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Topic:

BOARD GAMES FOR VOCABULARY DEVELOPMENT AMONG YOUNG EFL LEARNERS

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

Line of research:

INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING

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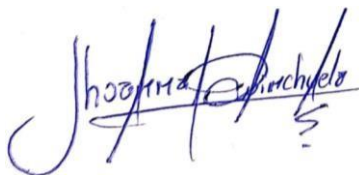
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DEDICATION

I dedicate this thesis to God, for giving me health and life, to my parents for always encouraging me to go ahead with this project, and finally to my students because they were the ones who made me realize that it is not enough to be a good teacher, the important thing is to be a passionate teacher.

RESUMEN

La diversión es un componente esencial de cualquier programa escolar, y aprender jugando es el método más eficaz. Sin embargo, muchos estudiantes tienen dificultades para aprender inglés debido a métodos de enseñanza anticuados que se centran únicamente en la enseñanza de la gramática y descuidan la adquisición del vocabulario. Ante esto, utilizar juegos de mesa para la adquisición del inglés sería una opción vanguardista. Como ya se ha señalado, para dominar un idioma no es necesario dominar su gramática, sino su vocabulario a través de frases pues la clave no está en memorizar palabras sueltas, sino en adquirir conocimientos de expresiones.

Por tal razón, el presente proyecto de investigación planteó la aplicación de seis juegos de mesa. El objetivo general fue desarrollar el vocabulario de los estudiantes mediante la aplicación de estos juegos. En lo que concierne a la metodología, se utilizó un diseño cuasiexperimental con dos grupos: uno experimental que participó en sesiones de juegos de mesa y otro de control que recibió clases tradicionales. Los resultados demostraron que los alumnos que participaron en los juegos de mesa consiguieron una mejora significativa en sus niveles de vocabulario.

En resumen, es crucial adaptar los juegos de mesa a las necesidades e intereses individuales de los alumnos para maximizar su desarrollo del vocabulario. Sin embargo, cuando se hacen correctamente, los juegos de mesa pueden ser una herramienta muy divertida, motivadora y eficaz para lograr este objetivo.

Palabras clave: adquisición de vocabulario, cuadernillo de juegos de mesa, estrategias didácticas, juegos de mesa.

ABSTRACT

Fun is an essential component of any school curriculum, and learning through play is the most effective approach. However, many students struggle to learn English due to outdated teaching methods that focus solely on grammar instruction while neglecting vocabulary acquisition. Considering these points, using board games for English language acquisition would be a cutting-edge choice. As highlighted earlier, becoming proficient in a language does not require mastery of its grammar. Rather, it requires mastery of vocabulary through phrases since the key is not memorizing individual words but acquiring knowledge of expressions.

For this reason, the present research project proposed the application of six board games. The general objective was to develop students' vocabulary through the application of these games. Regarding methodology, a quasi-experimental design was used with two groups: an experimental group participating in board game sessions and a control group receiving traditional classes. The results demonstrated that the students who participated in the board games achieved significant improvement in their vocabulary levels.

To sum up, it is crucial to tailor board games to students' individual needs and interests to maximize their vocabulary development. However, when done correctly, board games can serve as a highly enjoyable, motivating, and effective tool for achieving this goal.

Keywords: board games, booklet of board games, teaching strategies, vocabulary acquisition.

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INTRODUCTION

In today's globalized world, English language skills are more important than ever, and vocabulary acquisition is undoubtedly one of the most essential elements to consider when learning a foreign language.

According to some authors, vocabulary learning is undoubtedly one of the first skills that students must develop if real and effective communication is to be achieved since if a student only focuses on learning grammar, he will never be able to go beyond a certain word limit, whereas if he focuses on learning vocabulary he will be able to express everything he thinks (Van der Walt, 2012).

On the other hand, ambiguous teaching methods focused solely on memorization and mechanical repetition of words have turned this learning process into a challenge among young learners, causing them to gradually lose interest in learning this new language.

Fortunately, this teaching model has changed in recent years. Now this process no longer focuses solely on repetition and isolated memorization of words but has expanded to the application of innovative didactic tools that allow the student to learn and retain words in a fun, effective and efficient way.

A clear example of these new teaching-learning tools currently being applied in the classroom is board games. Since ancient times, board games have been considered a popular form of entertainment, but today they have also come to be considered a good option for teaching vocabulary.

In addition to providing a fun and interactive way to learn, board games also help students retain and remember learned words more easily, as well as use those words in a real-life context, and thanks to the competitive nature of the game, it allows students to always stay motivated and willing to work actively and cooperatively among their peers.

Based on this approach, the present research project will focus on the design and implementation of a notebook of board games for the development of foreign language vocabulary among young students at the Leopoldo Freire School.

The specific objectives to achieve this general objective are:

1. To identify the appropriate approach and the different board games for enhancing English vocabulary learning.
2. To measure the comprehension and use of vocabulary among young learners.
3. To design a booklet with specific educational board games for enhancing English vocabulary learning.
4. To prove the applicability and efficiency of the chosen educational board games for enhancing English vocabulary learning among students.

When identifying the problem, everything is set up as follows:

How can English vocabulary learning be developed among young EFL learners?

As a working hypothesis, it was stated that board games do help to improve English vocabulary learning among young learners and as a null hypothesis it was stated that board games do not help to improve English vocabulary learning.

The methodology was quasi-experimental since the sample of students was not chosen randomly, but according to the needs of the research. This sample was divided into two groups, an experimental group, and a control group, which had a total number of 39 students each. Before the intervention, a pre-test was applied to both groups, which revealed that the group did not have the vocabulary knowledge required by the research project. Then, the respective intervention was applied to the experimental group. To this group, the intervention of the six board games was applied in six weeks of class. On the other hand, the control group continued to apply the traditional teaching-learning methodology based on repetition and memorization of words.

Finally, after this intervention, the post-test results revealed an outstanding increase in vocabulary learning by the experimental group versus the control group. Which, although they also had a slight increase in knowledge compared to their pre-test, the post-test results failed to surpass the results of the experimental group. Therefore, the use of these board games in vocabulary development would be a good and innovative option to learn a large number of words in a fun, effective and efficient way.

CHAPTER I. STATE OF THE ART

1.1. The concept of games

It is difficult to begin this section by providing an accurate definition of what the word game means. For some authors, games are simple ludic activities, while for others, they are the nature of the human being. For this reason and before analyzing in depth some concepts about this topic, we will begin by analyzing the etymology of this word. According to Corominas (1987), the word game comes from the Latin *iocus*, which means *i-* (joke); and *ioci-* (fun). Therefore, from an etymological approach, the word game will always be associated with the entertainment and amusement of a person (Corominas, 1987).

Following the previous point of view, the RAE (2021) establishes that games are only ludic activities where people frolic and pass the time. Huizinga even says that the games are simple actions of free recreation, which can be developed in certain places and spaces. In this part, the author also mentions that although these are simple activities, they must be subject to certain rules and must always focus on achieving the entertainment of the person who performs the activity (Gallardo & Gallardo, 2018).

Conversely, and in contrast with this perception, Château (1955) clarifies that a game is more than a pastime, and refers to it as a set of noble and serious activities that a person can perform. Even, through the games, the man can "reveals his original purity" (p. 9). For Llull and García (2009) the games are very important because millennia ago, they were considered an essential part of man's life. According to the author, thanks to these games, people could have fun and even establish social ties with other cultures and civilizations.

According to Koeners and Francis (2020) when a person plays the brain activates its "play mode" which causes it to forget about the outside world for a moment, concentrating solely on achieving that noble feeling of reward and happiness.

Another aspect worth mentioning in this section is the benefits that games bring to a person. From a neurological point of view, games are very beneficial because they help to develop the cognitive abilities of the brain, they also help activate certain neurotransmitters such as serotonin, dopamine, and oxytocin, which are the factors responsible for producing the feeling of happiness. Lastly, they also help to enhance the social part of people, making them more active and participatory in society (Koeners & Francis, 2020).

Lastly, the human body also releases endorphins, which are substances like neurotransmitters and help reduce stress, creating antibodies that strengthen people's immune systems (Koeners & Francis, 2020). In short, no one should deprive themselves of playing, as games are the only playful and meaningful activity that allows us to interact with society and reach the highest level of happiness.

The influence of games on the educational process

Five or six centuries ago, in the Middle Ages, thinking about the use of games in the educational process was something that had not yet been discussed. At that time, education had an orthodox teaching style in which memorization played a fundamental role in learning. It was not until the 17th century, with Friedrich Froebel, that innovation in the children's education process began to be heard. In this proposal, the pedagogue emphasized the importance of applying games in class, as he argued that games served as a pedagogical stimulus for the students (Bruce, 2015).

Some years later, and following Froebel's ideological current, other pedagogues such as Piaget, Vygotsky, and Montessori joined him and took him as a mentor, that is, they also put forward their theories based on the application of games within the educational process. In these theories, the authors stated that games are fundamental tools for student learning since one of our brain's favorite ways to learn is by playing, and only through play can we provide our brain with the stimuli and motivation necessary to acquire new knowledge (DeVries, 2000).

Similarly, neuroeducation holds the idea that games play a crucial role in a person's education since games foster curiosity, and curiosity is the engine that drives and motivates learning (Mora, 2021). On a global scale, UNICEF (2018) mentions that when a child plays, they do not say "I am going to learn something from this activity" (p. 8). They simply go with the flow and learn unconsciously.

Although games often seem like a waste of time, it is quite the opposite, because, through them, children awaken their critical thinking, enhance their imagination, and develop their cognitive, physical, and social skills. Games, more than being simple playful activities, are effective educational tools that transport the student to a new world known as the world of knowledge (Gaydos, 2015).

Once, the importance of games in the educational process has been defined, this section will briefly analyze the classification of games according to the most recognized authors of all times, who focus their classification based on the evolutionary moment of the child. This classification is shown in Figure 1.

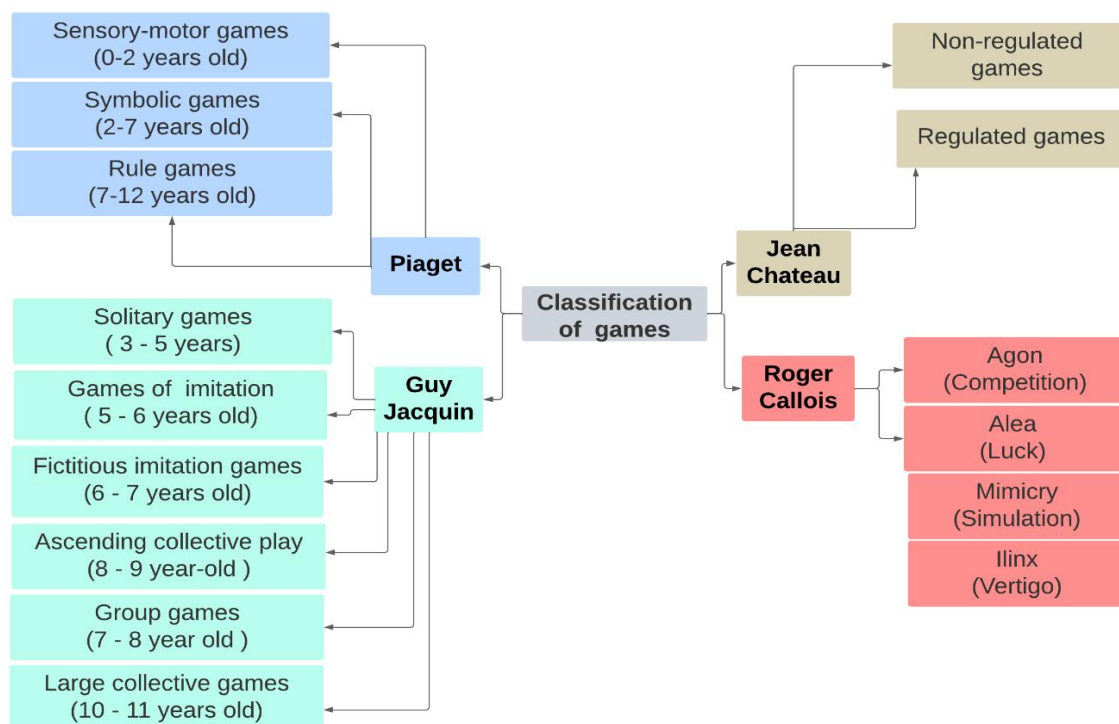


Figure 1. Classification of games according to the evolutionary moment of the child by Gaydos, M. (2015).

