquired both by receiving and producing information.

### **Receptive vocabulary**

The word receptor gives the idea of receiving other people's language through reading or listening; that is, the speaker sees the form of the word and tries to understand it. Zhong, (2018) Receptive vocabulary knowledge is often said to be the ability to recognize the form of a word, understand its meaning, or give its synonym or translation in the learner's native language (L1). It is generally accepted that the word has moved from information to product-related information and thus into memory. It is considered that for foreign languages, vocabulary is an essential factor in developing their skills in this language. Acquiring a good vocabulary is a crucial way to develop foreign language skills.

There is a positive relationship between word count, writing, comprehension, and reading ability. Students' vocabulary knowledge was found to be correlated with speaking skills and language level scores. Special tests are required to assess receptive vocabulary. (Zhong, 2018) Word count is also a good indicator of linguistic ability and the necessary tools to ask, relate, recognize, choose, and correct words in each context. Knowledge of a vocabulary element implies mastery of several aspects. First, its form must be known, including its written and oral representation and parts. Homophones play a fundamental role at this point. Also, the rules must be known to associate words and know when to use them appropriately. Likewise, knowing the position words can occupy in a sentence is crucial.

The definition limits the knowledge of the vocabulary used by the receiver. It is simply a product of words' function, meaning, and structure. Malmström et al. (2018)

reconsider this perspective; it should explore the extent to which the speaker and the listener are involved in retraining the foreign language. It should focus on meaning and understanding, highlighting the relationship between receptive and productive; there should be an interaction between students to consider that there is proper knowledge of the vocabulary or that it can be applied. These dimensions define vocabulary building in a broader sense. Aspects such as pronunciation, spelling, meaning, lexical use, ideas, preferences, word combinations, and usage are considered; it also covers all aspects of vocabulary in detail.

The writing process can give students a chance to think about the words they write. It is like an exchange of ideas. Kirmizi & Kömeç (2019) It is essential that teachers incorporate vocabulary instruction into their reading practice. This idea contrasts with speech, which requires urgent speech to express a reaction to an idea. Schmitt, (2019). As a result, teachers can effectively adopt and integrate the practice and learn vocabulary directly by choosing the number of words to learn, using and improving students' concentration in foreign language learning, repetition in written text and speech, and guiding teaching and learning. Teacher support can also act as motivation to encourage students to use new words in their skills. Teachers should help reduce English production shyness; factors such as motivation, enthusiasm, and support can help. In addition, knowledge of vocabulary building also helps teachers develop appropriate tools to assess their knowledge and skills.

### **Dimension of vocabulary knowledge**

Receptive vocabulary knowledge is the ability to recall and recognize multiple aspects of word knowledge when reading and listening, whereas productive vocabulary knowledge uses multiple aspects when conveying ideas orally or written. Zhong (2018) Receptive and productive vocabulary should be based on a framework of multiple aspects of vocabulary knowledge. Malmström et al. (2018) the line between receptive and productive vocabulary, or whether receptive-productive vocabulary should be considered as a continuum, but much research supports the idea that there is a difference, which has implications for how academic

vocabulary should be taught and learned. Learning vocabulary is recognized as more challenging than learning vocabulary receptively.

Vocabulary recall can be more complex than recognition and is no different from other aspects of memory. Schmitt (2019) Mentions the need to create strategies to intertwine the two types of vocabulary so that both receiving and producing are fed back. It is more challenging to link meaning to a word's form than to link it to meaning. The relationship between receptive and productive vocabulary knowledge varies according to the level of the words used in the literature. As words become less frequent, the productive and receptive knowledge gap increases. The relation between the productive vocabulary is lower than the receptive one.

This correlation between receptive and productive vocabulary is evident in all settings. (Kirmizi & Kömeç (2019) showed that students had better receptive academic vocabulary knowledge than productive vocabulary when tested with words from the university word list; the group reached the expected productive threshold level. It was shown that a gap between receptive and insufficient vocabulary knowledge could negatively affect students' academic literacy. It is interesting to understand the nature of the gap between receptive and productive vocabulary knowledge. In classrooms, more attention has been paid to the former than the latter. After this analysis, it is impossible to quickly determine how much the students have learned in terms of the language itself, but it is possible to have an idea of the type and level of vocabulary acquired.

### **Intentional vocabulary**

Grammar and sound systems were focused on vocabulary since acquiring too many words before mastering grammar might lead to sentence-building errors. Teaching vocabulary in the classroom was perceived as a waste of time because word meaning could only be understood via experience. Karami & Bowles (2019) say that experienced teachers need to give vocabulary education more attention. Young learners should also be mentioned; they are in a stage of learning in which the material and methodology used by teachers can determine their level of knowledge.

Young learners might enjoy the English courses provided; teachers employ many activities to teach vocabulary learn through games, songs, and reliable material. Some vocabulary students acquire can be incidental, but a significant part is intentional.

Incidental vocabulary refers to terms learned from a specific context, whereas intentional vocabulary is taught otherwise. Kirmizi & Kömeç (2019) say there is a qualitative difference in what the learner does with the term. They emphasize the word's quality and quantity. All language experts agree that incidental vocabulary is less than intentional vocabulary. Karami & Bowles (2019) observed that intentional vocabulary learning is more active than incidental learning. This conception does not imply that incidental vocabulary acquisition is unconscious; instead, it is conscious when inferring meaning from context, such as while reading, talking, listening to audio, watching movies, Etc. The distinction is difficult to observe because all learning includes conscious attention.

The Modern Language Journal - Wiley Online Library (2018) mentions that Intentional vocabulary acquisition is focused on synonyms, antonyms, and word substitution, multiple choice. It could be more successful, regardless of the context, since learners are more likely to engage in repetition learning. They memorize the definitions of the new terms without engaging in the cognitive process associated with learning them. Only a few words learned via this strategy get turned into an active process. Reading new words and deducing their meaning from the surrounding material, on the other hand, will be more fruitful since it will hone the capacity to make educated conjectures. Students may reduce the overall idea and start to grasp it gradually if they practice guessing, which helps them build their deductive reasoning skills. Therefore, speculating is significant for vocabulary acquisition.

### **Incidental vocabulary**

Regarding language acquisition, episodic learning is considered an effective teaching method. Learning incidental vocabulary motivates students to read

intensively. Webb, (2020) Incidental learning is learning something unconsciously. They want to read on their own at a level and can understand the material they read. This action is a necessary and sufficient condition for language development and intensive reading courses. Research has confirmed some benefits of reading, such as increased motivation to learn new knowledge and vocabulary. Reading materials for study should be chosen so that students can accurately describe the meaning of the main ideas, especially the frequently repeated words.

The process of incidental vocabulary development has been the subject of discussions. Bahari (2019) offered a review that examined numerous topics related to this subject via past empirical studies. The study's objectives were to uncover how incidental vocabulary occurs, what factors determine the efficacy of word-guessing tactics, the impact of various reading materials, and the challenges associated with this method of language acquisition. The most common method of incidental learning was shown to be extensive reading for meaning and form. However, as the author argues, its efficacy depends on several factors, including the learners' attention to detail and the task demands, which are greatly facilitated by text-based activities. A large deal of familiarity with the terms around a target word is necessary for the student to estimate the word's meaning.

Students actively participate in the process of elaborating on meaning. Webb (2020) recalls that more profound thought is encouraged by incidental vocabulary. It is considered that new terms are information-related and go over them. It is a way that aids in word retention for students. The receptive and productive learning of words is involved in this cognitive process. In addition to understanding the meaning of a specific text, students can also identify comparable grammatical patterns, frequently lexical word and context groupings and combinations. Students' abilities are also developed through the extensive reading they do. Every word that students read is examined in word sets. The word from the students' spontaneous vocabulary learning experience is retained in memory over time and can be applied more consistently in various contexts.

However, when teachers implement new tactics, other skills must be taught. In a series of observational experiments, researchers found that most students depended significantly on cognate identification but could not distinguish between true and false cognates, indicating that additional tactics needed to be taught. Additionally, Karami & Bowles (2018 ) mention that books with which students identify more closely tend to promote incidental vocabulary learning. Incidental learning was primarily limited by the accuracy of word guessing in context. Furthermore, although students do a good job when reviewing bibliography concerns to their area, including the varying lexical knowledge required for incidental learning to occur, as this kind of verbal jumble often appears in various kinds of literature, it would be a fascinating experience for learners.

### **Role of games in vocabulary learning**

To communicate appropriately in a foreign language, students must know how to utilize enough words. Students acquire vocabulary passively due to many circumstances while knowing its value. First, they find meaning, pronunciation, spelling, and grammatical functions explanations needing improvement. In a vocabulary learning percentage, language learners listen to their teacher. Second, learners only learn new words' basic meanings. They neglect other word functions. Students learn a new language via textbooks and classroom lessons. Learners locate new terms in a text and ask the instructor to explain them. Yusuf & S (2018) affirm that vocabulary is crucial in language acquisition. It connects speaking, listening, reading, and writing.

Students may identify a written or spoken term and believe they know it but may not utilize or pronounce it appropriately. Gunter et al. (2016) say that many learners fear implementing what they have learned. Anastasiadis et al. (2018) support this idea; in recent years, communicative and dynamic methods have been used to teach vocabulary and have shown beneficial in teaching and learning language. It promotes meaningful language practice. Games are used in this method to teach language and vocabulary. Playing vocabulary games in the classroom requires students to communicate in their language.

Learners should engage in task-based activities in the classroom to acquire and recall new words, such as guessing, describing, and conversing. Sabirli & Çoklar (2020) when English learners encounter unfamiliar words, they can feel frustrated; the teacher's role is to provide good support and material. Such exercises include vocabulary games that help students develop and utilize words in varied settings. It is essential to know whether and how students acquire language through games. (Mahayanti et al. (2017) affirm that traditionally, students learned vocabulary by practicing speaking, listening, reading, and writing. Students utilize their language and are exposed to new terms by their teachers and classmates. Many English learners conceive of vocabulary as acquiring a list of new words without context. Many students look up new terms in a bilingual dictionary when they discover new terms. They may compose new words without knowing their context.

After a while, many learners feel that learning vocabulary in lists is not satisfying, and they blame their poor memory. Sabirli & Çoklar (2020) this is not a practical approach to study; according to researchers, students memorize words without knowing them, but learning new words is a cumulative process that requires innovation. Games can be effective for English learners. Some students may need meaning and grammatical function in a fun and didactical context to internalize. Learners wait for instructors to supply new materials and methods to word forms, then write them in notebooks or do activities. They may employ learned words in a familiar environment for them. This kind of innovative instrument helps students learn and employ accurate word forms. This stage is when games are an effective tool to integrate fun and learning.

### **Motivation**

Apps help to learn vocabulary. Playful activities create a new conception of learning because they feature friendly competition and promote a cooperative learning atmosphere. Students enhance their conversational abilities and employ the target language. Badroeni (2018) states that vocabulary games bring real-world context into the classroom and improve students' conversational English. Games and apps can educate and teach language. Sabirli & Çoklar (2020) point out the benefit of

vocabulary games when teachers choose appropriate ones. The student's competence level and cultural background should be considered when using a game. It should also benefit students with weaker language abilities and be readily implemented in class.

Speaking in students' native languages can be harmful if the teacher does not motivate students to use the target language. However, communication is the beginning of the interaction. Vu et al. (2021) mention that games not only improve the level of the students in class but increases social interaction, make people more sensitive to human relationship, and improve the quality of communication even in their native language. Ashraf et al. (2018) support this idea; games are conceptual models for language teaching and learning processes, and games are widely used in language training to improve motivation and natural communicative practices.

Games may provide stimulus and simulation in educational settings. Halim et al. (2020) declare that games provide a pleasant learning atmosphere that engages students and teachers. Games are commonly associated with children's leisure activities in informal environments since gaming is a crucial off-school activity, and most interactive games offer learners communication tasks. Thus, game participants must learn the language to play. Interactive gaming involves dialogue, consultation, transmission, and registration. These understandings are partially consistent with communicative and socio-cognitive approaches to language and language acquisition, prioritizing negotiation and communication competence.

According to Chen et al. (2018), children comprehend and use languages as a conversational tool, acquiring information, and gaming, but in school, knowing and using languages is frequently the aim of accomplishing tasks. This author studied engagement in confidence, motivation, and ability. This idea makes sense, as bored or uninterested students will not apply the lesson. EFL instructors should integrate learner-centered, active learning in their lesson plans. Teachers should motivate students to contact native speakers or proficient English speakers from other cultures, it is another way of motivating them. Fun, helpful interactions boost learners' motivation, ability, and confidence. The actual value of these activities is

raising students' confidence in English interactions and boosting their English abilities. Any communication in the target language or culture will increase learners' confidence, motivation, ability, and vocabulary.

### **Autonomous learning**

Games not only make learning exciting but also motivate and boost confidence. Peng & R (2018) studied how games develop vocabulary, and his research aimed to assist EFL students in memorizing unfamiliar terminology. The author indicates that students who utilized games to study were more effective than those who used conventional methods. Music, video, and games affected second-language vocabulary recall. After playing the game, a vocabulary recall evaluation was applied, and a two-week delayed vocabulary recall test was given. Both video game players and viewers remembered game language; players remembered more than viewers. This study suggests that although a video game with a target language vocabulary might be fun, its interaction can improve language learning. As a result, players could remember the game's vocabulary as well as observers.

Using games to learn English can make learning fun and enhance student engagement. Students' responses to classroom learning games activities are positive. Wafi (2019). most students find learning English uninteresting due to its repetitious tasks and silent and formal classroom atmosphere. According to the researcher, the use of student-prepared games makes the class more pleasant and increases student engagement in learning activities. They are learning autonomy to set rules and make learning fun by employing topic-related games. This idea transforms students into players who develop more vocabulary through games, hindering them from detecting and memorizing more vocabulary items than other traditional learners.

Motivation is essential for learning, interacting, and communicating in English. Motivating a student is necessary to establish clear objectives and determine the methodology and strategies that can help teachers and students create a dynamic learning environment. Games can determine the success or failure of a

methodological process. Ludic activities engage students in learning and social interaction and cause relaxation while they are learning. Finally, Games are undoubtedly an excellent option to improve a lesson plan and a learning process and transform the orthodox conception of English language teaching. Halim et al. (2020) It is easier for people to do pleasurable activities, and when students are immersed in fun activities, it is easier for them to learn, practice and internalize the language.

#### **1.4. Effective of word games apps for vocabulary learning**

Learning vocabulary with games is getting popular. Anastasiadis et al. (2018) say educational games have increased language teaching because they make it fun. Games and education may be amusing and scholastic. Learning creates favorable emotions and motivates students. English vocabulary is generally taught out of context as separate terms, although vocabulary cannot be learned in isolation. Apps improve English Vocabulary Games that require learners to think about the words and help them recall them. Understanding, producing, and manipulating foreign words is hard work, but language learners benefit from playing games. Apps help the teacher create circumstances where English words are relevant and meaningful, making learning and retaining new words exciting for students. Apps-based language learning creates a relevant environment. Students can utilize language without tension after learning with games.