According to the previous classification, Piaget distinguishes 3 types of games, which are based on the evolutionary moment of the child and are manifested in the following way: at an early age, children only repeat the game, at middle age, they significantly imitate the game and at an older age, they organize the game following its norms and competitive rules. Following this same evolutionary argument, Jacquin also proposes his classification based on children's ages and says that, at each stage, children should be overcoming challenges and demonstrating superiority, as well as learning to work as a team and enjoying their achievements.

Continuing with this classification, Chateau says that at an early age, children should only follow the rules of the game, but at an old age, they should realize how vital it is to play and how important it is to succeed in the game. Finally, and focused more on the social than the evolutionary part, Calloins proposes a Greek classification of games where he mentions that games must be social, interactive, competitive, decisive, and vertiginous (Murcia & Rodriguez, 1996).

A further classification of games is given by Galera (2020) who in contrast to the previous classification, omits the evolutionary stages of the child and focuses on other variables such as the physical space where the game is developed, the participants who are going to intervene, the materials to be used and the capabilities that are to be developed in the student. He also clarifies that all these categories do not work in isolation, which means, each of them can be interrelated with the others, giving a wide range of possibilities, depending on the skills and abilities we want to develop in the child. Thus, the same game can begin as an indoor game and then move to the outdoors, it can also be affective group or individual cognitive.

In short, the important aspect of the classification established by Galera is that the child reaches his zone of proximal development (ZPD), which according to Vygotsky consists of the child mastering new skills according to the objectives pursued by the game. For more details, this classification is shown in Figure 2.

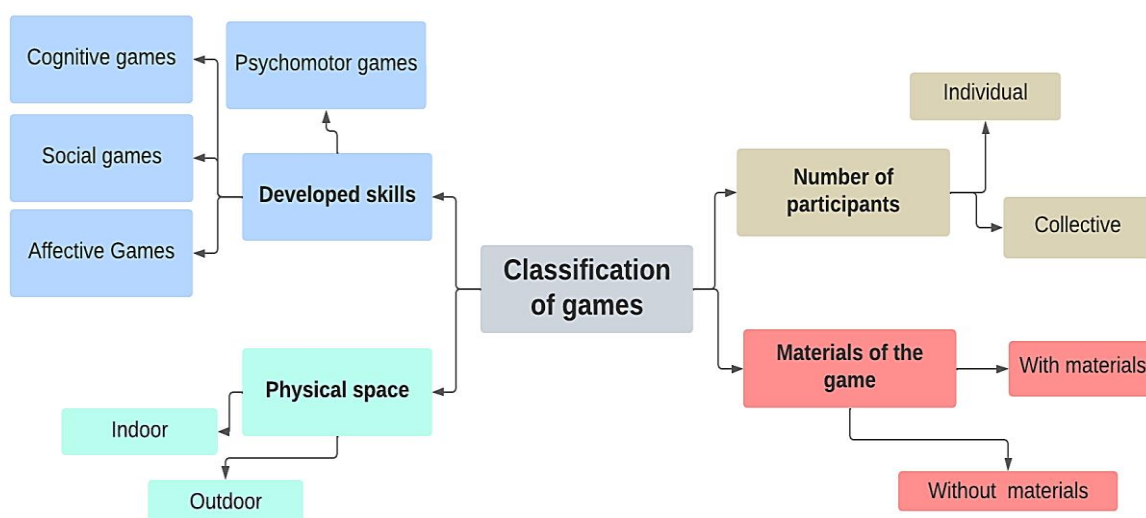


Figure 2. Classification of games according to some essential characteristics by Galera, A. (2020).

A last updated classification, according to contemporary times and above all that applies to this research project, is the one given by Neira (2010) who states that games are divided into 5 groups: role-playing games, popular games, traditional games, video games, and board games.

Roleplays. In this kind of game, the children must invent a fictional character and play a leading role with other classmates. The objective of these games is to promote group participation and scenic development.

Popular games. Popular games, better known as local games, have few rules. They have been widely used in physical education because they involve a lot of physical movement. A curious aspect worth pointing out is that these games are currently being used in the educational process.

Traditional games. Traditional games are also known as cultural games because they have been passed down from generation to generation. Currently, these games are on the red list of games as they have a high probability of disappearing.

Video games. Video games are focused on using technology and the internet. Some games may have an educational focus, while others may be just for entertainment.

Board games. Finally, board games are those games in which a board is used, as well as a pair of dice. In these types of games, certain rules must be followed to win. This classification is summed up in Figure 3.

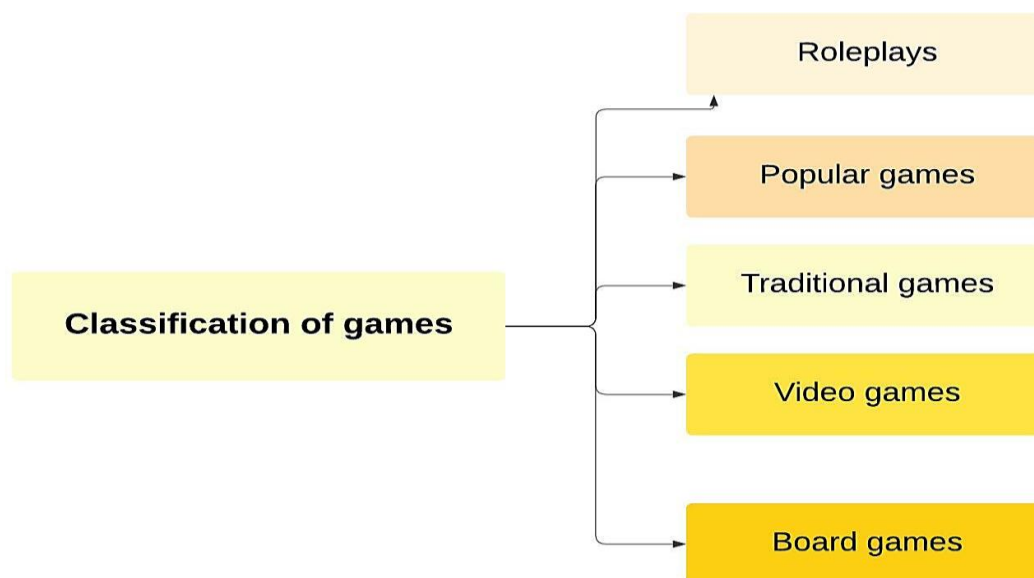


Figure 3. Most common classification of games by Neira, R. (2010).

Last of all and summarizing all the points that have been discussed before, people should stop thinking that the use of games in class is a break from learning or a waste of time because based on the above arguments, it is now known that this is not the case. Games are as important to children as eating or sleeping and as vital as working. Furthermore, it does not matter what classification of games you work with, what is important is that the applied games can be effective in the student's educational process. However, for academic reasons, the classification made by Neira will be taken as a reference, since here, the author mentions board games, which are the focus of attention of this research project.

Board games: history, concept, and classification

Determining the exact date and place where the first board games originated is not an easy task for most archaeologists and researchers, since, until now, this information could not be truthfully determined.

According to Llagostera (2011) the first board games originated in the Middle East approximately 5000 years B.C. and were constructed of wood decorated with shells, bones, and precious stones in the form of a "Tetrahedron" (p. 2).

Contrarily, Donovan (2017) mentions that based on the findings made by some archaeologists such as George Carnarvon, Howard Carter, and Peter Piccione, the first board game originated in Ancient Egypt approximately about 3000 years BC. The name of this game was known as SENET, being one of the only and most famous games of that time that was played only among the Egyptian nobility.

Such was the fame of this game, that according to the Egyptian culture, SENET was considered a divine game, since the Egyptian royalty thought it had a direct connection with the Gods, especially with the God Ra who was considered the father of all Gods. So much was the fervor that the Egyptians manifested for this game that they even assigned it a special section in the Book of the Dead. This section describes exactly how to defeat the god Osiris so that this god would allow the soul to enter the world of the dead (Piccione, 1990).

A clear example of the importance that these board games had among the Egyptians can be evidenced in the four SENET boards found in the tomb of King Tutankhamun and in a wall painting found in the tomb of Queen Nefertari, where she appears playing SENET against an invisible God who as mentioned in the previous paragraph was the God Osiris (Donovan, 2017). (See Figure 4)

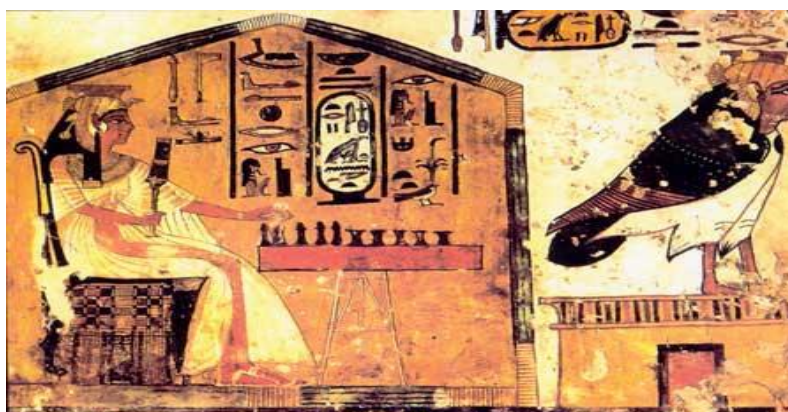


Figure 4. Mural of Nefertari's Tomb taken from <https://egiptologia.com/mujer-realeza-en-el-antiguo-egipto/>

Centuries after these early discoveries, board games continued to evolve gradually. The second most famous board game in history was chess, which had its heyday in Europe around the 15th century and was played by soldiers and the army for strategic war purposes (Palomar, 2013).

It was only until the 19th century that board games stopped having a religious vision and began to have a more commercial vision. This was due to the great economic depression that the United States experienced in those years. In that period, an unemployed man from the state of Pennsylvania known as Darrow patented his first modern version of the board game known to this day, the name was Monopoly. According to the version of some critics, they mention that Darrow took the ideas from another similar game created by Magie, the intellectual author of the mentioned game (Palomar, 2013).

From the 20th century to the present day, board games have undergone drastic changes and expanded rapidly worldwide. Today there are new types of board games ranging from physical to digital, each with different adaptations according to the needs of the present time (Palomar, 2013).

Having analyzed the history of the origin and evolution of board games over the years, it is time to briefly analyze the concept of board games and their classification. According to the definition provided by some authors, board games refer to those games that are composed of a set of fixed rules and norms that players must follow. The authors also clarify that in these games the use of a board accompanied by certain pieces must be used, which, depending on the player's cognitive skills, will move strategically to reach the goal previously established at the beginning of the game (Gobet et al., 2004).

Another definition of board games like the previous one is given by (York, 2020) who states that, unlike other games that involve a lot of movement, board games do not require any physical effort, since these games "are played on a table and involve only the manipulation of physical components such as chips, cards, pawns, etc." (p. 5).

As far as the structure of the game is concerned, Costikyan (2002) states that in these games the use of cards, tokens, boards, or other objects that allow the player to understand the dynamics of the game is fundamental. He also stresses that as this type of game is a regulated game, players must try to learn and master these rules so that the game flows properly.

Regarding the classification of board games, Zagal et al., (2006) state that these games are usually classified into three main groups: competitive, cooperative, and collaborative games. In competitive games, the use of strategies is fundamental, since the objective of the game is to defeat the opponent; a clear example of this type of game is *chess*. On the contrary, in cooperative games, players do not work in isolation but as a team, although an equal benefit for all is not always guaranteed; an example of this game would be *Pandemic*. Finally, collaborative games focus on making all members of the group work and participate, so that everyone receives the gain or loss of the game equally, an obvious example of this type of game would be *Lord of the Rings* (Zagal et al., 2006).

In contrast to Zagal, other authors state that games can also be classified taking into account other aspects such as complexity (easy, medium, advanced), members (individual, couple, family, and educational), thematization (dynamic or abstract), its components (cards, dice, chips, and board) and finally the dynamics of the game (collaborative, deductive, role-playing, among others) (Pastor, 2022).

To sum up, board games will always be one of the best options a person can have since they focus on teaching and enhancing a person's cognitive skills in an easy, simple, and playful way.

Board games: features, elements, and design

To conclude with the analysis that has been made of the board games, another important aspect is the design of the board games. According to Gaydos (2015) states that designing a board game is as important as analyzing any other aspect of them or analyzing its effectiveness, since a well-designed board game, acts as

an effective educational tool that motivates the player so that he or she can learn more. Among the characteristics that should be considered when designing a board game are that the game should be dynamic, fun, standardized, visually attractive, have the necessary elements to play, be able to develop the player's cognitive skills, and offer the option of working alone or in groups.

Regarding the elements that a board game should have, Tekinbas and Zimmerman (2003) mention that these elements may vary depending on the type of game to be played. Sometimes it will be necessary to use a board to play, but other times, it will not be necessary and only the use of cards, dice, or tokens will be enough to play the game normally.

As a final point, and in general terms, Hunicke et al. (2004) mention that for a board game to be successful and playable, the designer should not only focus on how visually appealing the game may be but, on the contrary, should focus on all game features equally. Therefore, he recommends that when designing a board game, the designer should use the MDA methodology, which focuses on the game mechanics, dynamics, and aesthetics of the game.

In-game mechanics, the designer should pay attention to the rules and instructions that the game should have, which should be clear, precise, and concise, to avoid misunderstandings when playing. In Dynamics, the designer must make the game allow the player to create game strategies and must also allow him or her to interact with the other players and with the environment. Finally, in Aesthetics, the designer should think about creating a visually appealing game that stimulates the sensory and emotional aspects of the player. That means that the designer should think about the game experiences it will leave the player with, and whether it will achieve the mission of entertainment and amusement (Hunicke et al., 2004).

In closing, knowing a little more about the concept, history, classification, and design of board games is something like an ace up the sleeve for anyone interested in using this type of game within the educational process, because as has been analyzed throughout this section, board games have been present and with humanity for

many generations, hence, they have been evolving and diversifying to meddle in the educational process and its success will depend on its proper use and design.

1.2. Vocabulary development process

Etymologically, the word vocabulary comes from the Latin *vocabulum* meaning "word" and this term refers to the set of words of a language (RAE, 2021). A prominent definition is given by Kusrini (2012) who states that vocabulary is all those words that a person knows and uses in an orderly, effective, and efficient way. A precise example to understand the definitions is given by Thornbury (2006) who says that "All languages have words [and] language emerges first [with] [a] word" (p.1).

From a linguistic approach, Vygotsky states that "A word is a microcosm of human consciousness" (p.1). In this sentence, Vygotsky makes known how important it is to learn vocabulary, since, when he mentions the phrase "human consciousness", he is referring to the ideas that a person has in his consciousness, which can only be expressed through words and if a person does not know how to say these words, they will remain in the shadow of his or her thoughts (Thornbury, 2006).

Contrarily and from a morphological approach, Thornbury (2006) says that the more words a person knows, the greater his or her communicative capacity will be. He also clarifies that knowing a word not only implies knowing its meaning, but also its form, classification, grammatical patterns, idioms, and expressions according to the context of the sentence.

In general terms, the process of vocabulary development is not as easy as it seems, it is not about learning a couple of single words and that's it, but on the contrary, it is about having a lot of perseverance, perseverance, dedication, and motivation to master certain words, phrases, and expressions of a language.

In a study conducted by BBC News, it is mentioned that many times, learning a foreign language can be a bit frustrating for those whose mother tongue or L1 is

completely different from the language they want to learn. According to this study, the error lies in the fact, that the learners do not pay attention to the development of their vocabulary, which is reason enough so that they cannot understand or communicate in another language as is the case of the English language (BBC News, 2018).

McCarten (2007) clarifies that it is not possible to define exactly how many words there are within the English language, but making an approximation, she mentions that there could be a million words that should be learned. She also states that learning this number of words is almost impossible to achieve, even pointing out that, native speakers, at most, learn a total of 12,000 to 20,000 words during their lifetime.

Faced with this reality, Nation (2001) cited by Webb (2008) suggests that for a learner can have some fluency in an L2 language and understand approximately 90% of the content of a text, a learner should concentrate on learning a maximum of 2,000 to 5,000 words. Webb also establishes that if the learner does not reach this goal, he or she will always have problems mastering a foreign language, since, mastery and acquisition of a language do not depend on how well a person knows the grammar of the language, but, on the number of words he or she knows and uses in a context.

In summation, McCarten (2007) mentions that a person's success in developing their vocabulary will depend mainly on how well the learner knows the word and the strategies they use to learn it. Next, we will discuss how vocabulary knowledge and learning occur in more detail.

Vocabulary knowledge

Paul Nation, a respected scholar in the field of linguistics and applied English teaching methodology, describes vocabulary knowledge as a process that every learner must follow to know a word in-depth, the professor stresses that knowing a word is more than just giving a simple translation, he mentions that knowing a word

involves knowing the meaning, form, parts, grammatical behavior, connotations, frequency, associations and register of the word. In short, it implies knowing the form (pronunciation, spelling), the meaning (structure, ideas, preferences, and word combination), and the correct use of the word (Nation, 2013).

Likewise, Nation (2013) also states that according to English skills such as reading, writing, listening, and speaking, vocabulary knowledge can be divided into 2 major groups: Receptive and Productive. This classification is briefly explored in Figure 5.

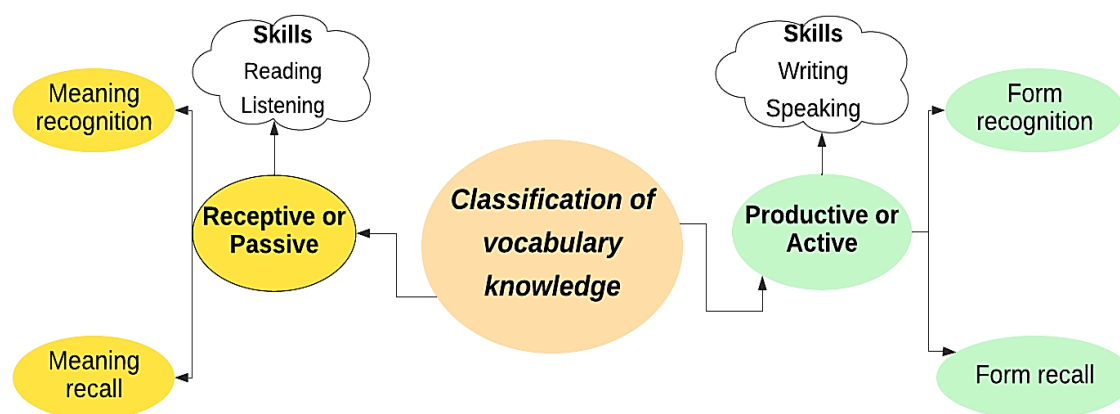


Figure 5. Classification of vocabulary knowledge by Nation, P. (2013)

In the following paragraph, we will discuss in detail what it means to make a receptive and productive distinction between vocabulary.

Receptive Vocabulary

Receptive vocabulary knowledge is defined as a learner's ability to recognize the form and meaning of a word when heard or seen in writing in the context of a sentence (Nation, 2013).

The author is also emphatic in pointing out that to achieve an excellent knowledge of the receptive vocabulary of words, one must not only be satisfied with being able to briefly recognize the form and meaning of the word but must strive to consolidate the learning of these words by employing various teaching-learning strategies so

that these words remain perennially in the learner's long-term memory (Nation, 2013).

In general terms, Miralpeix (2020) summarizes the author's statement by saying that knowing a word receptively implies knowing the meaning that the word has, knowing the form of the word, recognizing the parts of the word, becoming familiar with the written form of the word and know its collocations, that is, to know which other words it can appear in a context with. The professor also emphasizes that; the mastery of receptive vocabulary is closely associated with productive vocabulary because according to the researcher's point of view, one must first know a word well to be able to use it correctly in a given context.

As a final point, Vyatkina (2022) cited by Ziegler (2022) concludes this analysis by indicating that when a learner understands more words than he uses, this phenomenon is known as receptive vocabulary mastery. She also clarifies that the more words the learner knows, the greater the chances of moving to the productive phase of vocabulary, but if on the contrary, his productive vocabulary is very small, then his productive capacity will also be limited by the lack of knowledge of the words.

Productive vocabulary

According to Nation (2013) productive vocabulary knowledge is defined as the learner's ability to actively use previously learned receptive words, both written and oral. The author also mentions that productive vocabulary knowledge plays a fundamental role among learners since this knowledge will enable them to speak and express their ideas effectively and efficiently.

Regarding this statement, Loureiro (2007) expresses a phrase allusive to this definition saying that there is nothing more frustrating than wanting to express the ideas that a person has in mind and not being able to do so because the person does not know how to say it or does not know some words.

Taking back to the previous definition, Nation (2013) goes a little deeper into the subject, stating as a final point that to know a word productively implies mastering its form and meaning, spelling the word correctly, pronouncing the word, knowing how to use the word in different grammatical contexts and using the word correctly in a sentence.