Four game activities were created to develop knowledge about vocabulary, one for each specific type of receptive, productive, intentional, and incidental vocabulary. These techniques help students to receive, produce, and internalize vocabulary to be used in context and in an isolated way. These are the games to develop vocabulary:

##### **Word of the day**

The first application used to improve receptive skills was "the word of the day." In this app, the students can develop receptive vocabulary. This app consists in

learning daily vocabulary. Six words have to be learned through games, concepts, and sentences. The app presents the words chosen from different famous dictionaries of the world. Students will learn vocabulary daily, classify it, and acquire data to improve their Lexus and English. Northrop & Andrei (2019).

### **Flashcard**

This app can help the student to develop productive vocabulary. In this ludic app, the student will check some cards according to specific categories, fruit, professions, and parts of the body. The application has a wide variety of games to practice vocabulary. Students can create a folder of words they are learning; it is possible to learn the pronunciation of the words. The teacher can reinforce the learned vocabulary in class. Students can formulate sentences to respond to the established questions by the teacher. They can practice the vocabulary learn in context by making sentences, formulating questions, and trying to communicate orally or making short compositions. It is recommended to work in pairs and groups to improve interaction. Xodabande et al. (2022).

### **Wordable**

Intentional vocabulary is a way of conscious learning; the app will let the students learn some word vocabulary according to their level through synonyms, antonyms, concepts, related words, and categorization. The student can learn new words while they play. This application is a nice relay challenge for the students because it lets them compete. The teacher will ask questions about the words acquired to make the app communicative. It is recommended that the teacher combine many techniques to expand vocabulary. For example, the student will find a related, then make a sentence, and even they can make gestures to explain the word's meaning. Pokrzycka & Vaagan, (2022)

## **Wordup**

The students will combine audiovisual material with vocabulary and creativity in this app. The app will evaluate the student's level through a vocabulary test; then, the students will choose a category to learn vocabulary. Then students can choose a movie from the list that the application and the app will provide the vocabulary used in the movie. In the last stage, the app will prepare a set of questions<sup>1</sup> with the material of visual impact that help the students respond to the movie's vocabulary. These activities will help the students to develop incidental vocabulary. The idea is to motivate students to watch the movie at home. The teacher can even use songs to develop incidental vocabulary with the learners.

Having reliable materials to help students develop vocabulary is the main ideas to impact them psychologically with special tools and methods. The material must be according to their age and have colors, images, characters, music, and videos they consider reliable. Apps should encourage learners to think and be active. Long waits for students' turn diminish app interest. The application should feature simple materials to use. Teachers should alternate light and rugged games throughout the class. If the activity in the apps is too easy, it can be boring for the students, but if it is too complicated, it could be frustrating for them. That is why the apps can be applied progressively to motivate the participation of students but at the same time to make them feel excited about the activities.

## **Studies to measure word games on vocabulary learning**

Acceptance of mobile applications influences students' desire to utilize them in the future. This research focused on the use of mobile apps and vocabulary acquisition. Self-efficacy and compatibility are also internal factors. Students' acceptance of mobile applications to acquire vocabulary is determined by their perceived usefulness, simplicity of use, self-efficacy, compatibility, and intention to use. Acceptance of mobile applications for vocabulary acquisition influences students' desire to utilize them in the future. If students approve the applications for vocabulary study, they may use them constantly. Deris & Shukor, (2019).

Apps have improved motivation and performance to learn English; numerous studies have proven a positive influence. With the use of apps, the result in the English performance of students can change positively. Elaish et al. (2019), in a study, observed a poor desire to acquire the English language in the preliminary English Test. The exam evaluated English vocabulary exclusively. Students' limited desire to study English vocabulary was also expected. The researcher exposed students to games for a period of relaxing and learning at the same time. The result of the instruments to evaluate students' English level and motivation were positive after the practice of apps.

Finally, in intervention research, the effects of using image cards and interactive word-learning apps were explored to see how they influenced children's vocabulary acquisition. Walter-Laager et al. (2017) investigated whether a kid using the app or looking at the image cards had a favorable influence on the child's ability to acquire new words. The results indicate that the children whose vocabulary expanded the most used the word-learning app. The children whose vocabulary expanded the second most used the program independently for less time. The children who concentrated on the topic for the most outstanding amount of time, on average, picked up the newest vocabulary, while the children who concentrated on the topic for the shortest time had the least.

Game-based language learning and teaching techniques effectively maximize student motivation and engagement. Games are essential tools to generate interest and foster language learning, leading to significant progress in social development. By implementing interactive games in the classroom, teachers can enhance communication skills, create a positive learning environment, and maintain student concentration. Moreover, using games challenges traditional teaching methods and encourages a communicative approach, where teachers play a more human role.

Digital games offer dynamic and fun interactions that captivate students' attention and make learning enjoyable. They provide an opportunity for active communication and interaction between students and teachers, ultimately changing the education landscape. The influence of digital games extends to young learners, who

personalize virtual tools and engage in virtual worlds that become social spaces for interaction. Overall, game-based language learning and digital games significantly impact education, promoting active engagement and facilitating language acquisition.

## **CHAPTER II: METHODOLOGICAL DESIGN**

### **2.1. Research design**

#### **Research approach**

Quantitative research is a type of research methodology that focuses on numerical data and statistical analysis to derive conclusions, according to Bloomfield & Fisher (2019). It involves the collection of numerical data via surveys, experiments, or other means. Statistical analysis is frequently used to evaluate hypotheses and make predictions based on quantitative research. In this study, a quantitative methodology was utilized. Instead of observing and describing the research problem in accordance with the extant reality, data collection was measured using this method. The quantitative method was utilized because the test results were collected for statistical analysis.

To understand quantitative research Smith & Hasan (2020) outline the phases of this approach as follows: observe and evaluate a phenomenon, establish the possible causes and consequences, demonstrate the relationship between the variables through scientific contrast, review the assumptions with tests or analysis, and then propose a potential solution to the problem. Because the need for Word game apps was determined on a test instrument administered to the students, the quantitative method was used. A rubric generated data that demonstrated the improvement in the use of Word Games Apps and, consequently, in vocabulary. This study is quantitative due to the use of descriptive and inferential statistics to reject the null hypothesis and approve the alternative hypothesis. The data obtained after administering the examination demonstrated an improvement in vocabulary.

#### **Research modality**

For the development of this study, a socio-educational approach was utilized. Nind & Lewthwaite (2018) notes that Social Education focuses primarily on the learning and social, educational, and cultural aspects of individuals. It enabled the

educational hypothesis regarding the actual learning situation of the student in the development of vocabulary based on daily activities to be confirmed. This research was socio-educational because in each context it proposed a solution to a social problem. It seeks to achieve the objectives of Ministry of Education for the English language, which is to strengthen the capacities and potential of Primary and High School students. They are the direct beneficiaries, while instructors and the educational community benefit indirectly.

### **Desk research**

In this method of research, scholarly articles, books, videos, theses, evaluation instruments, observation guides, dictionaries, and other sources were consulted. This investigation was conducted using these resources. Collecting and analyzing existing data and information from various sources constitutes desk research. It is an effective and efficient research method that can provide valuable insights and prior information on a specific topic. According to Dwivedi et al. (2022) desk research is frequently used to generate research hypotheses and guide the design of primary research studies.

### **Field research**

In this research, direct collection instruments, methodologies, and techniques, as well as observation, experimentation, and inductive and deductive analysis, were employed to provide evidence of bibliographic support. The acquired instruments had been validated and used in prior study, which assisted to illustrate the validity of the findings that were established. This is research done in the field. Research conducted in the field entails the collecting of data, which may be accomplished through direct observation, interviews, surveys, or experiments. It is frequently applied for the purpose of testing hypotheses derived from earlier studies and collecting data that are obtainable through desk research. According to Bryman (2018), field research enables researchers to observe behaviors and interactions in real-world settings, as well as get a deeper understanding of the context in which the research is being conducted.

## **Research scope**

This research has analytical, explanatory, and correlational components. The analytical level made it possible to specify and to describe reality by breaking it down into its fundamental parts. After conducting a pre-test and a post-test, the results of both were compared and analyzed, which made it possible to get conclusions. This research is explanatory since it investigates the challenges that students encountered when developing their vocabulary. Productive, receptive, intentional, and incidental vocabulary needed improvement; these are types of vocabulary that were covered in the past and graded using a rubric in a test. Furthermore, according to Hanks (2019) explanatory research enables the researcher to build critical thinking skills as well as take a comprehensive look at a certain subject area. Research using correlational methods investigates the connection that may exist between two variables.

The test revealed the difficulties the students had with vocabulary acquisition, and it suggested that they try using some approaches that were based on Word Games apps to increase their vocabulary. The results of the post-test confirmed that the students had improved in this sub skill.

## **Correlational research**

Because the variables under examination were shown to have a link using the appropriate instruments, this research was classified as a correlation study. This relation was demonstrated by using statistics, as there was quantifiable evidence of improvement in vocabulary following the implementation of Word Games apps procedures. The degree of association between the two variables was determined. The association of variables and their operationalization, along with the final testing of the hypothesis, made it possible to construct the proper proactive work for the concrete solution to the problem. This was accomplished by combining these factors.

## **Type of research**

In this study, pre-experimental research was used, and it was helpful to the researcher in noting and describing the real-life scenarios at two moments: the pre and the posttest. These tests were used to compare the vocabulary level of participants before and after they used Vocabulary word games as an online interactive application, and the results were compared using the pre and posttest. The objective of pre-experimental design is to illustrate the connection that exists between the variables that are being controlled and those that are not Tabuena (2021). This study was pre-experimental because the approaches using Word game apps to improve Vocabulary were used to a group during a predetermined time.

These strategies were implemented in a total of twelve classes. Productive, receptive, intentional, and incidental vocabulary were all types of words that saw improvements thanks to the techniques. The purpose of the exam was to serve as a reference for determining the level of improvement in vocabulary that can be achieved using Word games apps.

## **Sampling**

The characteristics of the research guided the selection of both the population and the sample. The population was made up of 21 people, all of whom were pupils in a single class. Since of the similarities between the pupils, a sample was selected by a method known as convenience or opportunity sampling. This was done since these two types of sampling present similar opportunities. The study was based on the studies that were done by Mackey and Gass (2021). Because the 21 students of seventh level A share the same geographical closeness, availability, and simple accessibility, they were chosen to be the population and sample for the project. The strategies that are based on Word Games apps ensure that all the members of the group are working toward the same goal. The following is a breakdown of how the sample was distributed:

**Table N° 1**  
**Population**

| Population | Frequency | Percentage |
|------------|-----------|------------|
| Students   | 21        | 100%       |
| Total      | 21        | 100%       |

Note: This table shows the population studied in this research

Source: Own elaboration

**Table N° 2**  
**Sample**

| Sample        | Frequency | Percentage |
|---------------|-----------|------------|
| Studied group | 21        | 100%       |
| Total         | 21        | 100%       |

Note: This table shows the sample studied in this research

Source: Own elaboration

## Research instruments

This study started with a diagnostic test called "Starters" from Cambridge University. This project focus in the productive skills writing and speaking. In the writing skill students have to solve five parts of the test, the results were analyzed to improve vocabulary, while in speaking, vocabulary was studied using a modified rubric over 4 points. Students in the seventh-grade parallel A at Gral. Juan Lavalle School in the City of Riobamba, Province of Chimborazo were evaluated for this assignment. A pre-test and a post-test were applied to evaluate the students' level in these productive skills. The results between the two tests were compared. During the years 2022 and 2023, students were taught English using Word Game apps to raise their overall level. The data collection and demonstration of the influence of the variable Word games apps on the variable vocabulary were both achieved through the utilization of the test and rubric.

Explanatory, pre-experimental, and correlational approaches were used in the research, each method have its own technique and instrument. Using bibliographical material and library tabs, the explanation technique was put into practice. Vocabulary of each student was evaluated using the quasi-experimental approach. For the research correlation, the data was obtained enabled the application of Word Game apps in vocabulary, which allowed the correlation

between the two variables. The findings that were observed provided evidence that it is necessary to develop vocabulary for the productive skills.

This research presents a quantitative research methodology to collect numerical data for statistical analysis. The purpose of the study was to investigate the improvement in vocabulary through the use of Word Games Apps. The research employed a socio-educational approach, focusing on the learning and social aspects of individuals in the context of English language education. The study involved both desk research, which included consulting scholarly articles, books, and other sources, and field research, which involved direct data collection through observation, interviews, and experiments.

The research had analytical, explanatory, and correlational components, aiming to describe, explain, and establish relationships between variables. It was classified as a pre-experimental study, comparing vocabulary levels before and after using Word Games Apps. Convenience sampling was used to select a sample of 21 students from a single class. The research instruments included diagnostic tests, rubrics, and data collection tools. The study confirmed the improvement in vocabulary through the use of Word Games Apps.

## 2.2. Research proposal

# WORD GAME APPS TO INCREASE L2 VOCABULARY

# 2023



*Wilma Cacuango*

Teacher -Researcher  
Lic Wilma Cacuango

## CONTENTS

|   |  |
|---|--|
| Introduction to Word Game Apps .....                      |  |
| Word games apps to increase vocabulary.....               |  |
| Word of the day app to improve Receptive vocabulary ..... |  |
| Flash app card to improve productive vocabulary.....      |  |
| Wordable app to improve intentional vocabulary.....       |  |
| Word up app to improve incidental Vocabulary.....         |  |

## **Introduction to word game apps**

In recent years, the rapid advancement of technology has revolutionized various aspects of our daily lives, including entertainment and gaming. One particular genre that has gained immense popularity is word game apps. These apps offer a unique blend of mental stimulation, linguistic challenges, and immersive gameplay, captivating a wide range of players across different age groups. This introduction aims to explore the world of word game apps, shedding light on their historical development, cognitive benefits, and the factors contributing to their widespread appeal.

Word game apps trace their origins back to traditional word puzzles and board games that have been enjoyed for centuries. The advent of computers and smartphones paved the way for the digital transformation of these games, giving rise to a new era of interactive and engaging experiences. As Bruckman and Resnick (2018) highlight, the rise of computer-mediated word games allowed for the exploration of novel game mechanics and the integration of social elements, making the gameplay more dynamic and collaborative.

Today, word game apps come in various formats and styles, catering to different preferences and skill levels. Crossword puzzles, anagrams, word search, and Scrabble-inspired games are just a few examples of the diverse range of word games available in app stores. The accessibility of these apps on mobile devices has further contributed to their popularity. According to a report by Newzoo (2021), the global mobile gaming market generated a staggering revenue of \$91.2 billion in 2020, with word game apps accounting for a significant portion of this revenue.