Another aspect they recommend considering is the learner's objectives. For example, if a student's objective is to master the 4 English skills: Reading, Listening, Writing, and Speaking, then, a productive knowledge of vocabulary would be the best option, but if the student's objective is only to passively know the English language, then, a receptive knowledge of vocabulary would be enough, with this knowledge, the students will only have to develop 2 English skills which are: Reading and Listening, which help them to understand the basics of English, although they are not enough to help them in the fluency and total mastery of the foreign language (Nation, 2020 cited by Webb, 2020).

Given the above, and after briefly analyzing the above issues, several professors, and experts in the field of linguistics and vocabulary teaching in English, among them Nation, conclude that receptive vocabulary knowledge is much easier and faster to learn than productive vocabulary. They also point out that apart from this peculiar feature, it would be an excellent idea for students to learn both skills, as they emphasize that it would help them a lot in acquiring a new language.

Vocabulary learning

Vocabulary learning has been defined by several authors as a key element in the acquisition of a new language. According to Van der Walt (2012), Wilkins was one of the first academics to introduce the importance of vocabulary learning in L2 acquisition. He also clarifies that were so important the contributions that Wilkins made to this linguistic field, that nowadays, many teachers still take as a reference the ideas of one of his thoughts that says; if a person knows something about grammatical structures, there can be a slight communication, but if that person does not know anything about vocabulary there will never be real communication.

From this approach, McCarthy et al. (1990) state that vocabulary learning consists of paying attention to words rather than grammar, moreover, the authors emphasize that no matter how well the learner knows grammatical structures if he or she does not learn vocabulary there will never be effective communication.

Nation (2007) summarizes these ideas by saying that vocabulary learning is a cumulative process that focuses on knowledge of the word in both, its meaning, and its language. He further mentions that vocabulary can be learned along 4 learning strands detailed in Figure 6.

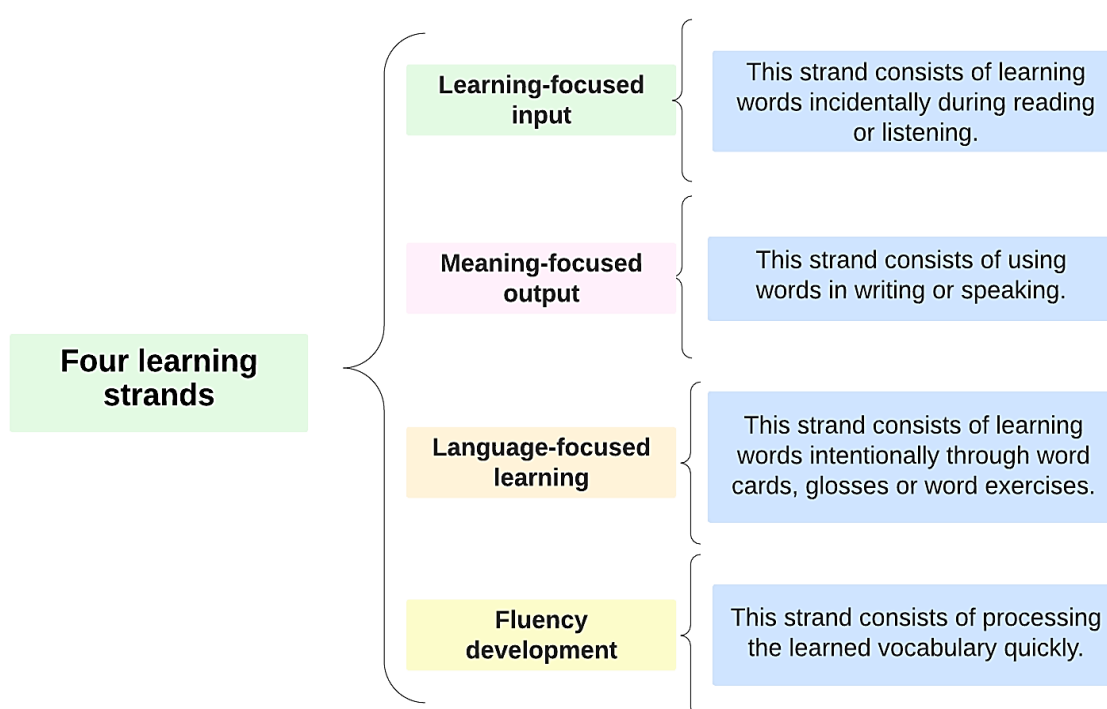


Figure 6. Four learning strands by Nation, P. (2007)

Another relevant contribution is made by Webb (2020) who recapitulates the previous approach by saying that there are two ways of learning vocabulary: intentional (through glosses) and incidental (through the encounter with the word). In this part, the author also clarifies that although there are two ways of learning, it does not mean that the learner must choose between them, thus creating competition, but, on the contrary, it means that the learner can work together with the two ways as a complement to vocabulary learning.

Overall, the acquisition of a second language must go beyond grammatical processes, it must focus on vocabulary learning because, without a good lexical background, there can never be fluent communication between speakers. The following section will describe in detail the two types of learning that exist.

Incidental vocabulary

In the existing literature on vocabulary teaching, it is common to find some books and articles that talk about incidental vocabulary learning. According to Hulstijn (2003), incidental vocabulary is a type of complex learning where the learners through readings or movies, will have to learn new words unconsciously, that is, they will have to learn without intending to do so.

Read (2000) mentions that what is important in this type of learning is that the learners acquire words spontaneously without realizing that they are doing that and without realizing that at the end of the activity, they will be evaluated. From this same approach, Krashen (1982) recommends that to carry out this type of learning, one of the most effective ways would be through constant exposure to different inputs, especially through readings, since according to the teacher, this would be one of the most viable options for the learner to learn an L2 naturally without needing to resort to the typical formal and conventional learning structures, which are usually carried out in a classroom with the teacher's guidance.

In the same vein, Webb (2020) is also emphatic in pointing out that if the readings are to be used to carry out such learning, it would be necessary to pay close attention to the frequency of the words, understanding by frequency, the number of times the word appears in context, since, according to the author, it is not enough to have only one encounter in context with the word to learn it, but, ideally, the learner should have at least a total of 4 to 10 encounters with the same word to say that true incidental lexical learning is taking place.

To end, Konopak et al. (1987) analyze the possible disadvantages of this type of learning and say that the only disadvantage would be the time that would be spent

and the high demand of dedication that the learner should provide, since, being this type of learning unstructured, the learner should spend much time to deduce the meaning of the word in the context until a complete understanding of the word is achieved.

Thus, and despite the complexity of this type of learning, its use could be very effective for vocabulary learning and it would be worthwhile to implement it frequently in the classroom as inputs to ensure natural learning and acquisition of these words without resorting to traditional teaching strategies such as glosses or memorization.

Intentional vocabulary

Teaching vocabulary incidentally is not the only way to teach vocabulary. Hulstijn (2003) mentions that there are two modes of teaching vocabulary: the incidental mode and the intentional mode. The author also mentions that in the incidental mode, the learner will learn and acquire knowledge in an unpremeditated way and a natural environment, whereas, in the intentional mode, the learner will learn words deliberately following previous planning.

According to Lindstromberg (2020), this definition also implies the fact that after the application of this type of learning, the student will have to be submitted to a retention test. For Hulstijn (2003) the application of this objective test is very important, because thanks to this test, students will be aware of what they are learning and will be able to demonstrate the efficiency in the application of this type of learning.

Regarding incidental learning strategies, Webb (2020) mentions that there are some incidental vocabulary teaching strategies such as word glosses, translations, multiple choice exercises, fill-in-the-blank, mnemonic memorization techniques, and flash cards. Word glosses and translations are one of the most preferred teaching strategies by both, learners, and teachers.

Following the previous approach, Coady (1997) determine that these two teaching strategies as well as this type of intentional learning are one of the most used by both learners and teachers because it is a fast, simple, planned type of learning that only focuses on memorizing and translating words. The author also mentions that in general, learners are familiar with this type of learning because, from the beginning, in the acquisition of a second language, they are subjected to learning only lists of isolated words without analyzing the context of the words with the sole objective of successfully passing that test to which they are subjected at the end of each lesson period.

In brief, a summary of all the concepts above is made by Aitchison (2012) who says that intentional learning is one of the easiest and fastest learning when it comes to learning vocabulary because, in this learning, the learner only must concentrate on memorizing and translating words deliberately and then, store them in his mental lexicon as a conventional dictionary. On the other hand, the author clarifies that the difference between a conventional dictionary and a mental dictionary is that the first one is static while the mental dictionary is dynamic and will always be updated depending on the frequency with which the learner acquires new knowledge.

Lastly, the author, like the other authors, also stresses the importance of the final retention test saying that this test is fundamental among students because only through it, the students can realize the progress they are making in their learning and what they still must learn.

1.3. Games in teaching vocabulary

The effectiveness of board games on vocabulary learning

Teaching and learning a new language are not as easy a task as it seems, especially when it comes to learning vocabulary. From the point of view of some authors, expecting a student to concentrate, memorize, study, and quickly learn certain words in English is a real challenge that every teacher must face in the classroom, especially when it comes to teaching young students who tend to be very

demanding and get bored easily. For them, the incorporation of board games in the educational process is one of the best options that can exist; since thanks to this type of learning based on board games are how students can first learn vocabulary and then they can move on to communicate in English; in an efficient, effective, and efficient way (Jannah et al., 2020).

Meanwhile, Crowell (2018) also mentions that although there are many other strategies to teach vocabulary; learning based on board games could be a good option; since, according to the author, this is the best way to learn. In this case, the author also points out that; although it is heard that the application of this methodology can be easy; this is not so; because sometimes; these board games do not fit the teacher and the student's needs, and at that moment is when the teachers must apply their expertise to adapt these board games to their class's needs.

From this point of view, Kuzu and Ural cited in Donmus (2010) also clarify that the use of these types of games in class is more than a waste of time or are more than simple board games, since, when these games interfere in the educational process, they play a leading role in the process of student's learning because they will allow the student to remember more easily the target words and, at the same time, will allow him to be always motivated and willing to learn.

A deeper analysis of the effectiveness of these board games in vocabulary learning is made by the writers Gerovasiliou and Zafiri (2017) who state that the application of board games in the vocabulary learning process of a foreign language is extremely beneficial for teachers, since, thanks to this teaching technique, children can learn in a fun, cooperative way, can being always motivated to learn.

Alternatively, Tuan (2012) mentions that board games are an effective method for learning and memorizing words, since according to the author's assertions, thanks to the fact that board games create a cooperative, fun, and hilarious environment, students will always be willing and motivated to learn and always participate.

Another example of the effectiveness of these board games in vocabulary learning is provided by a group of researchers who argue that board games are useful and practical learning tools that allow students to learn lessons in a fun and efficient way (Metom et al., 2019).

A final example of the effectiveness of board games in the vocabulary learning process is provided by Lantavou and Fesakis (2018) who applied a study like the previous one to determine the effect that board games have on children's vocabulary development. With this proposal, the experts determined that the study's results were positive, as the games not only helped to develop the cognitive part of the learner but also contributed to increasing their motivation.

Overall, board games are undoubtedly an efficient and innovative tool for learning vocabulary, since, thanks to this new didactic strategy, children can retain words and learn vocabulary in a fun and interesting way.

CHAPTER II. METHODOLOGICAL DESIGN

2.1. Research design

To determine the effect of board games on vocabulary development among young EFL learners, a quasi-experimental study design was used with two previously established groups of students (an experimental group and a control group). The members of each group were not randomly assigned but were chosen from two pre-existing classes at the same grade level.

Lastly, the instrument used to measure the academic performance of these two groups was a questionnaire, which was administered to the students before and after the intervention to determine whether there was or not there was an improvement in vocabulary development among the young EFL learners.

2.2. Data collection and procedure analysis

Participants

This project was applied to 78 seventh-grade students of the "Leopoldo Freire" elementary school in the Chambo canton. The age of these students ranged between 11 and 12 years old, and as a reference point, most of the students had an average between regular and acceptable in English. In short, they already had some previous knowledge of the English language before the intervention.

On the contrary, as mentioned in the previous section, these participants were not selected randomly, but by convenience sampling. Then, the sample was divided into two groups of 39 students each one. The first group was the experimental group and the second was the control group. The experimental group was the group to which the board game intervention was applied. In contrast, the control group continued to receive the typical daily lessons of the class.

Instruments

The instrument applied in this quasi-experimental research project based on the application of board games for vocabulary development was a questionnaire (Appendix 3). This was designed by the author taking as a database all the words presented in modules 1 and 2 for seventh grade proposed by the Ministry of Education.

This questionnaire had a total of 60 multiple-choice items whose main purpose was to assess the vocabulary knowledge of the young students at the beginning and the end of this project. On the other hand, this questionnaire tested and evaluated two crucial components of vocabulary such as form and meaning; for them, the mentioned items were divided into two large groups of 30 items each.

In the first group, the items showed an image with four possible answers in English, in this part the students only had to select one answer as correct. On the contrary, in the second group, the items had a single word in English with four response options in Spanish, in this case, as in the previous group, the students only had to choose one response as correct.

As a last point, it is also important to mention that the total score of the questionnaire was calculated at 60 points, but before the application of the questionnaire, it was first submitted to a pilot test with a third group of seventh-grade students, who positively validated the application of this questionnaire.

Procedure analysis

As was already analyzed in the previous section, this project was applied to two groups: an experimental group and a control group. The procedure followed was developed in four phases: introduction, application of the pretest, intervention, and application of the posttest (see Figure 7).

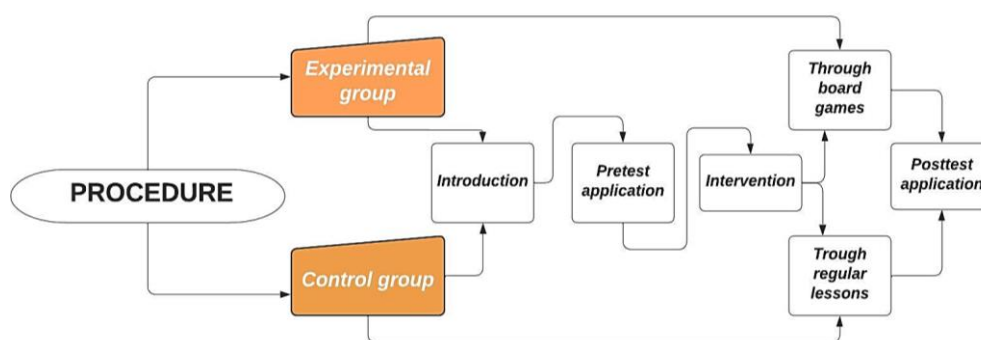


Figure 7. General procedure developed by Quinchuela, J. (2022)

In the introduction phase, first, permission was requested from the educational authorities of the institution (See Appendix 1). The tutors of each grade were informed through an official letter and finally, the parents were made aware of the project that was going to be conducted with the students. In applying the pretest, an initial vocabulary test was administered to both groups, which had a duration of one class hour, equivalent to 45 minutes. In this phase, the students answered the sixty evaluated items individually without consulting any work material. Once the pretest was completed, the tests were collected and scored on a 60-point scale.

In the intervention phase, we began with the teaching of English vocabulary according to the modules of the Ministry of Education. In this case, the experimental group was the one to which the intervention of the six board games was applied (See Appendix 2), which were carefully designed and adapted by the author so that the children would not only learn single vocabulary words as is usually the case in commercial board games but would learn new vocabulary words and expressions with some grammar. The six board games chosen for this intervention and the implicit grammar they conducted are detailed in Table 1.

Table 1.

Summary of the names of the games and the implicit grammar learned

N°	Name of the game	Implicit grammar
1	Pirate Memory Game	Past of the verb To-Be
2	Treasure Bingo	Simple present tense
3	Jeopardy ¡Ancient Egypt Quizzes!	Simple past tense
4	Christmas Headbands	Future with I am going to....
5	Shuffle Game	Future with Will – positive sentences.
6	Futuristic Snake Game	Future with will – positive and negative sentences.

Elaborated by: The author

Likewise, the control group did not receive any intervention and was limited to traditionally learning vocabulary, based on teacher teaching, repetition, and memorization of words. In the final phase of the post-test application, the same pre-test was administered again to both groups in a 45-minute session. The students answered the test, following the same conditions as in the previous test, and once the test was completed, the same 60-point evaluation was collected and scored.

In general terms, the procedure followed by both groups was the same, with the only difference being that, at the time of applying the project intervention, it was the experimental group that took up the challenge, while the control group continued with their normal, traditional teaching-learning classes.

2.3. Research proposal

The research proposal of this project consisted of the design and implement of a booklet with six board games adapted to the level and grammatical needs of the students to promote vocabulary development in a playful and meaningful way. All these games were designed based on the vocabulary suggested in the seventh-grade English module N1 and N2 proposed by the Ministry of Education.

This intervention was applied to the experimental group during a 6-week class period, which began on October 13, 2022, and ended on November 24, 2022. Each intervention had a duration of two weekly class hours of 45 minutes each hour. In each session, students in the class were usually divided into 2 small working groups of 19 and 20 students to compete and win the game proposed for that week. These games included bingo cards, word headbands, word guessing, and sentence construction, with their respective objectives and vocabulary to be developed (See Table 2).

Table 2.

Summary of the games' objectives and vocabulary developed

N°	Week of implementation	Type of game	Objective of the game	Vocabulary developed
1	October 13th, 2022	Pirate Memory Game	The objective was to match the hidden pictures with their correct names.	Vocabulary related to the first topic of English module #1. <i>"I wish I was a pirate."</i>
2	October 20th, 2022	Treasure Bingo	The objective was to listen carefully to each number called out and mark these numbers on the bingo card until you complete any of the 4 ways listed below. <ul style="list-style-type: none"> ✓ Five in a row ✓ Blackout ✓ X ✓ 4 Corners 	Vocabulary related to the second topic of English module #1. <i>"My treasure."</i>
3	October 27th, 2022	Jeopardy Ancient Egypt Quizzes	The objective was to answer as many questions correctly as possible and collect as many points as possible.	Vocabulary related to the third topic of English module #1. <i>"The ancient treasures."</i>
4	November 10th, 2022	Christmas Headbands	The objective was to guess the player's image in his head by giving him some clues to guess the picture's name.	Vocabulary related to the fourth topic of English module #1. <i>"Black Friday and buy nothing day."</i>
5	November 17th, 2022	Shuffle Game	The objective was to build as many sentences as possible following the grammatical structure of the future tense.	Vocabulary related to the first topic of English module #2. <i>"Modes of transportation."</i>
6	November 24th, 2022	Futuristic Snake Game	The objective was to be the first player to reach the end of the game, moving across the board from the starting square to the end square.	Vocabulary related to the first topic of English module #2. <i>"How will life be in the future?"</i>

Elaborated by: The author

Regarding the mechanic of these games, each one had instructions to follow at the beginning, during, and after the game. The teacher previously socialized these instructions so that the students could become familiar with the game and start playing. To familiarize themselves with these instructions, the students had a prudential time of 5 minutes, after that, they had to gather into their two-game groups and start playing. During the development of each game, the teacher was in charge

of making sure that everything went efficiently, as well as monitoring the behavior of each group, the level of interest, the degree of cooperation, and the use of the vocabulary and phrases used in the games. These instructions are specified in Table 3.

Table 3.

Instructions for each board game

N°	Type of game	Instructions		
		Before	During	After
1	Pirate Memory Game	<ul style="list-style-type: none"> Print the game cards of Annex N1 secretly to avoid cheating. Shuffle all cards and glue them face down on the board. Divide the class into two teams. With a coin determine the team that will play first. 	<ul style="list-style-type: none"> The first player of the first team will take 2 cards (one at a time) and will turn them over on the board. If the cards match, the player takes both cards and returns to the team. If the cards do not match, the player puts them face down again and returns to the seat. At each turn, each team does the same. The team with the most accumulated cards wins the game. 	<ul style="list-style-type: none"> At the end of the game, the winning team will receive a distinctive badge in the form of a crown, which will be placed on the general winners' board.
2	Treasure Bingo	<ul style="list-style-type: none"> Print out the bingo cards found in Appendix 2. Bring the bingo balls with the vocabulary written on them and insert the balls into the basket. Divide the class into two large groups and, within each group, divide them into pairs. Give each couple a bingo card with some corn kernels. 	<ul style="list-style-type: none"> Start by saying which of the 4 forms of bingo is going to be played. Next, mix the bingo balls in the basket and call out the phrases that are drawn. On the other side, the students should mark on their bingo cards if they have that phrase. If the student's couple completes the requested shape, they must say out loud BINGO and they will win some points for the group. 	<ul style="list-style-type: none"> At the end of the game, the total of points that each large group got will be counted and the winning group will obtain a distinctive badge, which will be placed on the general winners' board.
3	Jeopardy Ancient Egypt Quizzes	<ul style="list-style-type: none"> Prepare a big poster board with 4 rows and 3 columns (12 squares in total) 	<ul style="list-style-type: none"> Ask the first member of the winning group to choose a category and the value of the question. 	<ul style="list-style-type: none"> At the end of the game, the winning group will receive a distinctive badge, which will

		and paste it on the classroom blackboard.	<ul style="list-style-type: none"> • Give the group 5 seconds to discuss and decide on the selected question. 	be placed on the general winners' board.
		<ul style="list-style-type: none"> • On each square write one question or paste a picture on it. 	<ul style="list-style-type: none"> • If the team answers correctly, the members win the points, otherwise, they get no points, and the opposing group can steal those points. 	
		<ul style="list-style-type: none"> • To have an idea of the questions, please refer to the example in Annex N. 1. 	<ul style="list-style-type: none"> • The game must continue until all the questions on the board have been chosen. 	
		<ul style="list-style-type: none"> • Divide the class into two teams. 	<ul style="list-style-type: none"> • Finally, the moderator must add up the points obtained by each team to see which one is the winner. 	
		<ul style="list-style-type: none"> • With a coin determine the group that will play first. 	<ul style="list-style-type: none"> • Place the 10 cards face down on the table and in the middle of the players. 	
4	Christmas Headbands	<ul style="list-style-type: none"> • Print the cards with the vocabulary pictures from Annex 4. 	<ul style="list-style-type: none"> • Ask the two players representing the group to sit in the center of the classroom. 	<ul style="list-style-type: none"> • At the end of the game, the winning group will receive a distinctive badge, which will be placed on the general winners' board.
		<ul style="list-style-type: none"> • Select the pairs that will participate in the group. 	<ul style="list-style-type: none"> • Place the headband with a vocabulary card on the first player's head. 	
		<ul style="list-style-type: none"> • With a coin determine the group that will start with the game. 	<ul style="list-style-type: none"> • Ask the player's partner to start with the clues on the vocabulary card. 	
		<ul style="list-style-type: none"> • Place a desk in the center of the classroom. 	<ul style="list-style-type: none"> • Time how long each pair takes to guess the words. 	
		<ul style="list-style-type: none"> • Print the word cards of Annex 5. 	<ul style="list-style-type: none"> • The group couple that takes the least time to guess all the vocabulary word cards wins the game. 	
		<ul style="list-style-type: none"> • Divide the class into two groups. 	<ul style="list-style-type: none"> • Shuffle the cards and distribute them face up on the table. 	
5	Shuffle Game	<ul style="list-style-type: none"> • Provide them with the cards and the other materials to start with the game. 	<ul style="list-style-type: none"> • All students in the group should start constructing as many sentences as they can with the future WILL and the vocabulary mentioned above. 	<ul style="list-style-type: none"> • At the end of the game, the winning group will receive a distinctive badge, which will be placed on the general winners' board.
			<ul style="list-style-type: none"> • All these sentences should be taped on the poster board to be 	