Beyond their entertainment value, word game apps offer a host of cognitive benefits. Engaging in word games stimulates cognitive processes such as memory, attention, and language skills. As pointed out by Plass, Homer, and Hayward (2019), word games require players to tap into their lexical knowledge, problem-solving abilities, and strategic thinking. The act of unscrambling letters, forming words, and deciphering clues challenges the brain and enhances linguistic fluency. Moreover,

word game apps often incorporate time limits or scoring systems, promoting mental agility and quick thinking.

The cognitive benefits of word game apps extend beyond language skills. A study conducted by Boot, Blakely, and Simons (2018) explored the impact of word puzzles on working memory. The researchers found that engaging in word puzzles improved participants' working memory performance compared to other types of puzzles. This finding suggests that word game apps have the potential to enhance cognitive functions and contribute to overall mental well-being.

Furthermore, word game apps can serve as educational tools, especially for children and language learners. These apps offer an interactive and engaging environment for language practice and vocabulary expansion. Children can develop their reading and spelling skills, while non-native speakers can improve their proficiency in a fun and interactive manner. As described by Gee (2017), word game apps create a context where learning becomes an enjoyable experience, fostering intrinsic motivation and facilitating knowledge acquisition.

The widespread appeal of word game apps can be attributed to several factors. First, the asynchronous multiplayer feature allows players to compete or collaborate with friends and strangers from around the world at their convenience. This social component adds an element of excitement, as players can challenge their peers, compare scores, and engage in friendly competition. According to a study by O'Brien and Toms (2018), the social interaction aspect of online word games promotes a sense of community, leading to increased engagement and prolonged gameplay.

Second, the addictive nature of word game apps stems from their carefully designed reward systems and progress tracking mechanisms. App developers employ various strategies, such as unlocking new levels, earning virtual rewards, or providing in-game achievements, to keep players motivated and invested in the gameplay. This combination of short-term gratification and long-term progression fosters a sense of accomplishment and encourages players to return to the app regularly.

Lastly, word game apps offer a convenient and portable form of entertainment. With the ubiquity of smartphones and tablets, players can access their favorite word games anytime, anywhere. The portability factor makes word game apps an ideal pastime during commutes, waiting periods, or downtime. As mentioned by Galarneau and Zibit (2019), the convenience of mobile gaming aligns with the fast-paced nature of modern lifestyles, providing a means of relaxation and mental stimulation on the go.

In conclusion, word game apps have emerged as a popular genre in the world of mobile gaming, combining entertainment, cognitive benefits, and educational value. These apps have evolved from traditional word puzzles, leveraging technology to offer interactive and engaging experiences. The cognitive benefits of word game apps, such as improved language skills and enhanced working memory, make them appealing to a wide audience. Factors such as social interaction, addictive gameplay mechanics, and portability contribute to their widespread appeal. As the world continues to embrace digital entertainment, word game apps are likely to remain a beloved pastime for language enthusiasts, puzzle solvers, and casual gamers alike.

### **Introduction to word game apps for vocabulary expansion**

Building a robust vocabulary is essential for effective communication, critical thinking, and academic success. In the digital age, word game apps have emerged as a popular and convenient tool for vocabulary development. These apps offer an engaging and interactive platform where players can expand their lexical knowledge while enjoying immersive gameplay. This introduction aims to explore the role of word game apps in vocabulary expansion, highlighting the cognitive benefits they provide and the strategies employed to enhance word acquisition.

Word game apps have gained significant attention as an effective means of expanding vocabulary. With their interactive and engaging nature, these apps offer a dynamic learning environment that captures the interest and motivation of users. According to a study by Stagg and Laird (2017), word game apps provide a context

for active learning, enabling players to encounter new words, practice their usage, and reinforce their understanding in a playful manner. As a result, players are more likely to be motivated to explore and acquire new vocabulary.

The cognitive benefits of word game apps for vocabulary expansion are noteworthy. These apps require players to engage in various linguistic tasks, such as word formation, word association, and word retrieval. As highlighted by Alqahtani (2020), these cognitive processes stimulate memory, attention, and problem-solving skills, all of which are crucial for vocabulary acquisition. The act of deciphering clues, unscrambling letters, and matching words challenges the brain and strengthens the connections between different lexical items.

Moreover, word game apps often provide contextual clues, definitions, and examples to support players' understanding of new vocabulary. The integration of multimedia elements, such as images and audio, further enhances the learning experience. According to Sundqvist (2018), incorporating multiple modalities in vocabulary learning can improve retention and comprehension. By presenting words in context and offering visual and auditory stimuli, word game apps facilitate a deeper understanding of vocabulary items and their usage in real-life contexts.

The strategies employed in word game apps to enhance word acquisition are diverse and effective. One common approach is the use of gamification elements, such as levels, challenges, and rewards. As noted by Kiili (2017), gamification motivates players to actively engage with the app, as they strive to unlock new levels or earn virtual rewards. This motivational aspect encourages repeated exposure to new vocabulary and promotes a sense of achievement, increasing the likelihood of retention and application of the learned words.

Another effective strategy utilized in word game apps is spaced repetition. Spaced repetition algorithms present words or phrases at intervals based on the individual learner's performance. This technique takes advantage of the spacing effect, which suggests that distributing learning sessions over time enhances long-term retention. As discussed by Karpicke and Roediger (2017), spaced repetition improves the

durability of memory, ensuring that newly learned vocabulary remains accessible in the long run. By incorporating spaced repetition algorithms, word game apps optimize vocabulary learning and reinforce the acquisition of new words over time.

Furthermore, word game apps often feature word lists or categories, allowing players to focus on specific themes or domains. This categorization helps learners to build domain-specific vocabulary or explore words related to a particular topic of interest. By organizing words into meaningful groups, word game apps facilitate associative learning, enabling learners to make connections between related vocabulary items. This approach enhances both breadth and depth of vocabulary knowledge.

In addition to the cognitive benefits and effective strategies, word game apps offer the convenience and flexibility of mobile learning. These apps are accessible anytime, anywhere, allowing learners to engage with vocabulary practice at their own pace. As highlighted by Thornton and Houser (2018), mobile learning provides a personalized and adaptive learning experience, accommodating individual learning preferences and schedules. The portability of word game apps makes them ideal companions for language learners and vocabulary enthusiasts on the go.

In conclusion, word game apps have emerged as a powerful tool for vocabulary expansion, offering an engaging and interactive platform for language learners and enthusiasts. These apps stimulate cognitive processes, such as memory, attention, and problem-solving, fostering vocabulary acquisition. Strategies such as gamification, spaced repetition, and categorization enhance the effectiveness of word game apps for vocabulary learning. The convenience and flexibility of mobile learning further contribute to their appeal. As technology continues to evolve, word game apps are poised to play a significant role in promoting vocabulary development and empowering learners to become more proficient and confident communicators.

## **Word of the day app to improve receptive vocabulary**

Expanding vocabulary is a crucial aspect of language development, and it plays a vital role in students' reading comprehension and overall communication skills. To support vocabulary growth, teachers can utilize innovative tools such as word of the day apps. These apps provide daily exposure to new words, facilitating students' receptive vocabulary development. This guide aims to outline a structured approach for using word of the day apps in the classroom, incorporating pre-teaching, while-teaching, and post-teaching activities to maximize vocabulary acquisition and retention.

### **I. Pre-Teaching Phase:**

#### **1. Selecting Appropriate Words:**

Before implementing a word of the day app, it is essential to carefully curate a list of words that align with the curriculum or students' specific learning goals. Consider using tiered vocabulary lists that include high-frequency words, content-specific terminology, or academic vocabulary relevant to the subject area.

#### **2. Introducing Word Context:**

Provide students with the context for the upcoming word by presenting a brief introduction, relevant images, or real-life examples. Encourage students to make predictions about the word's meaning based on the provided context, activating their prior knowledge and stimulating curiosity.

#### **3. Pre-Teaching Activities:**

Engage students in pre-teaching activities to scaffold their understanding and prepare them for encountering the word in the app. Some effective strategies include:

a. **Antonyms/Synonyms:** Introduce antonyms or synonyms of the target word, helping students establish connections and expand their word associations.

b. **Word Families:** Explore word families related to the target word, highlighting its morphological structure and variations. This activity aids in recognizing patterns and deepening understanding.

c. **Concept Mapping:** Create a concept map with the target word at the center, encouraging students to brainstorm related ideas, examples, or associations. This visual representation helps in organizing and connecting knowledge.

## II. While-Teaching Phase:

### 1. Word of the Day App Engagement:

Incorporate the word of the day app into daily classroom routines. Choose an app that provides clear definitions, contextual sentences, and pronunciation guidance. Encourage students to actively engage with the app and explore the word's usage in different contexts.

### 2. Word Exploration Activities:

During or immediately after encountering the word on the app, conduct various activities to deepen students' understanding and reinforce their receptive vocabulary. Consider the following approaches:

a. **Contextual Sentences:** Ask students to generate their own contextual sentences using the word. This exercise promotes deeper comprehension and application of the word's meaning.

b. **Word Association:** Encourage students to brainstorm related words, concepts, or experiences associated with the target word. This activity expands students' semantic networks and strengthens word connections.

c. **Visual Representation:** Have students create visual representations or concept illustrations of the target word. This visual approach reinforces understanding and aids in long-term memory retention.

### III. Post-Teaching Phase:

#### 1. Review and Reflection:

Allocate time for reviewing and reflecting on the target word and its usage. Engage students in discussions, asking questions that prompt critical thinking and encourage the application of the word in real-life contexts. This stage solidifies understanding and facilitates transferability.

#### 2. Integration in Writing and Speaking:

Encourage students to incorporate the target word in their written assignments, presentations, or class discussions. Provide opportunities for them to apply the word independently and observe its usage in authentic communication.

#### 3. Vocabulary Journals:

Maintain a vocabulary journal or digital repository where students can record and revisit the words encountered through the app. Encourage students to add examples, synonyms, or personal connections to enhance their ownership of the words.

Word of the day apps can serve as valuable tools for improving students' receptive vocabulary. By implementing pre-teaching, while-teaching, and post-teaching activities, teachers can foster a structured and engaging learning experience. The strategic integration of word of the day apps empowers students to expand their lexical repertoire, enhance reading comprehension, and develop effective communication skills.

### **Flashcard app to improve productive vocabulary**

Building a strong productive vocabulary is essential for effective communication and language proficiency. To support students in developing their vocabulary skills, teachers can utilize innovative tools such as flashcard apps. These apps provide an interactive and engaging platform for students to practice and expand their productive vocabulary. This guide aims to outline a structured approach for using

flashcard apps in the classroom, incorporating pre-teaching, while-teaching, and post-teaching activities to maximize vocabulary acquisition and usage.

## I. Pre-Teaching Phase:

### 1. Selecting Appropriate Vocabulary:

Before implementing a flashcard app, it is important to select appropriate vocabulary words. Consider using a mix of high-frequency words, academic terms, and content-specific vocabulary relevant to the students' grade level or subject area. It is beneficial to align the selected words with the curriculum or students' specific learning goals.

### 2. Introducing Vocabulary Words:

Introduce the selected vocabulary words to students by providing context and meaningful examples. You can use visuals, real-life scenarios, or engaging stories to make the words relatable and memorable. This step activates prior knowledge and sets the foundation for vocabulary learning.

### 3. Pre-Teaching Activities:

Engage students in pre-teaching activities to activate their prior knowledge and facilitate connections with the upcoming vocabulary. Some effective strategies include:

a. **Word Association:** Encourage students to brainstorm related words, concepts, or experiences associated with the target vocabulary words. This activity expands their semantic networks and strengthens word connections.

b. **Word Context Prediction:** Have students predict the meanings of the vocabulary words based on the provided context or related clues. This activity promotes critical thinking and engages students in active processing.

c. **Concept Mapping:** Create a concept map with the vocabulary words as central nodes, and have students generate related ideas, examples, or associations. This visual representation helps students organize and connect their knowledge.

## II. While-Teaching Phase:

### 1. Flashcard App Engagement:

Introduce the flashcard app to students and explain its features and functionalities. Choose an app that allows for customization, including adding personalized flashcards or importing vocabulary lists. Encourage students to actively engage with the app and explore the flashcards at their own pace.

### 2. Flashcard Activities:

During or immediately after using the flashcard app, incorporate various activities to deepen students' understanding and reinforce their productive vocabulary. Consider the following approaches:

a. **Word Definition and Sentence Creation:** Have students define the vocabulary words in their own words and create meaningful sentences using each word. This activity promotes comprehension and application of the words.

b. **Synonym and Antonym Exploration:** Ask students to generate synonyms and antonyms for the vocabulary words, expanding their word associations and enhancing their vocabulary repertoire.

c. **Contextual Word Usage:** Provide sentences with gaps or missing vocabulary words for students to fill in based on their understanding. This activity strengthens word usage in context and encourages students to think critically about word meaning and appropriateness.

## III. Post-Teaching Phase:

### 1. Vocabulary Review and Reinforcement:

Allocate time for reviewing and reinforcing the vocabulary learned through the flashcard app. Engage students in activities that involve word recall, such as quizzes, games, or partner discussions. This stage solidifies understanding and enhances long-term retention.

## 2. Vocabulary Application:

Encourage students to incorporate the vocabulary words in their speaking and writing tasks. Provide opportunities for them to use the words independently and observe their usage in authentic communication. Feedback and correction should be provided to support accuracy and appropriate word usage.

## 3. Personalized Flashcards:

Allow students to create their own personalized flashcards based on new vocabulary words they encounter in their reading or listening activities. This activity fosters student autonomy and ownership of their vocabulary development.

Flashcard apps are powerful tools for improving students' productive vocabulary skills. By implementing pre-teaching, while-teaching, and post-teaching activities, teachers can create a structured and engaging vocabulary learning experience. The strategic integration of flashcard apps empowers students to expand their vocabulary repertoire, enhance their communication skills, and become more proficient language users.

### **Wordable app to improve intentional vocabulary**

Developing intentional vocabulary—the ability to choose and use words purposefully and effectively—is a crucial skill for students' academic success and communication. To support students in developing intentional vocabulary, teachers can leverage innovative tools such as wordable apps. These apps provide a structured and interactive platform for students to practice and expand their intentional vocabulary. This guide aims to outline a structured approach for using wordable apps in the classroom, incorporating pre-teaching, while-teaching, and post-teaching activities to maximize vocabulary acquisition and intentional usage.