6	Futuristic Snake Game	<ul style="list-style-type: none"> • Print the snake-shaped board in annex 6 in large size. • Print the 8 question cards. • Divide the classroom in two groups. • With a coin determine the group that will start with the game. 	<p>checked at the end of the game.</p> <ul style="list-style-type: none"> • The group that correctly forms 10 sentences in the shortest time will win. • Place the game in the middle of the classroom. • Ask the members of each group to place their counters at START Square. • Ask the first player to cast the dice. • If the dice lands on a square with a question the player must pick a card, read the question, think the answer with the group, and answer the question. If the answer is incorrect or unknown, the player must go back to one space. • If the dice lands on a happy face, the player must advance one space. • If the dice lands on a sad face, the player must go back one space. • If the dice lands on a number, the player must not do anything. • Each player in turn does the same. • The first player to get to the FINISH square wins the game. 	<ul style="list-style-type: none"> • At the end of the game, the winning group will receive a distinctive badge, which will be placed on the general winners' board
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Elaborated by: The author

Another important aspect of the mechanic of the game is the scoring process and the designation of winners. In this part, the winning group accumulated one point each week after the intervention of each game. These points were placed in the shape of a rhombus in a table of winners, which at the end of the six interventions were added up to define the winning group (See Appendix 4).

Continuing with the dynamic of the games, each one had its materials, which were very important in this project because thanks to these materials the students could familiarize themselves easily with these games and make and take some strategic decisions for winning all of them. It is also important to mention that in this case; all these materials were provided for the teachers to carry out the development of this research project. (See Table 4).

Table 4.

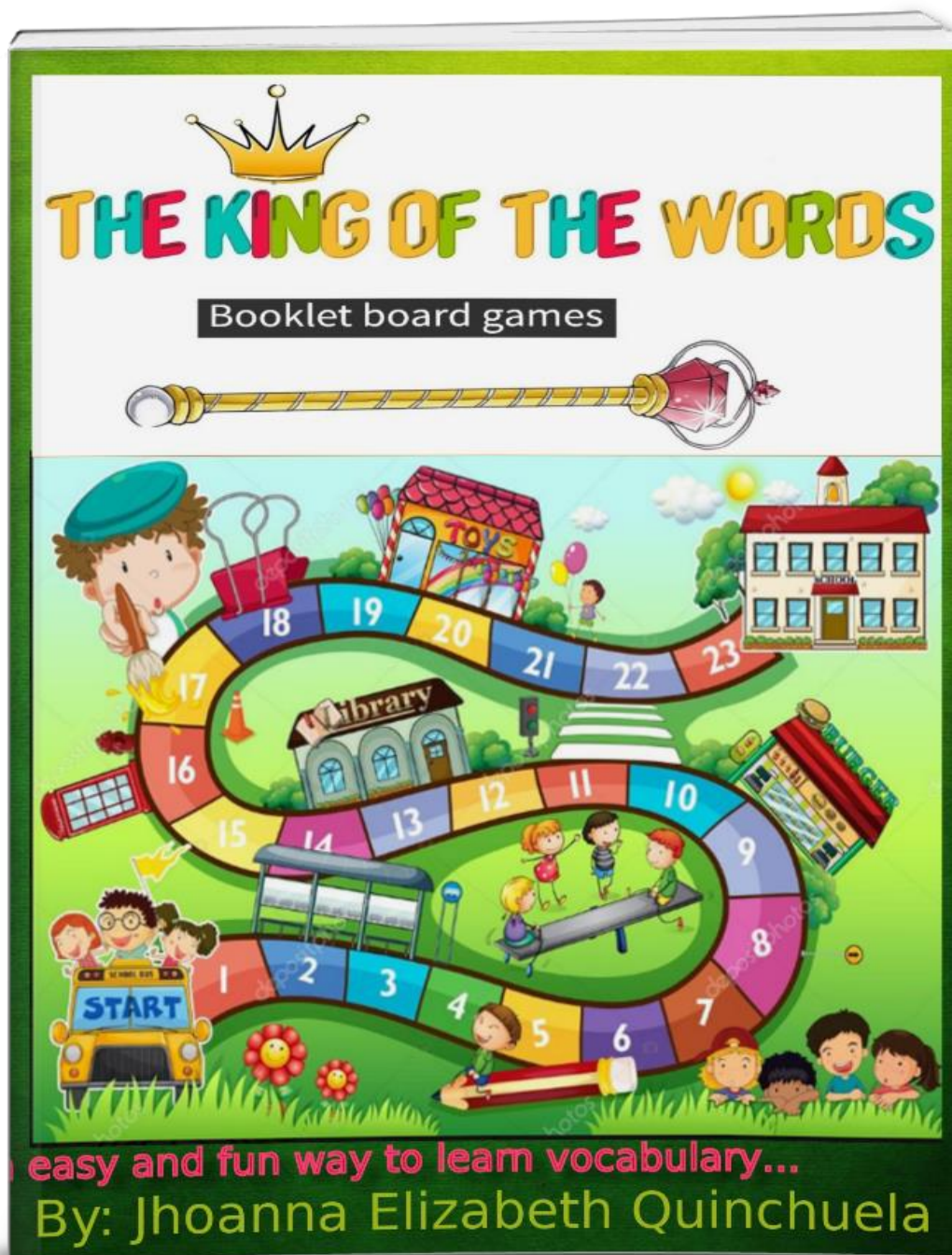
Materials used in each game

N°	Type of games	Materials
1	Pirate Memory Game	<ul style="list-style-type: none"> Some flashcards with vocabulary images, and other flashcards with their names.
2	Treasure Bingo	<ul style="list-style-type: none"> A bingo card, some corn kernels, a bingo wheel, and bingo balls.
3	Jeopardy ;Ancient Egypt Quizzes;	<ul style="list-style-type: none"> A poster board with questions, a stopwatch, a palette with the text (We know the answer), and a marker.
4	Christmas Headbands	<ul style="list-style-type: none"> An elastic headband, 10 cards with pictures, and a stopwatch.
5	Shuffle Game	<ul style="list-style-type: none"> 50 sight word cards, adhesive tape, cardboard, and a stopwatch.
6	Futuristic Snake Game	<ul style="list-style-type: none"> A snake-shaped board, a dice, and eight question cards.

Elaborated by: The author

Turning now to the aesthetics of the booklet, it should be noted that both the cover and the name of the booklet were proposed by the students, who, through brainstorming, chose both the name and the images that the booklet should have. In summary, this booklet has an initial cover, a presentation index showing the 6 board games, and an index of annexes (See Appendix 4) with their respective didactic material for the realization of each one of these board games. The complete design of this booklet of games can be seen below.

Booklet board games



My board game booklet



“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is the work of childhood.”

Fred Rogers



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Game 2. Treasure Bingo.....	7
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Game #1

! Pirate memory game!



- 
Type of game: Board Game
- 
Topics to develop: Vocabulary related to the first topic of English module #1 on **I WISH I WAS PIRATE**
- 
Play Place: Classroom
- 
Age Range: Young learners
- 
Number of participants: In this game, you can play with two players or you can make two teams if there are many participants.
- 
Materials: Some flashcards with vocabulary images, and other flashcards with their names.
- 
Objective of the game: Match The hidden pictures with their correct names.

HOW TO PLAY

Before the game

- Print the game cards of Annex N1 secretly to avoid cheating.
- Shuffle all cards and glue them face down on the board.
- Divide the class into two teams.
- With a coin determine the team that will play first.

During the Game

- The first player of the first team will take 2 cards (one at a time) and will turn them over on the board.
- If the cards match, the player takes both cards and returns to the team.
- If the cards do not match, the player puts them face down again and returns to the seat.
- At each turn, each team does the same.
- The team with the most accumulated cards wins the game.

After the Game

- At the end of the game, the winning team will receive a distinctive badge in the form of a crown, which will be placed on the general winners' board.



Useful Expressions

Let me try

It's my turn

Everyone join in

Thank you

Go to the board

Game #2 ! Treasure Bingo!



- **Type of game:** Board Game



- **Topics to develop:** Vocabulary related to the second topic of English module #1 on **MY TREASURE**



- **Play Place:** Classroom



- **Age Range:** Young learners



- **Number of participants:** In this game, you can play individually or in pairs.



- **Materials:** A bingo card, some corn kernels, a bingo wheel, and bingo balls.



- **Objective of the game:** Listen carefully to each number called out and mark these numbers on the bingo card until you complete any of the 4 ways listed below.

BINGO 29 45 56 68 1 43 50 72 11 25 49 61 9 23 31 63 4 27 42 54	Five in a row	BINGO 2 7 42 54 1 43 50 72 11 25 49 61 9 23 31 63 4 27 42 54
BINGO 26 40 58 74 14 22 34 55 68 4 24 46 72 9 20 36 52 74 28 35 49 64	Blackout	BINGO 26 40 58 74 14 22 34 55 68 4 24 46 72 9 20 36 52 74 28 35 49 64
BINGO 26 40 58 74 14 22 34 55 68 4 24 46 72 9 20 36 52 74 28 35 49 64	X	BINGO 26 40 58 74 14 22 34 55 68 4 24 46 72 9 20 36 52 74 28 35 49 64
	Four corners	

7

HOW TO PLAY

Before the game

- Print out the bingo cards found in Appendix 2.
- Bring the bingo balls with the vocabulary written on them and insert the balls into the basket.
- Divide the class into two large groups and, within each group, divide them into pairs.
- Give each couple a bingo card with some corn kernels.

During the Game

- Start by saying which of the 4 forms of bingo is going to be played.
- Next, mix the bingo balls in the basket and call out the phrases that are drawn.
- On the other side, the students should mark on their bingo cards if they have that phrase.
- If the student's couple completes the requested shape, they must say out loud **BINGO** and they will win some points for the group.