## I. Pre-Teaching Phase:

### 1. Selecting Appropriate Vocabulary:

Before implementing a wordable app, carefully select vocabulary words that align with the curriculum or students' specific learning goals. Consider using a mix of general academic vocabulary and domain-specific terms relevant to the subject area or unit of study. Aligning the vocabulary selection with the curriculum ensures its relevance and applicability for students.

### 2. Introducing Vocabulary Words:

Introduce the selected vocabulary words to students by providing definitions, examples, and relevant contexts. Use visual aids, real-life scenarios, or authentic texts to make the words meaningful and memorable. This step activates prior knowledge and builds a foundation for vocabulary learning.

### 3. Pre-Teaching Activities:

Engage students in pre-teaching activities to activate their prior knowledge and facilitate connections with the upcoming vocabulary. Some effective strategies include:

a. **Concept Exploration:** Have students brainstorm related concepts, ideas, or experiences associated with the target vocabulary words. Encourage them to make connections and generate associations.

b. **Word Analysis:** Break down the target vocabulary words into their morphological components, such as prefixes, roots, and suffixes. Explore the meaning of these components to deepen students' understanding of the words' meanings.

c. **Vocabulary in Context:** Provide authentic or fictional texts that contain the target vocabulary words. Ask students to identify the words and discuss their meanings based on the context. This activity promotes comprehension and word usage in context.

## II. While-Teaching Phase:

### 1. Wordable App Engagement:

Introduce the wordable app to students, highlighting its features and functionalities. Choose an app that allows for customization, such as creating word lists or adding personalized examples. Encourage students to actively engage with the app and explore the wordable activities.

### 2. Wordable Activities:

During or immediately after using the wordable app, incorporate various activities to deepen students' understanding and reinforce their intentional vocabulary. Consider the following approaches:

a. Word Association: Ask students to generate synonyms, antonyms, or related words for the target vocabulary. This activity expands their word associations and enhances their lexical knowledge.

b. Contextual Usage: Provide sentence prompts or contexts for students to use the target vocabulary words intentionally. Encourage them to create meaningful sentences or short paragraphs that demonstrate their understanding and intentional word choice.

c. Language Exploration: Engage students in exploring the nuances of the target vocabulary words, such as connotation, register, or appropriate usage in different contexts. Encourage them to discuss and analyze the impact of intentional word choice.

## III. Post-Teaching Phase:

### 1. Vocabulary Review and Reflection:

Allocate time for reviewing and reflecting on the vocabulary learned through the wordable app. Engage students in activities that involve word recall, such as quizzes, games, or discussions. Encourage them to reflect on their intentional word usage and its impact on communication.

## 2. Vocabulary Application:

Provide opportunities for students to apply the intentional vocabulary in various tasks, such as speaking, writing, or presenting. Assign assignments that require intentional word choice, and provide feedback and guidance to support their progress.

## 3. Vocabulary Portfolio or Journal:

Encourage students to maintain a vocabulary portfolio or journal, where they can record and reflect on the intentional vocabulary they have learned. In this portfolio, they can include examples of intentional word usage and personal reflections on their growth as intentional communicators.

Wordable app can be valuable tools for improving students' intentional vocabulary skills. By implementing pre-teaching, while-teaching, and post-teaching activities, teachers can create a structured and engaging vocabulary learning experience. The strategic integration of wordable apps empowers students to expand their intentional vocabulary repertoire, enhance their communication skills, and become more proficient and purposeful language users.

### **Word up app to improve incidental vocabulary**

Developing a rich and varied vocabulary is crucial for students' reading comprehension, writing skills, and overall language proficiency. To support students in expanding their vocabulary, teachers can utilize innovative tools such as the Word Up app. This app provides opportunities for students to encounter and learn new words incidentally through engaging activities. This guide aims to outline a structured approach for using the Word Up app in the classroom, incorporating pre-teaching, while-teaching, and post-teaching activities to maximize incidental vocabulary acquisition and retention.

## I. Pre-Teaching Phase:

### 1. Setting Vocabulary Goals:

Before using the Word Up app, identify the vocabulary goals based on the curriculum or students' specific learning needs. Select a set of target words that align with the instructional objectives and provide meaningful opportunities for vocabulary growth.

### 2. Introducing Word Context:

Introduce the upcoming words by providing students with context, such as relevant passages, visuals, or real-life examples. This contextual introduction activates prior knowledge and prepares students for encountering the words in the app.

### 3. Pre-Teaching Activities:

Engage students in pre-teaching activities to scaffold their understanding and create connections with the target words. Some effective strategies include:

a. **Word Prediction:** Have students predict the meanings of the target words based on the provided context or related clues. This activity encourages active engagement and critical thinking.

b. **Word Association:** Encourage students to brainstorm related words, concepts, or experiences associated with the target words. This activity expands their semantic networks and strengthens word connections.

c. **Concept Mapping:** Create a concept map with the target words as central nodes, and have students generate related ideas, examples, or associations. This visual representation helps students organize and connect their knowledge.

## II. While-Teaching Phase:

### 1. Word Up App Engagement:

Introduce the Word Up app to students, explaining its features and functionalities. Select appropriate levels or activities within the app that align with students'

proficiency and the target words. Encourage students to actively engage with the app and explore the vocabulary activities.

## 2. Vocabulary Exploration Activities:

During or immediately after using the Word Up app, incorporate various activities to deepen students' understanding and reinforce their incidental vocabulary acquisition. Consider the following approaches:

- a. **Word Definitions and Synonyms:** Ask students to define the target words in their own words and provide synonyms or alternative expressions. This activity promotes comprehension and expands students' vocabulary repertoire.
- b. **Contextual Word Usage:** Provide sentence prompts or contexts for students to use the target words intentionally. Encourage them to create meaningful sentences or short paragraphs that demonstrate their understanding of the words' meanings.
- c. **Word Connections:** Have students identify relationships or connections between the target words and other words they have encountered previously. This activity fosters semantic connections and strengthens word associations.

## III. Post-Teaching Phase:

### 1. Vocabulary Review and Reflection:

Allocate time for reviewing and reflecting on the target words and their meanings. Engage students in activities that involve word recall, such as quizzes, games, or discussions. Encourage them to reflect on their learning and provide examples of how the words can be used in different contexts.

### 2. Vocabulary Application:

Provide opportunities for students to apply the incidental vocabulary in various tasks, such as writing assignments, presentations, or debates. Encourage intentional use of the words to reinforce their understanding and promote authentic language usage.

### 3. Vocabulary Consolidation:

Encourage students to create flashcards or vocabulary lists to consolidate their learning. They can review the target words regularly and add examples, synonyms, or antonyms to deepen their understanding and retention.

The Word Up app can be a valuable tool for improving students' incidental vocabulary acquisition. By implementing pre-teaching, while-teaching, and post-teaching activities, teachers can create a structured and engaging vocabulary learning experience. The strategic integration of the Word Up app empowers students to expand their vocabulary repertoire, enhance their language skills, and become more proficient readers and communicators.

| Lesson 1 Planning  |                              |   |  |                        |
|--|------------------------------|---|--|------------------------|
| <b>Teacher:</b><br>Lic. Wilma<br>Cacuango  | <b>Class:</b><br>Seventh EGB | <b>Lesson:</b><br>Greetings   | <b>Starting date:</b><br>2023  | <b>Time:</b><br>40 min |
| <b>Objective:</b><br>To improve receptive vocabulary skills and learn about greetings using the Word of the day app. |                              |   | <b>Resources:</b><br>- Word of the Day app (installed on the teacher's device or projected on a screen)<br>- Whiteboard/markers or digital whiteboard<br>- Handouts with greeting vocabulary exercises |                        |
| <b>Approach:</b> Communicative language teaching.<br><b>Strategy:</b> Cooperative learning                           |                              |   |  |                        |
| PROCEDURE  |                              |   |  |                        |
| Time:  | Sequence:                    | Methodological strategies   |  |                        |
| 5 min  | Warm-up                      | <ul style="list-style-type: none"> <li>- Greet the students and engage in a brief conversation about greetings, asking questions like "How do you greet someone in the morning?" or "What greetings do you use when meeting a friend?"</li> <li>- Introduce the topic of the day: "Today, we are going to learn new words related to greetings. This will help us greet others in different situations and understand common expressions."</li> </ul>   |  |                        |
| 5 min  | Introduction                 | <ul style="list-style-type: none"> <li>- Write a simple sentence on the board, such as: "Hello, how are you?" Ask students: "What do we say to greet someone?" Elicit responses and underline the greeting "Hello."</li> <li>- Explain that greetings are words or expressions used to say hello or welcome someone.</li> <li>- Practice with more examples, eliciting answers from students and introducing common greeting vocabulary (e.g., "Good morning, nice to meet you.")</li> </ul>  |  |                        |
| 10 min   | Pre-teaching task            | <ul style="list-style-type: none"> <li>- Introduce the Word of the Day app to the students and explain that it provides a new vocabulary word each day with its meaning and example sentences.</li> <li>- Demonstrate how to use the app, showing the word, definition, and sample sentences on the screen.</li> <li>- Choose a word related to greetings from the app.</li> <li>- Read the word, definition, and example sentences aloud, emphasizing pronunciation and comprehension.</li> <li>- Engage the students in a discussion about the word, encouraging them to share their thoughts on its usage and relevance to greetings.</li> <li>- Repeat this process with a few more words from the app, focusing on pronunciation and comprehension.</li> </ul> |  |                        |
| 10 min   | Active with Word of the day  | <ul style="list-style-type: none"> <li>- Distribute handouts with greeting vocabulary exercises to each student.</li> </ul>   |  |                        |

|                               |                          |   |
|-------------------------------|--------------------------|---|
|                               |                          | <ul style="list-style-type: none"> <li>- Instruct the students to work individually or in pairs to complete the exercises.</li> <li>- The exercises can include matching greetings with their appropriate situations, filling in the gaps with the correct words, or creating dialogues using the given vocabulary.</li> <li>- Monitor the students as they work, providing assistance and feedback as needed.</li> <li>- After they have completed the exercise, review the answers together as a class, focusing on correct greeting vocabulary usage.</li> </ul> |
| 5 min                         | Collaborative Discussion | <ul style="list-style-type: none"> <li>- Divide the students into pairs or small groups.</li> <li>- Assign each group a different greeting situation, such as meeting a new classmate, greeting a teacher, or welcoming a guest.</li> <li>- Instruct the groups to create a short role-play where they use appropriate greetings and responses.</li> <li>- Encourage creativity and provide guidance on using the new greeting vocabulary.</li> <li>- Allow time for the groups to practice and then have them perform their role-plays for the class.</li> </ul>   |
| 5min                          | Wrap-up                  | <ul style="list-style-type: none"> <li>- Ask the students to reflect on what they have learned in the lesson and share their thoughts on greetings and the new vocabulary.</li> <li>- Summarize the key greeting vocabulary words and their meanings.</li> <li>- Provide feedback and praise the students for their efforts throughout the lesson.</li> </ul>   |
| Elaborated by: Wilma Cacuango |                          |   |

| Lesson 2 Planning   |                              |  |   |                        |
|---|------------------------------|--|---|------------------------|
| <b>Teacher:</b><br>Lic. Wilma<br>Cacuango   | <b>Class:</b><br>Seventh EGB | <b>Lesson:</b><br>Verbs  | <b>Starting date:</b><br>2023   | <b>Time:</b><br>40 min |
| <b>Objective:</b><br>To improve productive vocabulary skills and learn verbs using a Flashcard app. |                              |  | <b>Resources:</b><br>- Flashcard app (installed on the teacher's device or projected on a screen)<br>- Whiteboard/markers or digital whiteboard<br>- Handouts with verb exercises |                        |
| <b>Approach:</b> Communicative language teaching.<br><b>Strategy:</b> Cooperative learning          |                              |  |   |                        |
| PROCEDURE   |                              |  |   |                        |
| Time:   | Sequence:                    | Methodological strategies  |   |                        |
| 5 min   | Warm-up                      | <ul style="list-style-type: none"> <li>- Greet the students and engage in a brief conversation about their favorite activities or hobbies, asking questions like "What do you like to do in your free time?" or "Do you have any favorite sports?"</li> <li>- Introduce the topic of the day: "Today, we are going to learn new verbs and focus on using them to talk about activities and hobbies. This will help us expand our vocabulary and make our conversations more interesting."</li> </ul>   |   |                        |
| 5 min   | Introduction                 | <ul style="list-style-type: none"> <li>- Write a simple sentence on the board, such as: "I play soccer." Ask students: "What do I do?" Elicit responses and underline the verb "play."</li> <li>- Explain that verbs are action words that describe what someone or something does.</li> <li>- Practice with more examples, eliciting answers from students and introducing verbs related to activities and hobbies (e.g., "She dances. They swim.")</li> </ul>  |   |                        |
| 10 min  | Pre-teaching task            | <ul style="list-style-type: none"> <li>- Introduce the Flashcard app to the students and explain that it provides visual cues and the corresponding verb for each image.</li> <li>- Demonstrate how to use the app, showing a flashcard with an image and its corresponding verb on the screen.</li> <li>- Display a flashcard with an image related to a familiar activity or hobby from the app.</li> <li>- Read the verb aloud and ask the students to repeat it, emphasizing pronunciation.</li> <li>- Engage the students in a discussion about the activity or hobby, encouraging them to use the verb in sentences.</li> <li>- Repeat this process with a few more flashcards, focusing on pronunciation and usage of the verbs.</li> </ul> |   |                        |
| 10 min  | Active with Word of the day  | <ul style="list-style-type: none"> <li>- Distribute handouts with verb exercises to each student.</li> <li>- Instruct the students to work individually or in pairs to complete the exercises.</li> </ul>  |   |                        |

|                               |                          |   |
|-------------------------------|--------------------------|---|
|                               |                          | <ul style="list-style-type: none"> <li>- The exercises can include filling in the gaps with the correct verb, matching verbs with corresponding images, or creating sentences using the given verbs.</li> <li>- Monitor the students as they work, providing assistance and feedback as needed.</li> <li>- After they have completed the exercise, review the answers together as a class, focusing on correct verb usage.</li> </ul>                                     |
| 5 min                         | Collaborative Discussion | <ul style="list-style-type: none"> <li>- Divide the students into pairs or small groups.</li> <li>- Give each group a set of verb cards from the Flashcard app.</li> <li>- Instruct the students to take turns selecting a card and acting out the corresponding verb without speaking.</li> <li>- The other students in the group must guess the verb based on the actions.</li> <li>- Encourage creativity and provide feedback on their usage of the verbs.</li> </ul> |
| 5min                          | Wrap-up                  | <ul style="list-style-type: none"> <li>- Ask the students to reflect on what they have learned in the lesson and share their thoughts on using verbs to describe activities and hobbies.</li> <li>- Summarize the key points of the lesson and highlight the importance of verbs in communication.</li> <li>- Provide feedback and praise the students for their efforts throughout the lesson.</li> </ul>  |
| Elaborated by: Wilma Cacuango |                          |   |