After the Game

- At the end of the game, the total of points that each large group got will be counted and the winning group will obtain a distinctive badge, which will be placed on the general winners' board.



Useful Expressions

Repeat, please

Just one more sentence, please

I'm sorry, I can't hear you.

I did it

Game #3

! Jeopardy! Ancient Egypt Quizzes!



Type of game: Board Game



Topics to develop: Vocabulary related to the third topic of English module #1 on **THE ANCIENT TREASURES**



Play Place: Classroom



Age Range: Young learners



Number of participants: In this game, you can play with two players or you can make two teams if there are many participants.



Materials: A poster board with questions, a stopwatch, a palette with the text (We know the answer), and a marker.



Objective of the game: Answer as many questions correctly as possible.

HOW TO PLAY

Before the game

- Prepare a big poster board with 4 rows and 3 columns (12 squares in total) and paste it on the classroom blackboard.
- On each square write one question or paste a picture on it.



- In order to have an idea of the questions, please refer to the example in Annex N. 1.
- Divide the class into two teams.
- With a coin determine the group that will play first.

During the Game

- Ask the first member of the winning group to choose a category and the value of the question.
- Give the group 5 seconds to discuss and make a decision on the selected question.
- If the team answers correctly, the members win the points, otherwise, they get no points and the opposing group can steal that points.
- The game must continue until all the questions on the board have been chosen.
- Finally, the moderator must add up the points obtained by each team to see which one is the winner.

After the Game

- At the end of the game, the winning group will receive a distinctive badge, which will be placed on the general winners' board.


 Useful Expressions

I don't know We know the answer I give up

We are the champions You just lost the game

10

Game #4

! Christmas Headbands!



• **Type of game:** Board Game

56



• **Topics to develop:** Vocabulary related to the fourth topic of English module #1 on **BLACK FRIDAY AND BUY NOTHING DAY**



• **Play Place:** Classroom



• **Age Range:** Young learners



• **Number of participants:** In this game, you can play in pairs.



• **Materials:** An elastic headband, 10 cards with pictures and a stopwatch.



• **Objective of the game:** Guess the image that the player has in his head by giving him some clues to guess the name of the picture.

HOW TO PLAY

Before the game

- Print the cards with the vocabulary pictures from Annex 4.
- Select the pairs that will participate in the group.
- With a coin determine the group that will start with the game.
- Place a desk in the center of the classroom

During the Game

- Place the 10 cards face down on the table and in the middle of the players.
- Ask the two players representing the group to sit in the center of the classroom.
- Place the headband with a vocabulary card on the first player's head.
- Ask the player's partner to start with the clues on the vocabulary card.
- Time how long each pair takes to guess the words.
- The group couple that takes the least time to guess all the vocabulary word cards wins the game.

After the Game

- At the end of the game, the winning group will receive a distinctive badge, which will be placed on the general winners' board.



Useful Expressions

Let's go

Hurry up

Next word
please

I don't know

Game #5

Future sentences i Shuffle game i



- 
 • **Type of game:** Board Game
- 
 • **Topics to develop:** Vocabulary related to the first topic of English module #2 on **MODES OF TRASPORATION**
- 
 • **Play Place:** Classroom
- 
 • **Age Range:** Young learners
- 
 • **Number of participants:** In this game, you can play in pairs or you can make two teams if there are many participants.
- 
 • **Materials:** 50 sight words cards, adhesive tape, a cardboard and a stopwatch.
- 
 • **Objective of the game:** Build as many sentences as possible following the grammatical structure of the future tense.



HOW TO PLAY

Before the game

- Print the word cards of Annex 5.
- Divide the class into two groups.
- Provide them with the cards and the other materials to start with the game.

During the Game

- Shuffle the cards and distribute them face up on the table.
- All students in the group should start constructing as many sentences as they can with the future WILL and the vocabulary mentioned above.
- All of these sentences should be taped on the poster board to be checked at the end of the game.
- The group that correctly forms 10 sentences in the shortest time will win.

After the Game

- At the end of the game, the winning group will receive a distinctive badge, which will be placed on the general winners' board.



Useful Expressions

Give me another card

We finished

Is it right?

It's wrong

Game #6

Futuristic Snake Game



• **Type of game:** Board Game



• **Topics to develop:** Vocabulary related to the first topic of English module #2 on **HOW WILL LIFE BE IN THE FUTURE?**



• **Play Place:** Classroom



• **Age Range:** Young learners



• **Number of participants:** In this game, you can play in pairs or you can make two teams if there are many participants.



• **Materials:** A snake-shaped board, a dice, 8 question cards.






• **Objective of the game:** Being the first player to reach the end of the game, moving across the board from the starting square to the end square.

HOW TO PLAY

Before the game

- Print the snake-shaped board in annex 6 in large size.
- Print the 8 question cards.
- Divide the classroom in two groups
- With a coin determine the group that will start with the game.

During the Game

- Place the game in the middle of the classroom.
- Ask the members of each group to place their counters at **START** square.
- Ask the first player to cast the dice.
- If the dice lands on a square with a question  the player must pick a card, read the question, think the answer with the group and answer the question. If the answer is incorrect or unknown, the player must go back one space.
- If the dice lands on a happy face  the player must advance one space.
- If the dice lands on a sad face , the player must go back one space.
- If the dice lands on a number, the player must not do anything.
- Each player in turn does the same.
- The first player to get to the **FINISH** square wins the game.

After the Game

- At the end of the game, the winning group will receive a disti badge, which will be placed on the general winners' board



Useful Expressions

Roll the dice
again

I'm really
unlucky

I'm really lucky

It can't be!

Finally, to conclude this section, it is necessary to mention that such intervention was only applied to the experimental group while the control group did not undergo any intervention and continued during the same six weeks with their usual class program, studying the same vocabulary words, but in a traditional way based on repetition and memorization with the teacher's guidance.

CHAPTER III. ANALYSIS OF THE RESULTS

This section presents the results obtained from the application of a quasi-experimental thesis based on board games for vocabulary development. The objective of this research was: to demonstrate the applicability and effectiveness of board games in the development of vocabulary learning. The alternative hypothesis (H1) stated that board games do help to develop vocabulary, while the null hypothesis (H0) stated that board games do not help to develop vocabulary in young learners.

To achieve these results, a vocabulary test was used as a measurement instrument, which was applied before (pretest) and after the intervention (posttest) to the experimental group and the control group. The intervention consisted of six sessions, which were distributed over 6 weeks with two hours of class per week. In these six sessions, the experimental group played six board games, that is, one game per week, involving the use and acquisition of new words and idiomatic phrases, while the control group was only limited to learning the same vocabulary words and phrases, but in a habitual way.

Finally, the data obtained was analyzed with the JAMOVI version 2.3 program, using the *t*-test for independent samples and the *t*-test for paired samples. Thanks to this, it was possible to determine the significance of this project through its p-value.

The following section presents the results obtained before and after the project intervention with their respective interpretations.

3.1. Descriptive analysis of development between experimental and control groups

Table 5.

Descriptive statistics between experimental and control groups

Type of group	N	Mean	Median	Sd
Experimental group				
Pretest	39	15,0	13	5,33
Posttest	39	46,3	48	8,28
Differences		31,3	35	8,66
Control group				
Pretest	39	11,6	10	4,60
Posttest	39	27,1	27	5,95
Differences		15,5	17	5,77

Elaborated by: The author

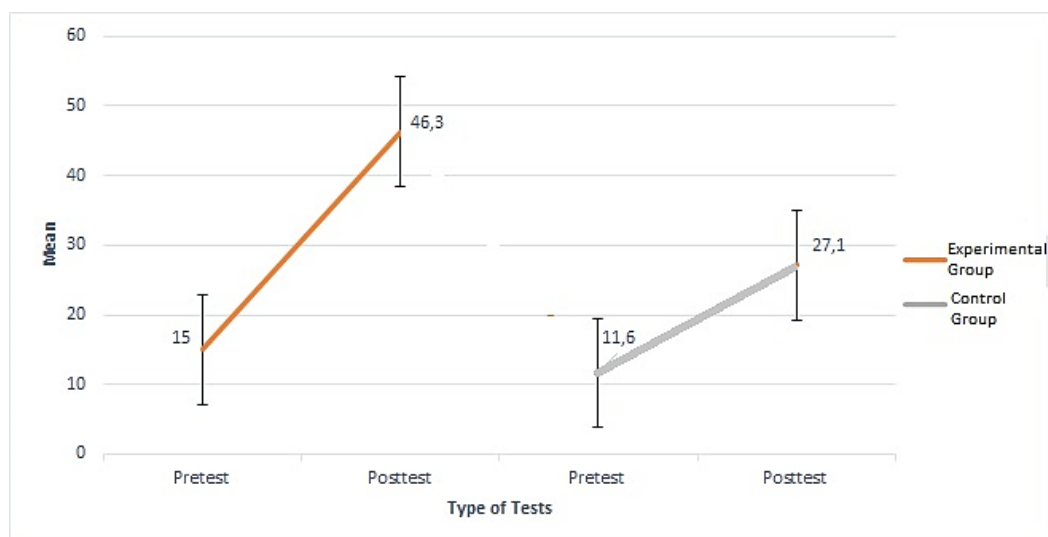


Figure 8. Descriptive figures of the mean of the experimental and control groups by Quinchuela, J. (2022)

Regarding the statistical analysis between the pretest ($M = 15$, $SD = 5.33$) and posttest ($M = 46.3$, $SD = 8.28$) of the experimental group with the pretest ($M = 11.6$, $SD = 4.60$) and posttest ($M = 27.1$, $SD = 5.95$) of the control group, it is observed that within the same group, there was a slight increase from one test to the other. However, if we compare the posttest mean of the experimental group ($M = 46.3$, $SD = 8.28$) with the posttest means of the control group ($M = 27.1$, $SD = 5.95$), we can see that there was a highly significant increase in the experimental group concerning the control group (See Table 5 and Figure 8).

3.2. Paired samples *t*-test analysis between experimental and control groups

At the same time, the results obtained from the paired samples *t*-test analysis showed that with a 95% CI and an effect size of $d = 3.62$, the experimental group presented a highly significant increase after the board game intervention, $t (df = 38) = 22.6, p < 0.001$, while the control group with a 95% CI and an effect size of $d = 2.68$ did not present highly significant changes $t (df = 38) = 16.7, p < 0.001$. In other words, the vocabulary knowledge of the students in the experimental group improved significantly after the intervention.

3.3. Comparison of the differences between the experimental group and the control groups

Descriptive and independent sample *t*-test analysis

Table 6.

Descriptive statistics of the differences found between the experimental group and the control group

Groups	N	Mean Difference	Median Difference	Sd
Control group	39	15.5	16	5.77
Experimental group	39	31.3	33	8.66

Elaborated by: The author

Continuing with the statistical analyses, an independent Student *t*-test was performed between the experimental group and the control group, the results revealed that with a mean difference of the experimental group of ($M = 31.3, SD = 8.66$) and with a mean difference of the control group of ($M = 15.5, SD = 5.77$) the difference between the increments of each group was significant $t (df = 76) = 9.51, p < 0.001$. Finally, with a large Cohen's effect size $d = 2.15$ and with a C. I of 95%, this section concludes by mentioning that board games did act as an effective didactic strategy to promote vocabulary development among young seventh-grade learners of the "Leopoldo Freire" school.