| Lesson 3 Planning  |                              |   |   |                        |
|--|------------------------------|---|---|------------------------|
| <b>Teacher:</b><br>Lic. Wilma<br>Cacuango  | <b>Class:</b><br>Seventh EGB | <b>Lesson:</b><br>Parts of the body   | <b>Starting date:</b><br>2023   | <b>Time:</b><br>40 min |
| <b>Objective:</b><br>To improve intentional vocabulary skills and learn parts of the body using the Wordable app |                              |   | <b>Resources:</b><br>- Wordable app (installed on the teacher's device or projected on a screen)<br>- Whiteboard/markers or digital whiteboard<br>- Handouts with parts of the body exercises |                        |
| <b>Approach:</b> Communicative language teaching.<br><b>Strategy:</b> Cooperative learning                       |                              |   |   |                        |
| PROCEDURE  |                              |   |   |                        |
| Time:  | Sequence:                    | Methodological strategies   |   |                        |
| 5 min  | Warm-up                      | <ul style="list-style-type: none"> <li>- Greet the students and engage in a brief conversation about their daily routines, asking questions like "What do you do when you wake up in the morning?" or "How do you take care of yourself?"</li> <li>- Introduce the topic of the day: "Today, we are going to learn new words and focus on parts of the body. This will help us talk about ourselves and understand basic health-related discussions."</li> </ul>  |   |                        |
| 5 min  | Introduction                 | <ul style="list-style-type: none"> <li>- Write a simple sentence on the board, such as: "I have two eyes." Ask students: "What do I have?" Elicit responses and underline the noun "eyes."</li> <li>- Explain that we have various parts of the body that help us perform different functions.</li> <li>- Practice with more examples, eliciting answers from students and introducing parts of the body vocabulary (e.g., "She has long hair. He has a big nose.")</li> </ul>  |   |                        |
| 10 min   | Pre-teaching task            | <ul style="list-style-type: none"> <li>- Introduce the Wordable app to the students and explain that it provides visual cues and the corresponding word for each image.</li> <li>- Demonstrate how to use the app, showing an image of a body part and its corresponding word on the screen.</li> <li>- Display an image of a body part from the app.</li> <li>- Read the word aloud and ask the students to repeat it, emphasizing pronunciation.</li> <li>- Engage the students in a discussion about the body part, encouraging them to use the word in sentences.</li> <li>- Repeat this process with a few more images, focusing on pronunciation and usage of the words.</li> </ul> |   |                        |
| 10 min   | Active with Word Up          | <ul style="list-style-type: none"> <li>- Distribute handouts with parts of the body exercises to each student.</li> <li>- Instruct the students to work individually or in pairs to complete the exercises.</li> <li>- The exercises can include labeling a diagram with the correct body parts, matching words with corresponding images, or creating sentences using the given words.</li> <li>- Monitor the students as they work, providing assistance and feedback as needed.</li> </ul>   |   |                        |

|                               |                          |  |
|-------------------------------|--------------------------|--|
|                               |                          | <ul style="list-style-type: none"> <li>- After they have completed the exercise, review the answers together as a class, focusing on correct word usage.</li> </ul>  |
| 5 min                         | Collaborative Discussion | <ul style="list-style-type: none"> <li>- Divide the students into pairs or small groups.</li> <li>- Give each group a set of body part cards from the Wordable app.</li> <li>- Instruct the students to take turns selecting a card and describing the body part without saying the word itself.</li> <li>- The other students in the group must guess the body part based on the description.</li> <li>- Encourage the use of vocabulary and provide feedback on their descriptions.</li> </ul> |
| 5min                          | Wrap-up                  | <ul style="list-style-type: none"> <li>- Ask the students to reflect on what they have learned in the lesson and share their thoughts on using parts of the body vocabulary.</li> <li>- Summarize the key points of the lesson and highlight the importance of knowing body parts for self-expression and health-related discussions.</li> <li>- Provide feedback and praise the students for their efforts throughout the lesson.</li> </ul>  |
| Elaborated by: Wilma Cacuango |                          |  |

| Lesson 4 Planning   |                              |   |  |                        |
|---|------------------------------|---|--|------------------------|
| <b>Teacher:</b><br>Lic. Wilma<br>Cacuango   | <b>Class:</b><br>Seventh EGB | <b>Lesson:</b><br>Pronouns in context   | <b>Starting date:</b><br>2023  | <b>Time:</b><br>40 min |
| <b>Objective:</b><br>To improve incidental vocabulary skills and learn personal pronouns using the Word Up app. |                              |   | <b>Resources:</b><br>-Computers with internet access for the students<br>- Projector for class demonstration<br>- Handouts |                        |
| <b>Approach:</b> Communicative language teaching.<br><b>Strategy:</b> Cooperative learning                      |                              |   |  |                        |
| PROCEDURE   |                              |   |  |                        |
| Time:   | Sequence:                    | Methodological strategies   |  |                        |
| 5 min   | Warm-up                      | <ul style="list-style-type: none"> <li>- Greet the students and engage in a brief conversation about their daily activities, asking questions like "What did you do yesterday?" or "What are your plans for the weekend?"</li> <li>- Introduce the topic of the day: "Today, we are going to learn new words while discussing our activities. We will focus on personal pronouns, which help us talk about ourselves and others."</li> </ul>  |  |                        |
| 5 min   | Introduction to Word Up      | <ul style="list-style-type: none"> <li>- Write a simple sentence on the board, such as: "I am a student." Ask students: "Who is a student?" Elicit responses and underline the pronoun "I."</li> <li>- Explain that personal pronouns are used to refer to ourselves and others in sentences, making our communication more concise.</li> <li>- Practice with more examples, eliciting answers from students and introducing personal pronouns (e.g., "She is my sister. We are friends.")</li> </ul>   |  |                        |
| 10 min  | Pre-teaching task            | <ul style="list-style-type: none"> <li>- Introduce the Word Up app to the students and explain that it provides visuals and associated words for different scenarios.</li> <li>- Demonstrate how to use the app, showing a scenario and the corresponding words on the screen.</li> <li>- Display a scenario from the app that involves people and their activities.</li> <li>- Read the words aloud and ask the students to repeat them, emphasizing pronunciation.</li> <li>- Engage the students in a discussion about the scenario, encouraging them to use personal pronouns when referring to the people involved.</li> <li>- Repeat this process with a few more scenarios, focusing on pronunciation and usage of personal pronouns.</li> </ul> |  |                        |
| 10 min  | Active with Word Up          | <ul style="list-style-type: none"> <li>- Distribute handouts with personal pronoun exercises to each student.</li> <li>- Instruct the students to work individually or in pairs to complete the exercises.</li> <li>- The exercises can include filling in the gaps with the appropriate personal pronouns, rewriting sentences using personal pronouns, or answering questions using personal pronouns.</li> <li>- Monitor the students as they work, aiding and feedback as needed.</li> <li>- After they have completed the exercise, review the answers together as a class, focusing on correct personal pronoun usage.</li> </ul>   |  |                        |

|                               |                          |   |
|-------------------------------|--------------------------|---|
|                               |                          |   |
| 5 min                         | Collaborative Discussion | <ul style="list-style-type: none"> <li>- Divide the students into pairs or small groups.</li> <li>- Assign each group a topic related to personal experiences or daily activities (e.g., "Weekend Plans," "Favorite Hobbies").</li> <li>- Instruct the students to take turns discussing the topic, using personal pronouns to talk about themselves and others.</li> <li>- Encourage the students to actively listen and respond using appropriate personal pronouns.</li> <li>- Monitor the discussions and provide feedback on their use of personal pronouns</li> </ul> |
| 5min                          | Wrap-up                  | <ul style="list-style-type: none"> <li>- Ask the students to reflect on what they have learned in the lesson and share their thoughts on using personal pronouns.</li> <li>- Summarize the key points of the lesson and highlight the importance of personal pronouns in clear and effective communication.</li> <li>- Provide feedback and praise the students for their efforts throughout the lesson</li> </ul>  |
| Elaborated by: Wilma Cacuango |                          |   |

### **CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION**

The main characteristics of a research are the measurement of phenomena, induction, prediction, the establishment of hypotheses, and depth, Hernández Sampieri (2018). These features are common to the quantitative approach. This chapter analyzes the investigative aspects that led to obtaining the quantitative data of the investigation, theorized about the research used, about the hypotheses. It also explains the elements involved in the diagnostic stage and in the post-test, the statistical analysis applied, the processes and data obtained throughout the project.

The data obtained in the research are observable and measurable, these data were taken with the test instrument with its respective rubric for the evaluation of vocabulary and speaking. The 21 students were evaluated in the classroom through the teaching practice according to the nature of the project, the empirical evidence obtained demonstrates the postulates established in the objectives of the project.

The research “Word game apps to increase L2 vocabulary.” demonstrates the influence that the independent variable Word games had on vocabulary and the speaking skill. To demonstrate this assertion a starters test of the University of Cambridge with its respective rubric to determine the level of students in the speaking skill was used. The data was obtained through a pre and post-test. These tests were used to measure the level of change after the application of Word games. The results were the followings.

**Table N° 3**  
**Pretest speaking test Starters**

| <b>STARTERS TEST CAMBRIDGE RUBRIC</b> |                   |                      |                    |                 |
|---------------------------------------|-------------------|----------------------|--------------------|-----------------|
| <b>Students</b>                       | <b>Vocabulary</b> | <b>Pronunciation</b> | <b>Interaction</b> | <b>TOTAL/15</b> |
| <b>S1</b>                             | 2                 | 2                    | 2                  | 6,0             |
| <b>S2</b>                             | 2                 | 1                    | 1                  | 4,0             |
| <b>S3</b>                             | 2                 | 2                    | 2                  | 6,0             |
| <b>S4</b>                             | 1                 | 1                    | 1                  | 3,0             |
| <b>S5</b>                             | 1                 | 1                    | 2                  | 4,0             |
| <b>S6</b>                             | 4                 | 2                    | 3                  | 9,0             |
| <b>S7</b>                             | 1                 | 1                    | 1                  | 3,0             |
| <b>S8</b>                             | 2                 | 3                    | 2                  | 7,0             |
| <b>S9</b>                             | 1                 | 1                    | 1                  | 3,0             |
| <b>S10</b>                            | 1                 | 3                    | 3                  | 7,0             |
| <b>S11</b>                            | 3                 | 1                    | 1                  | 5,0             |
| <b>S12</b>                            | 1                 | 2                    | 1                  | 4,0             |
| <b>S13</b>                            | 3                 | 1                    | 1                  | 5,0             |
| <b>S14</b>                            | 4                 | 1                    | 2                  | 7,0             |
| <b>S15</b>                            | 4                 | 2                    | 2                  | 8,0             |
| <b>S16</b>                            | 1                 | 2                    | 2                  | 5,0             |
| <b>S17</b>                            | 2                 | 1                    | 1                  | 4,0             |
| <b>S18</b>                            | 1                 | 1                    | 1                  | 3,0             |
| <b>S19</b>                            | 2                 | 1                    | 1                  | 4,0             |
| <b>S20</b>                            | 1                 | 1                    | 1                  | 3,0             |
| <b>S21</b>                            | 2                 | 1                    | 1                  | 4,0             |
| <b>Mean</b>                           | <b>2,0</b>        | <b>1,5</b>           | <b>1,5</b>         | <b>5,0</b>      |

Note: This table shows the result of the pretests starters speaking  
 Source: Own elaboration

The research aimed to investigate the relationship between word games apps and vocabulary skills. The pre-test results from the sample group provide insights into the initial levels of vocabulary, interaction, pronunciation, and overall speaking skills.

**Vocabulary starters test:** The sample group obtained a score of 2 out of 5 in the vocabulary section of the pre-test. This indicates a relatively low level of proficiency in terms of vocabulary knowledge and usage. It suggests that the participants may need improvement in expanding their vocabulary.

**Interaction starters test:** The interaction score in the pre-test was 1.5 out of 5. This score suggests that the participants struggled with effectively engaging in

conversations or interactions, potentially due to limited vocabulary or lack of practice in communication.

**Pronunciation starters test:** The pre-test results show a pronunciation score of 1.5 out of 5. This score indicates that the participants faced challenges in correctly articulating words and sounds. It suggests a need for improvement in pronunciation skills.

**Speaking total score:** The total speaking score of 5 out of 15 reflects the overall performance of the sample group in the pre-test. It suggests a relatively low level of proficiency in spoken English, which can be attributed to the combined effects of vocabulary, interaction, and pronunciation difficulties.

Based on the pre-test results, it is evident that the participants in the study require significant improvement in multiple aspects of their English language skills. The low scores in vocabulary, interaction, pronunciation, and the overall speaking section indicate areas that need attention and targeted interventions. In the subsequent stages of the research, the participants will engage with word games apps as part of an intervention or treatment. It would be interesting to observe how their performance improves after utilizing these apps and to analyze the post-test results to determine the effectiveness of word games apps in enhancing vocabulary and related language skills.

**Table N° 4**  
**Post test speaking starters**

| <b>STARTERS TEST CAMBRIDGE RUBRIC</b> |                   |                      |                    |                 |
|---------------------------------------|-------------------|----------------------|--------------------|-----------------|
| <b>Students</b>                       | <b>Vocabulary</b> | <b>Pronunciation</b> | <b>Interaction</b> | <b>TOTAL/15</b> |
| <b>S1</b>                             | 4                 | 3                    | 3                  | 10,0            |
| <b>S2</b>                             | 3                 | 1                    | 2                  | 6,0             |
| <b>S3</b>                             | 2                 | 2                    | 3                  | 7,0             |
| <b>S4</b>                             | 3                 | 2                    | 2                  | 7,0             |
| <b>S5</b>                             | 1                 | 1                    | 2                  | 4,0             |
| <b>S6</b>                             | 4                 | 2                    | 3                  | 9,0             |
| <b>S7</b>                             | 2                 | 2                    | 2                  | 6,0             |
| <b>S8</b>                             | 2                 | 3                    | 2                  | 7,0             |
| <b>S9</b>                             | 2                 | 1                    | 1                  | 4,0             |
| <b>S10</b>                            | 1                 | 2                    | 3                  | 6,0             |
| <b>S11</b>                            | 4                 | 2                    | 1                  | 7,0             |
| <b>S12</b>                            | 1                 | 2                    | 2                  | 5,0             |
| <b>S13</b>                            | 3                 | 1                    | 1                  | 5,0             |
| <b>S14</b>                            | 4                 | 3                    | 2                  | 9,0             |
| <b>S15</b>                            | 5                 | 2                    | 3                  | 10,0            |
| <b>S16</b>                            | 3                 | 2                    | 2                  | 7,0             |
| <b>S17</b>                            | 2                 | 3                    | 1                  | 6,0             |
| <b>S18</b>                            | 3                 | 1                    | 2                  | 6,0             |
| <b>S19</b>                            | 2                 | 2                    | 1                  | 5,0             |
| <b>S20</b>                            | 3                 | 1                    | 3                  | 7,0             |
| <b>S21</b>                            | 2                 | 2                    | 2                  | 6,0             |
| <b>Mean</b>                           | <b>2,7</b>        | <b>1,9</b>           | <b>2,0</b>         | <b>6,6</b>      |

Note: This table shows the result of the pretests starters speaking

Source: Own elaboration

#### Analysis of Post-Test Results:

The purpose of the research was to examine the impact of word games apps on vocabulary skills. The post-test results provide insights into any changes or improvements in vocabulary, interaction, pronunciation, and overall speaking skills among the sample group after using the word games apps.

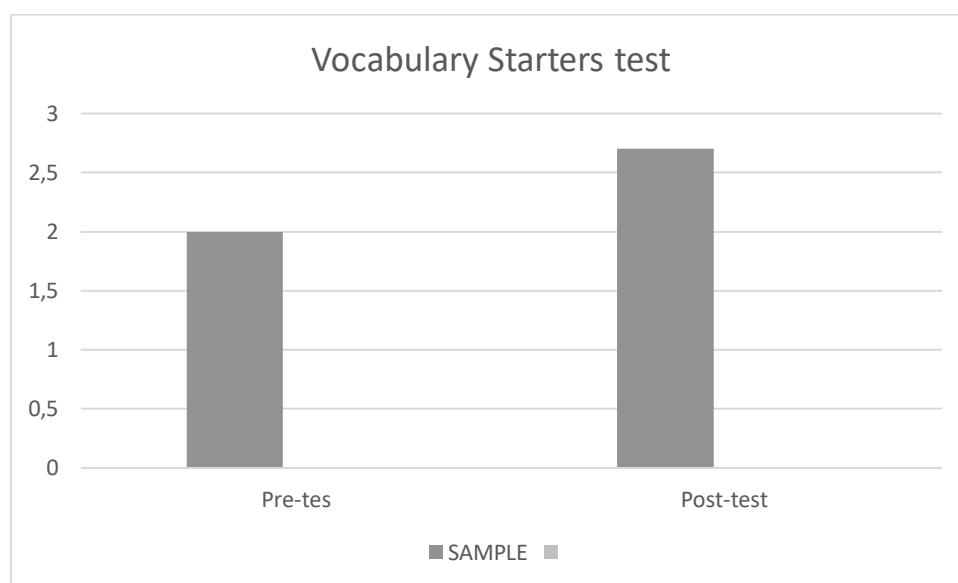
**Vocabulary starters test:** The participants initially scored 2 out of 5 in the pre-test and observed a slight improvement in the post-test, achieving a score of 2.7 out of 5. This indicates a modest enhancement in vocabulary skills after engaging with the word games apps. The use of the apps appears to have had a positive influence on expanding the participants' vocabulary knowledge.

**Table N° 5**  
**Vocabulary Starters test**

| Starters Vocabulary |           |
|---------------------|-----------|
| Pre-test            | Post-test |
| 2.0                 | 2.7       |

Note: This table shows the result of the pretests starters Vocabulary  
Source: Own elaboration

**Graphic N° 1**  
**Vocabulary Starters test**



Note: This graphic shows the result of the pretests starters Vocabulary  
Source: Own elaboration

**Pronunciation starters test:** Participants' pronunciation score improved from 1.5 out of 5 in the pre-test to 2 out of 5 in the post-test. This slight increase indicates a small improvement in their ability to articulate words and sounds accurately. The use of word games apps appears to have had a positive effect on enhancing their

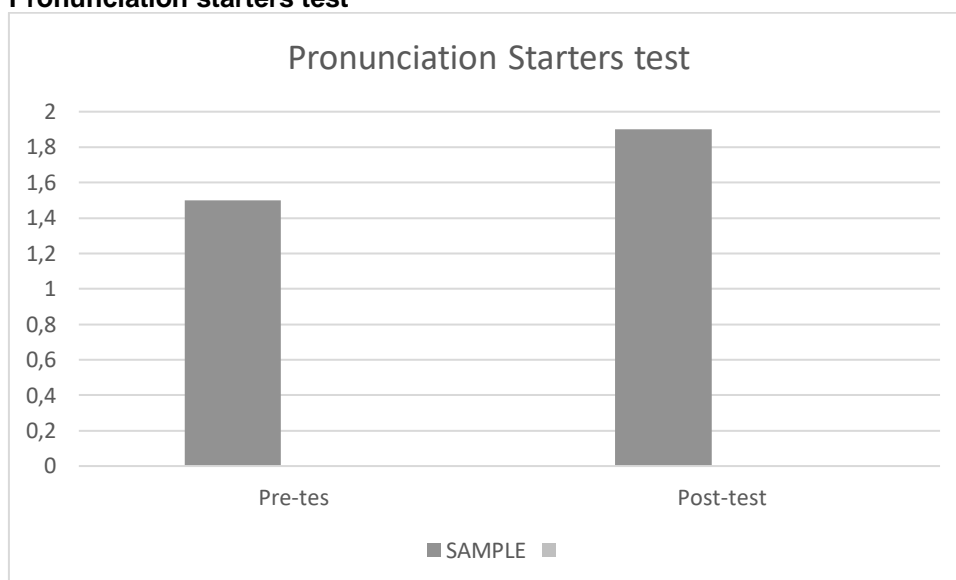
pronunciation skills. The application of words games was not specifically to improve pronunciation.

**Table N° 6**  
**Pronunciation starters test**

| Starters Pronunciation |           |
|------------------------|-----------|
| Pre-test               | Post-test |
| 1,5                    | 2,0       |

Note: This table shows the result of the pretests starters Pronunciation  
Source: Own elaboration

**Graphic N° 2**  
**Pronunciation starters test**



Note: This graphic shows the result of the pretests starters Pronunciation  
Source: Own elaboration

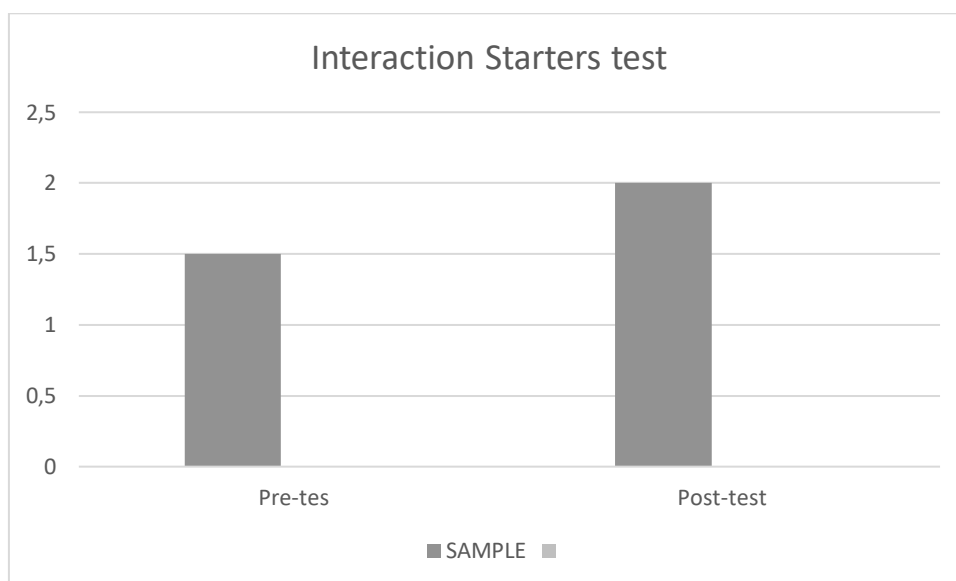
**Interaction:** In the pre-test, the interaction score was 1.5 out of 5, which increased to 1.9 out of 5 in the post-test. While the improvement is minimal, it suggests a slight enhancement in the participants' ability to engage in conversations or interactions. The word games apps may have contributed to a slight improvement in their interaction skills, although further progress is still needed. The research did not focus in the development of interaction specifically.

**Table N° 7**  
**Interaction**

| Starters Intearaction |           |
|-----------------------|-----------|
| Pre-test              | Post-test |
| 1,5                   | 2,0       |

Note: This table shows the result of the pretests starters Pronunciation  
Source: Own elaboration

**Graphic N° 3**  
**Interaction starters test**



Note: This graphic shows the result of the pretests starters interaction  
Source: Own elaboration

**Speaking total score:** The total speaking score increased from 5 out of 15 in the pre-test to 6.6 out of 15 in the post-test. This improvement suggests that the word games apps had a positive impact on the participants' overall speaking proficiency. Although the increase is moderate, it indicates progress in their ability to communicate effectively.

Overall, the post-test results suggest that the use of word games apps had a limited but positive influence on the sample group's language skills. The participants showed slight improvements in vocabulary, interaction, pronunciation, and the overall speaking score. These results indicate that the word games apps contributed to some extent in enhancing the participants' vocabulary, interaction, pronunciation,

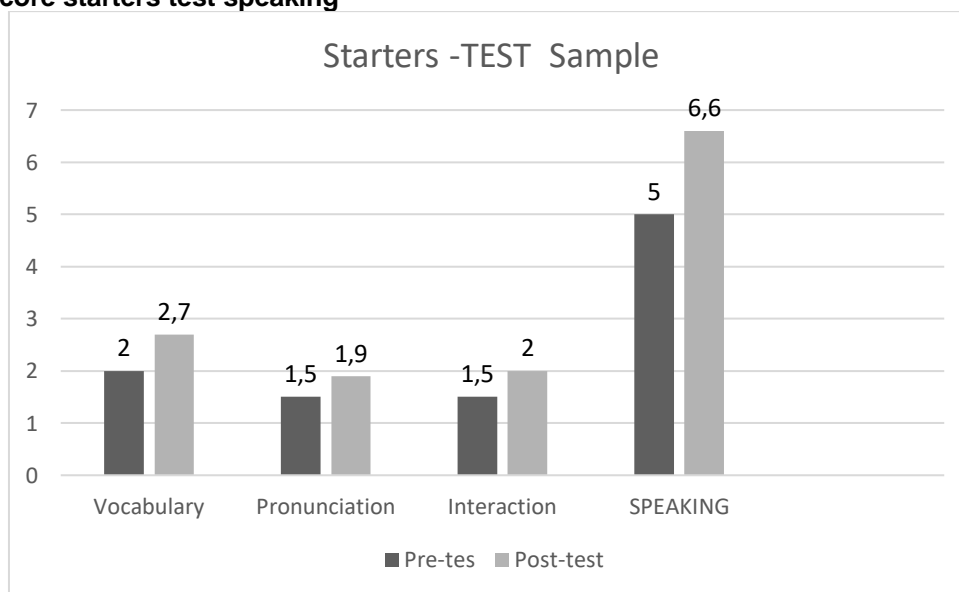
and overall speaking abilities. To further enhance language skills, it may be beneficial to incorporate a combination of word games apps with other strategies or interventions, such as interactive conversations, targeted pronunciation exercises, and more extensive vocabulary practice. Further research is necessary to determine the long-term effects and potential benefits of using word games apps in combination with other language learning approaches.

**Table N° 8**  
**Total Score Starters test**

| Starters <b>Total Score speaking</b> |           |
|--------------------------------------|-----------|
| Pre-test                             | Post-test |
| 5,0                                  | 6,6       |

Note: This table shows the result of the pretests starters speaking  
Source: Own elaboration

**Graphic N° 4**  
**Total score starters test speaking**



Note: This graphic shows the result of the pretests starters speaking  
Source: Own elaboration

### **Hypothesis formulation**

The proposed hypotheses are proposed to be accepted or rejected according to the verification results.

**Null Hypothesis**

The use of Word games apps will not improve English vocabulary of the seventh-grade students of the Unidad Educativa General Lavalle 2023

**Alternative hypothesis**

The use of Word games apps will improve the English vocabulary of the seventh-grade students of the Unidad Educativa General Lavalle 2023

**T-student test**

To execute the T-student test, regarded as a statistical test of contrast, it was necessary to consider the table of data observed in the pre- and post-tests in the variable Vocabulary pertaining to the object of the research, in this case proposed within the field study in the sample of the group being studied. From the observed results, a comparison chart was created with the researcher's accumulated scores, and a logical model of the acceptance and rejection of the null hypothesis and alternative hypothesis was constructed. Before the analysis T-student a normality test was applied

**Normality test**

Before starting with T-test it was necessary to measure the level of regularity in the obtained data in the difference between the pre and post-test. For this reason, the Shapiro-Wilk test was used for a sample less than 21 individuals with the follow results:

**Table N° 9**  
**Shapiro-Wilk test**

|                              | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|------------------------------|---------------------------------|----|------|--------------|----|------|
|                              | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Difference pre and post test | ,325                            | 21 | ,000 | ,742         | 21 | ,000 |

a. Based on availability of workspace memory.

Note: This table shows of the Shapiro -Wilk normality test

Source: Own elaboration

The Shapiro -Wilk test demonstrated that the difference between the pretest and posttest was regular. It means that the level of significance is ,000 less than 0.5. So, it is possible to contrast the result between the pre and the post test.

**Table N° 10**  
**Wilcoxon Signed Ranks Test**

|  |                | Ranks           |           |              |
|--|----------------|-----------------|-----------|--------------|
|  |                | N               | Mean Rank | Sum of Ranks |
| Post Test Starters - Pre test Starters | Negative Ranks | 0 <sup>a</sup>  | ,00       | ,00          |
|  | Positive Ranks | 10 <sup>b</sup> | 5,50      | 55,00        |
|  | Ties           | 11 <sup>c</sup> |           |              |
|  | Total          | 21              |           |              |

a. Post Test Starters < Pre test Starters

b. Post Test Starters > Pre test Starters

c. Post Test Starters = Pre test Starters

| Test Statistics        |  |
|------------------------|--|
|                        | Post Test Starters - Pre test Starters |
| Z                      | -2,879 <sup>b</sup>                    |
| Asymp. Sig. (2-tailed) | ,004                                   |

a. Wilcoxon Signed Ranks Test

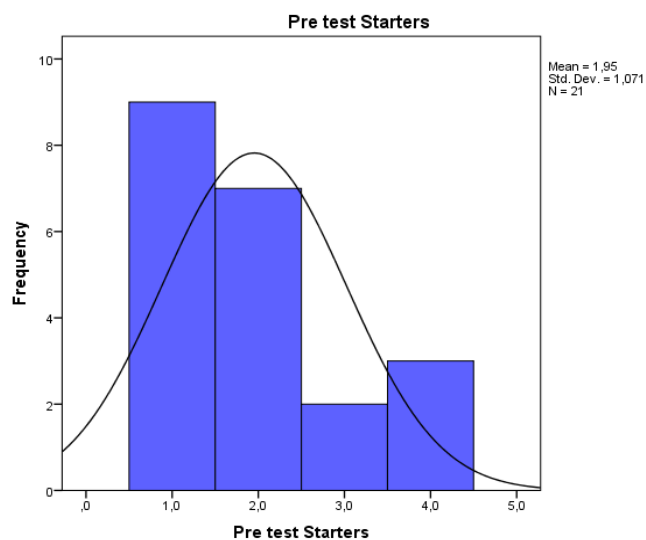
b. Based on negative ranks.

Note: This table shows of the Wilcoxon Signed Ranks test

Source: Own elaboration

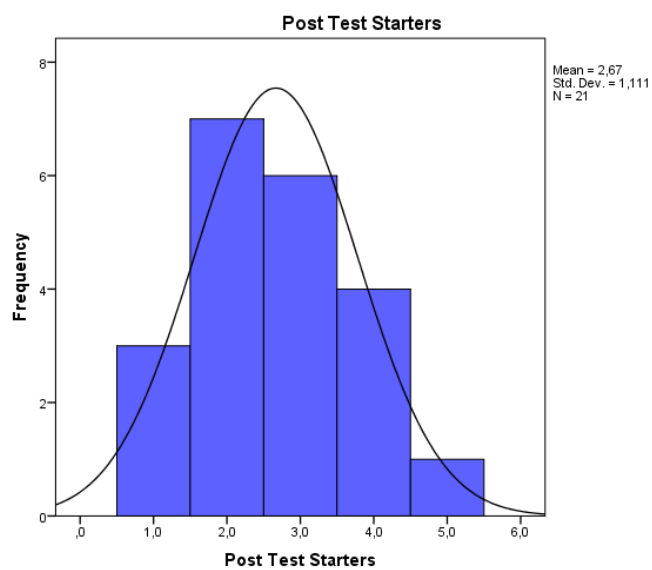
The expected result was less than 0.5 of significance, the result gotten was ,004, It means here symmetry between pre and post-test. Based on the data it is possible to use T-student test. The following graphs show the result obtained:

**Graphic N° 5**  
**Pre test vocabulary regularity data**



Note: This table shows the pretest regularity data  
 Source: Own elaboration

**Graphic N° 6**  
**Post test vocabulary regularity data**



Note: This table shows the pretest regularity data  
 Source: Own elaboration

## T-student vocabulary

**Table N° 11**  
**T-student**

| <b>Paired Samples Statistics</b> |                               |       |    |                |                 |
|----------------------------------|-------------------------------|-------|----|----------------|-----------------|
|                                  |                               | Mean  | N  | Std. Deviation | Std. Error Mean |
| Pair 1                           | Pre test Starters Vocabulary  | 1,952 | 21 | 1,0713         | ,2338           |
|                                  | Post Test Starters Vocabulary | 2,667 | 21 | 1,1106         | ,2423           |

| <b>Paired Samples Correlations</b> |   |    |             |      |
|------------------------------------|---|----|-------------|------|
|                                    |   | N  | Correlation | Sig. |
| Pair 1                             | Pre test Starters & Post Test Starters Vocabulary | 21 | ,700        | ,000 |

Source: Own elaboration

| <b>Paired Samples Test</b> |   |                    |                |                 |   |
|----------------------------|---|--------------------|----------------|-----------------|---|
|                            |   | Paired Differences |                |                 |   |
|                            |   | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower |
| Pair 1                     | Pre test Starters - Post Test Starters Vocabulary | -,7143             | ,8452          | ,1844           | -1,0990   |

| <b>Paired Samples Test</b> |   |   |        |    |                 |
|----------------------------|---|---|--------|----|-----------------|
|                            |   | Paired Differences                              | t      | df | Sig. (2-tailed) |
|                            |   | 95% Confidence Interval of the Difference Upper |        |    |                 |
| Pair 1                     | Pre test Starters - Post Test Starters Vocabulary | -,3296  | -3,873 | 20 | ,001            |

Note: This table shows of the T-student test  
Source: Own elaboration

It was concluded that a T-Student test to analyze the effectiveness of word games apps in improving vocabulary based on the starters test. The results of the T-Student test indicate a positive outcome following the application of word games apps. The T-Student test compares the means of two sets of data, in this case, the pre-test and post-test scores of vocabulary in the starters test. The null hypothesis assumes that there is no significant difference between the two means, while the alternative hypothesis suggests that there is a significant difference after the implementation of the word games apps.

Upon performing the T-Student test, the results show a statistically significant increase in vocabulary scores after the application of word games apps. This positive outcome supports the alternative hypothesis and indicates that the use of word games apps had a significant impact on vocabulary improvement among the participants. The positive results of the T-Student test suggest that the word games apps effectively enhanced participants' vocabulary skills as measured by the starters test. The findings imply that the interactive nature and engagement provided by the word games apps positively influenced the participants' vocabulary acquisition.

These results have practical implications for language learning and teaching. The utilization of word games apps can be considered an effective method to supplement traditional vocabulary learning approaches. Integrating interactive and engaging activities through technology can enhance students' vocabulary retention and application. However, it is important to note that the T-Student test provides insights specifically related to vocabulary improvement. Further research is necessary to explore the broader impact of word games apps on other language skills, such as speaking, listening, and writing.

In conclusion, the T-Student test results support the effectiveness of word games apps in improving vocabulary skills based on the starters test. These findings highlight the potential of incorporating interactive technologies like word games apps as valuable tools in language learning and instruction.

## CONCLUSIONS

- The review of empirical and non-empirical information supports the effectiveness of word game apps in improving L2 vocabulary acquisition. These apps offer interactive and engaging activities that enhance learners' vocabulary retention and expansion. However, it is essential to integrate word game apps as part of a balanced language learning approach to maximize the benefits of vocabulary acquisition. Future research could further investigate the specific features and strategies employed in word game apps to optimize vocabulary acquisition outcomes in different learner populations and contexts.
- The low level of vocabulary knowledge among the seventh h-grade students highlights the need for targeted vocabulary instruction. Word game apps have the potential to enhance vocabulary acquisition by providing interactive and engaging activities. By integrating these apps into vocabulary instruction and incorporating a variety of instructional approaches, educators can create a more effective and comprehensive vocabulary learning experience for students. Further research can explore the specific strategies and features within word game apps that yield the most significant improvements in vocabulary acquisition for seventh -grade students.
- The findings of this study support the positive impact of word game apps on vocabulary acquisition. These apps provide an interactive and engaging platform for students to practice and expand their vocabulary knowledge. By integrating word game apps into vocabulary instruction and employing a variety of instructional approaches, educators can create a more effective and comprehensive vocabulary learning experience for students. Further research can explore specific strategies and features within word game apps that yield the most significant improvements in vocabulary acquisition.
- The training on the use of word game apps has resulted in positive outcomes in terms of improving vocabulary skills among seventh-grade students at

General Valle School. The interactive and engaging nature of these apps has contributed to enhanced vocabulary acquisition and retention. Further research can explore specific strategies and approaches to optimize the integration of word game apps into vocabulary instruction for different learner populations and contexts.

## RECOMMENDATIONS

- Based on the positive findings, it is recommended to integrate word game apps into vocabulary instruction as part of a balanced language learning approach. Educators should design activities that combine word game app usage with other instructional approaches, such as reading, listening, and speaking activities. This holistic approach will maximize the benefits of vocabulary acquisition and cater to different learner populations and contexts. Further research should investigate specific features and strategies employed in word game apps to identify the most effective approaches for optimizing vocabulary acquisition outcomes.
- Given the need for targeted vocabulary instruction, educators should integrate word game apps into vocabulary instruction for seventh-grade students. These apps provide interactive and engaging activities that can enhance vocabulary acquisition. By incorporating a variety of instructional approaches alongside word game app usage, educators can create a comprehensive vocabulary learning experience. Further research should explore specific strategies and features within word game apps that yield significant improvements in vocabulary acquisition for seventh-grade students.
- To build upon the positive findings, educators should continue integrating word game apps into vocabulary instruction. It is recommended to employ a variety of instructional approaches, such as reading, listening, and speaking activities, alongside word game app usage. This integrated approach will create a comprehensive vocabulary learning experience that caters to different learning styles and maximizes the benefits of using word game apps. Future research should focus on exploring specific strategies and features within word game apps that yield significant improvements in vocabulary acquisition.

- Based on the positive outcomes, it is recommended to continue providing training on the use of word game apps for improving vocabulary skills. Educators should explore specific strategies and approaches to optimize the integration of word game apps into vocabulary instruction. Further research should investigate effective instructional practices and provide insights into how to leverage word game apps to enhance vocabulary acquisition for different learner populations and in various contexts. This will help educators refine their approach and maximize the benefits of using word game apps in vocabulary instruction.

## BIBLIOGRAPHY

- Ali, B. J., & Anwar, G. (2021). Vocabulary Learning Strategies and Foreign Language Acquisition at Private Schools. *International Journal of English Literature and Social Sciences*, 6(3). <https://ijels.com/detail/vocabulary-learning-strategies-and-foreign-language-acquisition-at-private-schools/>
- Alijonovich, A. R., & Abdullajonovich, X. S. (2022). TYPES OF VOCABULARY. *World Bulletin of Social Sciences*, 15, 26–27.
- Anastasiadis, T., Lampropoulos, G., & Siakas, K. (2018). Digital Game-based Learning and Serious Games in Education. 4, 139–144. <https://doi.org/10.31695/IJASRE.2018.33016>
- Ashraf, H., Motlagh, F. G., & Salami, M. (2018). The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners. *Procedia - Social and Behavioral Sciences*, 98, 286–291. <https://doi.org/10.1016/j.sbspro.2014.03.418>
- Badroeni, B. (2018). IMPROVING STUDENTS' MOTIVATION IN SPEAKING ENGLISH THROUGH ACTIVE LEARNING STRATEGY. <https://doi.org/10.33603/rill.v1i2.1075>
- Bahari, A. (2019). The impact of applying the FonF practice model on developing L2 listening and speaking with a focus on intentional and incidental vocabulary acquisition in CALL context. *Revista de Lingüística y Lenguas Aplicadas*, 14, 45–57. <https://doi.org/10.4995/rlyla.2019.10785>
- Bienen, H. (Ed.). (2017). *The Montessori Method*. Routledge. <https://doi.org/10.4324/9781315133225>

Chen, S.-Y., Hung, C.-Y., Chang, Y.-C., Lin, Y.-S., & Lai, Y.-H. (2018). A Study on Integrating Augmented Reality Technology and Game-Based Learning Model to Improve Motivation and Effectiveness of Learning English Vocabulary. 2018 1st International Cognitive Cities Conference (IC3), 24–27. <https://doi.org/10.1109/IC3.2018.00015>

Dinsmore, J. B., Swani, K., Troise, C., Wamwara, W., & Li, B. (2022). Antecedents and consequences of sending and receiving information in mobile gaming apps. *Digital Business*, 2(2), 100031. <https://doi.org/10.1016/j.digbus.2022.100031>

Effectiveness of Mobile Devices on Vocabulary Learning: A Meta-Analysis—Hassan Saleh Mahdi, 2018. (n.d.). Retrieved October 13, 2022, from <https://journals.sagepub.com/doi/abs/10.1177/0735633117698826>

Elaish, M. M., Ghani, N. A., Shuib, L., & Al-Haiqi, A. (2019). Development of a Mobile Game Application to Boost Students' Motivation in Learning English Vocabulary. *IEEE Access*, 7, 13326–13337. <https://doi.org/10.1109/ACCESS.2019.2891504>

Gunter, G. A., Campbell, L. O., Braga, J., Racilan, M., & Souza, V. V. S. (2016). Language learning apps or games: An investigation utilizing the RETAIN model. *Revista Brasileira de Linguística Aplicada*, 16, 209–235. <https://doi.org/10.1590/1984-639820168543>

Halim, M. S. A. A., Hashim, H., & Yunus, M. M. (2020). Pupils' Motivation and Perceptions on ESL Lessons through Online Quiz-Games. *Journal of Education and E-Learning Research*, 7(3), 229–234.

How Effective Are Intentional Vocabulary-Learning Activities? A Meta-Analysis—WEBB - 2020—The Modern Language Journal—Wiley Online Library. (n.d.). Retrieved October 13, 2022, from <https://onlinelibrary.wiley.com/doi/abs/10.1111/modl.12671>

- Huang, K. H. (2017). *Changing Humanities and Smart Application of Digital Technologies*. Bentham Science Publishers.
- Karami, A., & Bowles, F. A. (n.d.). Which strategy promotes retention?: Intentional vocabulary learning, incidental vocabulary learning, or a mixture of both? *Australian Journal of Teacher Education (Online)*, 44(9), 25–43. <https://doi.org/10.3316/ielapa.895245441422402>
- Kirmizi, Ö., & Kömeç, F. (2019). The impact of the flipped classroom on receptive and productive vocabulary learning. *Journal of Language and Linguistic Studies*, 15(2), 2. <https://doi.org/10.17263/jlls.586096>
- Li, G., Sun, Z., & Jee, Y. (2019). The more technology the better? A comparison of teacher-student interaction in high and low technology use elementary EFL classrooms in China. *System*, 84, 24–40. <https://doi.org/10.1016/j.system.2019.05.003>
- Mahayanti, N. W. S., Suprianti, G. a. P., & Kusuma, I. P. I. (2017). LANGUAGE LEARNING GAMES DEVELOPMENT BASED ON CURRICULUM 2013. *Journal of Education Technology*, 1(1), 1. <https://doi.org/10.23887/jet.v1i1.10086>
- Malmström, H., Pecorari, D., & Shaw, P. (2018). Words for what? Contrasting university students' receptive and productive academic vocabulary needs. *English for Specific Purposes*, 50, 28–39. <https://doi.org/10.1016/j.esp.2017.11.002>
- Peng, R., & R, R. (2018). Promoting Active Learning Activities To Improve Students' Speaking Ability. *Social Science Learning Education Journal*, 3(11), 11. <https://doi.org/10.15520/sslej.v3i11.2342>

- Sabirli, Z. E., & Çoklar, A. N. (2020). The Effect of Educational Digital Games on Education, Motivation and Attitudes of Elementary School Students against Course Access. *World Journal on Educational Technology: Current Issues*, 12(4), 325–338.
- Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. *Language Teaching*, 52(2), 261–274. <https://doi.org/10.1017/S0261444819000053>
- Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, 1(2), 2. <https://doi.org/10.33365/jeltl.v1i2.604>
- Vu, N. N., Linh, P. T. M., Lien, N. T. H., & Van, N. T. T. (2021). Using Word Games to Improve Vocabulary Retention in Middle School EFL Classes. 97–108. <https://doi.org/10.2991/assehr.k.211224.011>
- Walter-Laager, C., Brandenburg, K., Tinguely, L., Schwarz, J., Pfiffner, M. R., & Moschner, B. (2017). Media-assisted language learning for young children: Effects of a word-learning app on the vocabulary acquisition of two-year-olds. *British Journal of Educational Technology*, 48(4), 1062–1072. <https://doi.org/10.1111/bjet.12472>
- Webb, S. (2020). Incidental Vocabulary Learning. In *The Routledge Handbook of Vocabulary Studies*. Routledge.
- Yusuf, K., & S, C. D. (2018). The Suitability of Word Games for Teaching English Vocabulary Based on Curriculum 2013. *IJECA (International Journal of Education and Curriculum Application)*, 1(2), 2. <https://doi.org/10.31764/ijeca.v1i2.2138>

- Zhong, H. F. (2018). The relationship between receptive and productive vocabulary knowledge: A perspective from vocabulary use in sentence writing. *The Language Learning Journal*, 46(4), 357–370. <https://doi.org/10.1080/09571736.2015.1127403>
- Zou, D., Huang, Y., & Xie, H. (2021). Digital game-based vocabulary learning: Where are we and where are we going? *Computer Assisted Language Learning*, 34(5–6), 751–777. <https://doi.org/10.1080/09588221.2019.1640745>

## ANEXES

## Pre A1 Starters Speaking

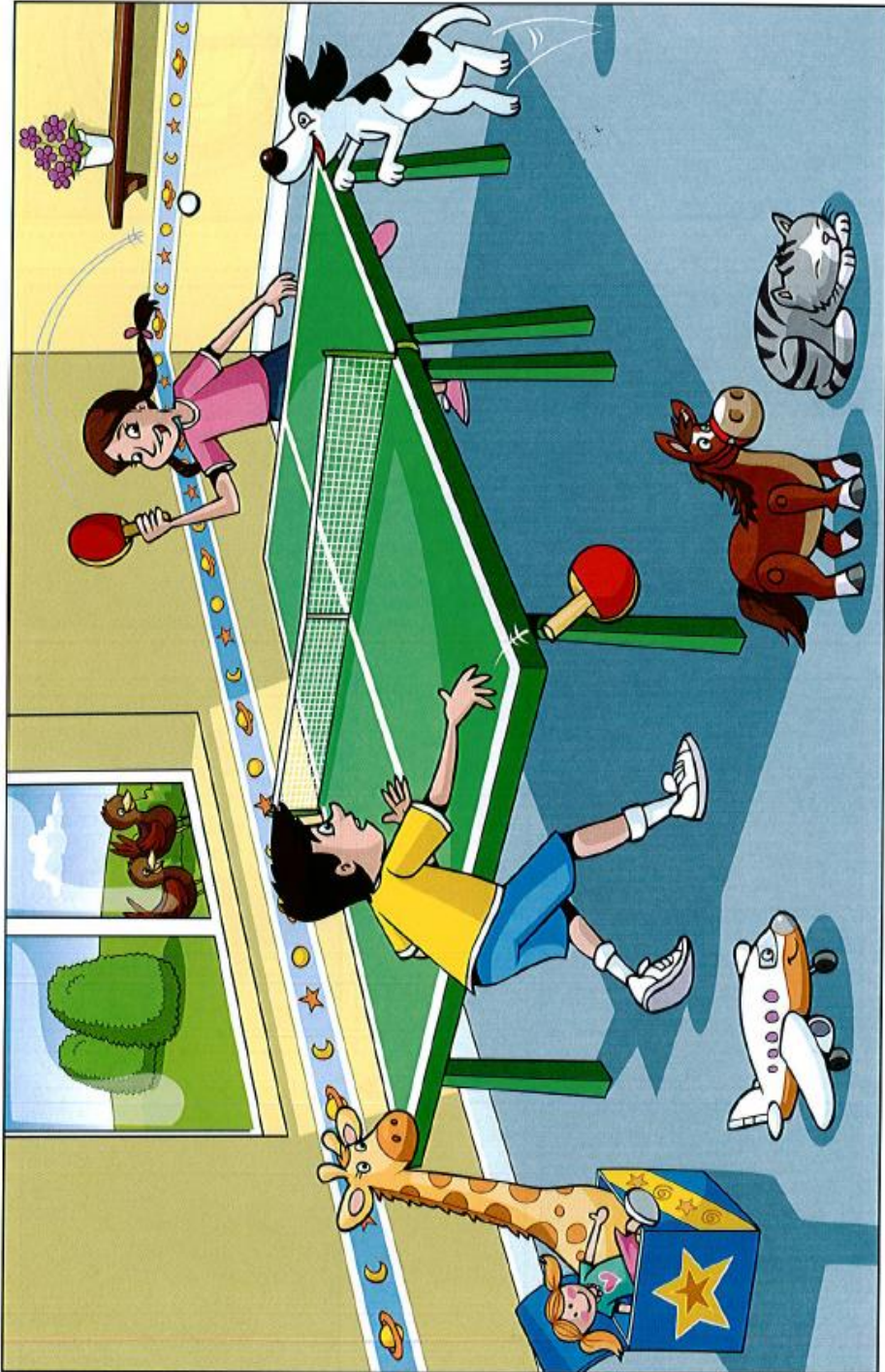
### Summary of procedures

The usher introduces the child to the examiner.

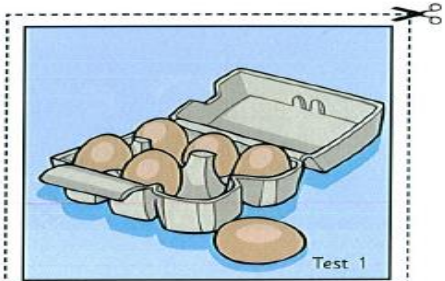
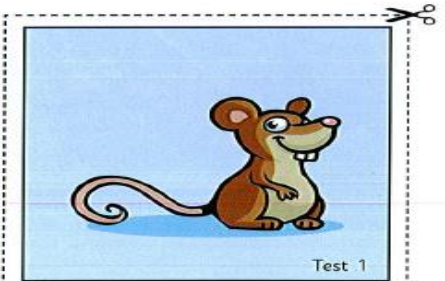
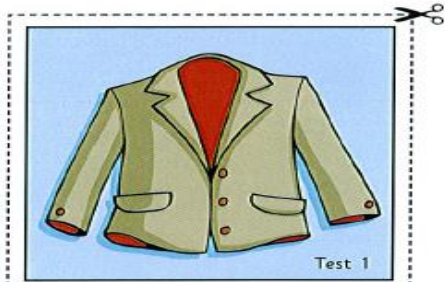
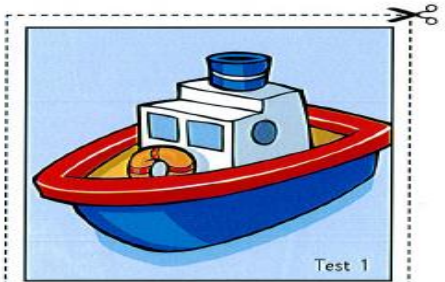
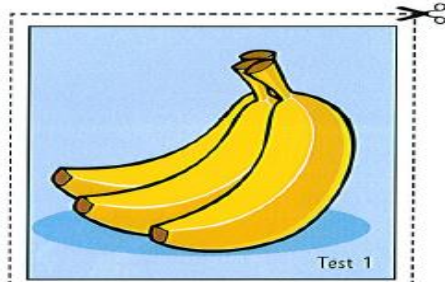
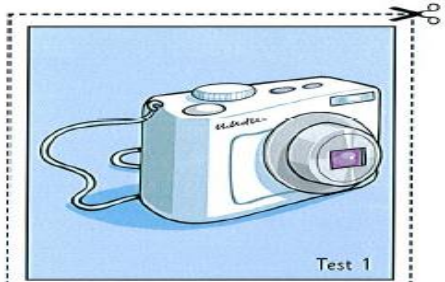
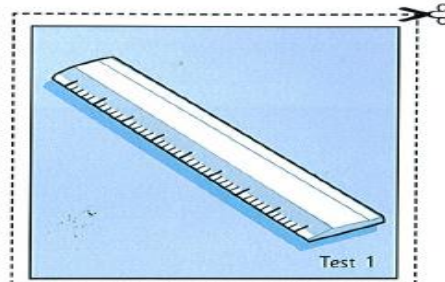
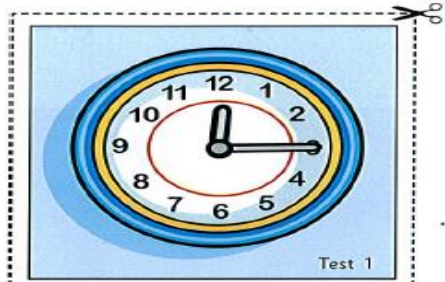
1. The examiner greets the candidate and checks the candidate's name. This part is unassessed. The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture, e.g. 'Where's the sun?' The examiner asks the candidate to point to two object cards and gives instructions to place them in different locations on the scene picture, e.g. 'Put the apple in front of the birds.'
2. The examiner asks the candidate some questions about the scene picture, e.g. 'What's this?' (Answer: a fish) 'What colour is it?' (Answer: pink). The examiner also asks the child to describe an object from the scene, e.g. 'Tell me about this man.'
3. The examiner asks the candidate questions about four of the object cards, e.g. 'What's this?' (Answer: a spider) and 'What's your favourite animal?'
4. The examiner asks the candidate some personal questions on topics such as age, family, school and friends, e.g. 'What's in your classroom?'

**Test 1**  
**Speaking**

SCENE PICTURE



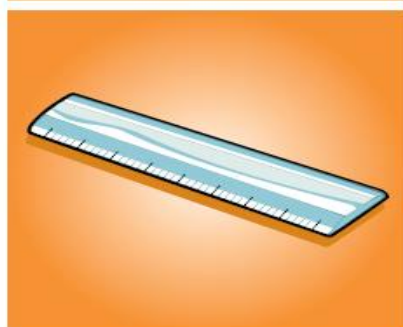
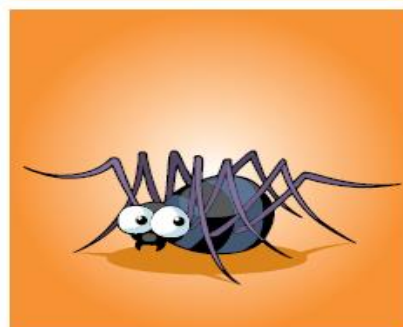
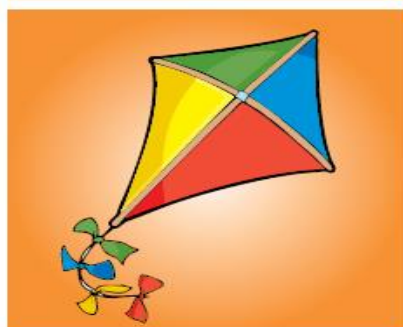
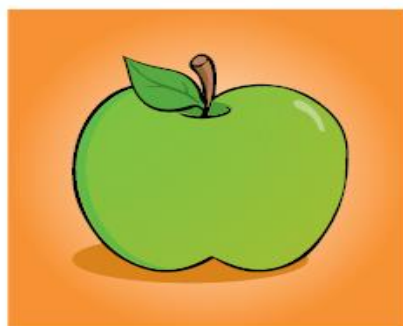
### OBJECT CARDS





TEST ONE

STARTERS SPEAKING. Scene picture



# Speaking assessment

## Examiners and marking

The quality assurance of Speaking Examiners (SEs) is managed by Team Leaders (TLs). TLs ensure all examiners successfully complete examiner training and regular certification of procedure and assessment before they examine. TLs are in turn responsible to a Professional Support Leader (PSL) who is the professional representative of Cambridge English for the Speaking tests in a given country or region.

Annual examiner certification involves attendance at a face-to-face meeting to focus on and discuss assessment and procedure,

followed by the marking of sample Speaking tests in an online environment. Examiners must complete standardisation of assessment for all relevant levels each year and are regularly monitored during live testing sessions.

## Assessment scales

Throughout the test the candidate is assessed by one examiner using the assessment criteria. The assessment for all levels is based on three criteria, each with a six-point scale (0 to 5) which is defined in terms of candidate behaviour. The scale descriptors are reproduced for Pre A1 Starters, A1 Movers and A2 Flyers below.

## Pre A1 Starters

|   | <b>Vocabulary</b><br>Range<br>Control<br>Extent   | <b>Pronunciation</b><br>Individual sounds<br>Word stress  | <b>Interaction</b><br>Reception/Responding<br>Support required<br>Fluency/Promptness  |
|---|---|---|---|
| 5 | <ul style="list-style-type: none"> <li>Uses the vocabulary required to deal with all test tasks.</li> <li>Produces simple utterances but makes occasional mistakes.</li> <li>Generally responds at word or phrase level but may also produce some longer utterances.</li> </ul>         | <ul style="list-style-type: none"> <li>Generally intelligible, although some sounds may be unclear.</li> <li>Has limited control of word stress.</li> </ul> | <ul style="list-style-type: none"> <li>Generally responds appropriately to instructions, questions and visual prompts, although some support may be required.</li> <li>Is able to ask for support if required.</li> <li>Often responds promptly, although there may be hesitation.</li> </ul> |
| 4 | Some features of 3.0 and some features of 5.0 in approximately equal measure.   |   |   |
| 3 | <ul style="list-style-type: none"> <li>Uses the vocabulary required to deal with most test tasks.</li> <li>Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>Generally responds at word level but may also produce phrases.</li> </ul> | <ul style="list-style-type: none"> <li>Sometimes intelligible.</li> </ul>   | <ul style="list-style-type: none"> <li>Responds to instructions, questions and visual prompts, although frequent support may be required.</li> <li>May attempt to ask for support if required.</li> <li>There is hesitation and responses may be delayed or halting.</li> </ul>               |
| 2 | Some features of 3.0 and some features of 1.0 in approximately equal measure.   |   |   |
| 1 | <ul style="list-style-type: none"> <li>Has the vocabulary required to attempt some test tasks.</li> <li>May attempt a few simple utterances but basic mistakes and lack of language prevent communication.</li> <li>Responds only at single word level, or does not respond.</li> </ul> | <ul style="list-style-type: none"> <li>Attempts to produce the sounds of the language but is often difficult to understand.</li> </ul>                      | <ul style="list-style-type: none"> <li>Requires support throughout and often may not respond to instructions, questions and visual prompts.</li> <li>Hesitation requires a great deal of patience of a listener.</li> </ul>   |
| 0 | Performance does not satisfy the Band 1 descriptor.   |   |   |