CONCLUSIONS

- Teaching English vocabulary is a fundamental aspect of developing students' communicative competence. For years, there has been a strong belief that perhaps the best and only way to learn vocabulary is only through readings, pictures flashcards, and songs. However, after the implementation of this research project, it is shown that there are other playful and practical ways of learning and retaining words and one of them is through the implementation of board games in class.
- After the application of this new way of learning and based on the results obtained between the pretest and posttest of the experimental group and the control group, it can be evidenced that there was a significant increase in vocabulary knowledge in both groups. Of course, this increase was more significant in the experimental group, since it was the group that carried out the intervention.
- Nevertheless, if we compare externally the differences between these two groups (experimental and control), the results reveal that there was a highly significant increase by the experimental group over the control group. This leads us to the conclusion that the board games did help the development of vocabulary among the young students of the "Leopoldo Freire" School.
- Overall, board games are an excellent and innovative learning tool that favors the development of English vocabulary in a playful and motivating way. Moreover, it contributes to optimal academic development as well as helps to improve the students' attitude towards English language and culture.

RECOMMENDATIONS

- After the analysis of the data and based on the results obtained in this research project, the following recommendations are proposed: to use board games as a didactic and complementary strategy for learning English vocabulary, since, as mentioned in the previous sections, their application will help to promote the participation, learning, and motivation of students effectively and efficiently.
- To replicate this new methodology based on board games to the other English levels of the Leopoldo Freire School.
- To use the booklet of board games proposed before in this research, since it contains some keyboard games for developing English vocabulary, as well as the instructions and support material necessary for their optimal application.
- To continue with the selection, adaptation, and design of more board games, but always take as a reference the level, objectives, and interests of the students, as well as the time and space available in the classroom.
- Thus, it is recommended to continue with more studies within this same line of research but focused on other English skills.

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APPENDIXES

Appendix 1. Authorization document

Chambo, 13 de octubre del 2022

Lic.

Magdalena Guamán

SUBDIRECTORA ACADÉMICA DE LA ECUELA GENERAL BÁSICA "LEOPOLDO FREIRE"

Presente.

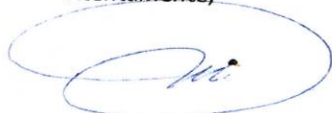
Reciba un atento y cordial saludo.

Yo, Jhoanna Quinchuela con C.I 060497194-5, docente de Inglés de la Escuela de Educación Básica "Leopoldo Freire", con el objetivo de dinamizar y mejorar la enseñanza del idioma inglés en tan prestigiosa institución, solicito a usted muy comedidamente se digne en autorizarme el permiso pertinente para ejecutar mi proyecto de tesis de Maestría con los estudiantes de Séptimo grado que estudian en esta institución.

Este proyecto de tesis se titula "APLICACIÓN DE JUEGOS DE MESA PARA EL DESARROLLO DEL VOCABULARIO EN INGLÉS". Con este proyecto lo que se quiere conseguir es que, durante el primer quimestre, los estudiantes logren aprender ciertas palabras del vocabulario del Módulo de Inglés del Ministerio de Educación de una manera lúdica basada en la metodología (ABJ).

Segura de contar con su apoyo y comprensión para la ejecución de este proyecto de titulación, anticipo mis mas sinceros agradecimientos.

Atentamente,



Ing. Jhoanna Quinchuela
DOCENTE DE INGLÉS

Recibido
14 - 10 - 2022
Rafael Zambrano

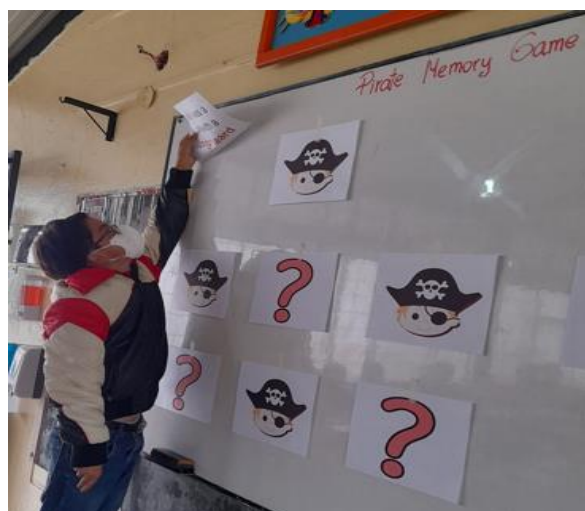
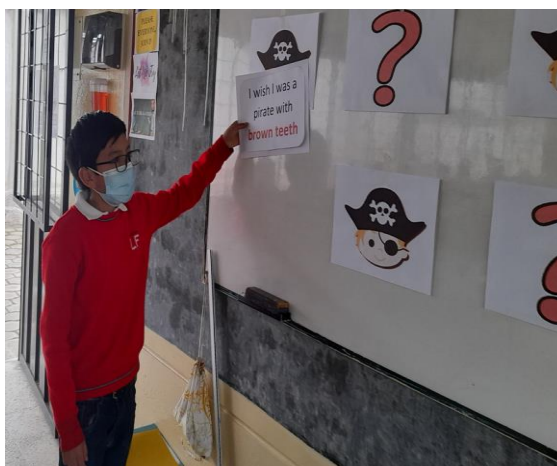
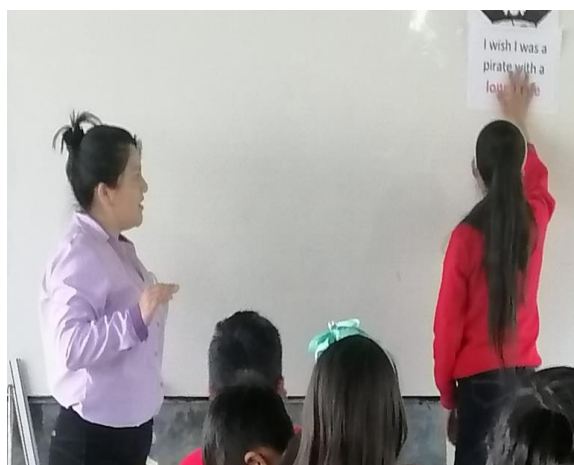
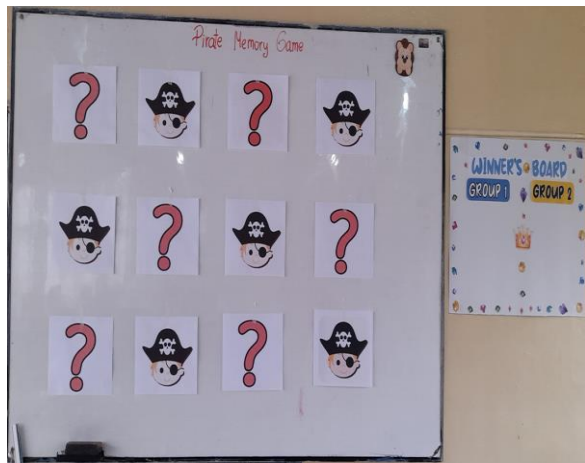


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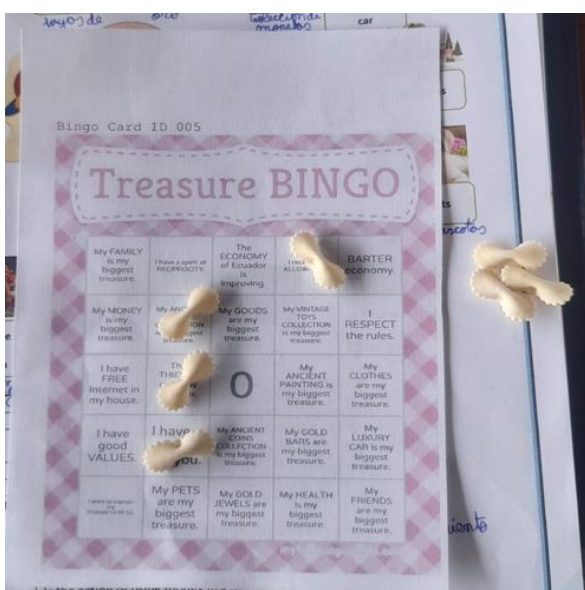
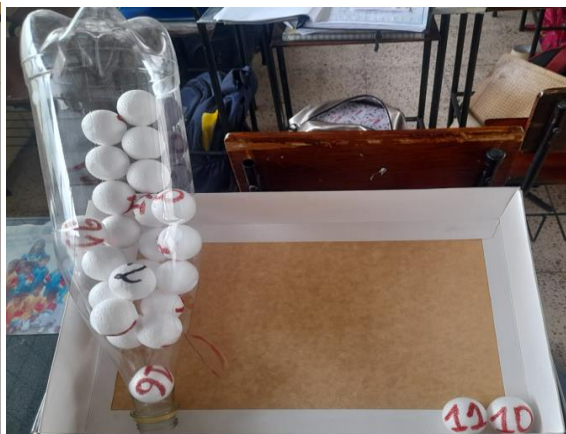


Appendix 2. Evidence of the application of the research project

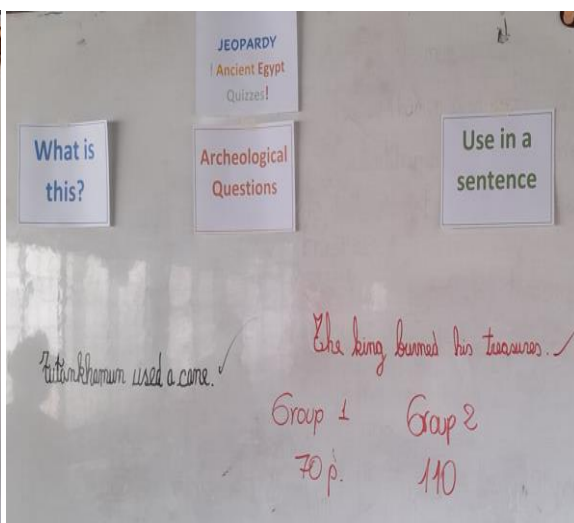
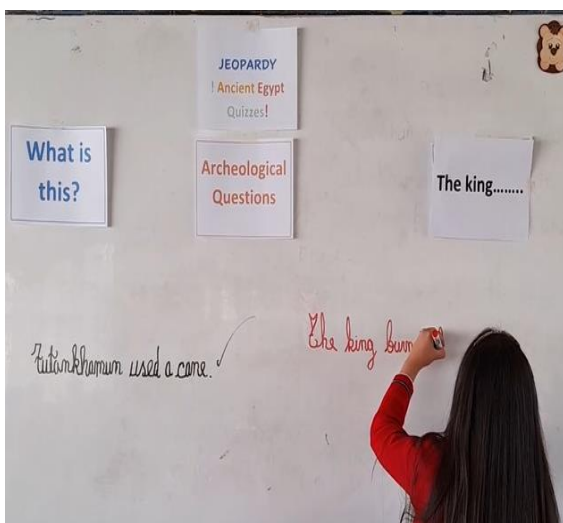
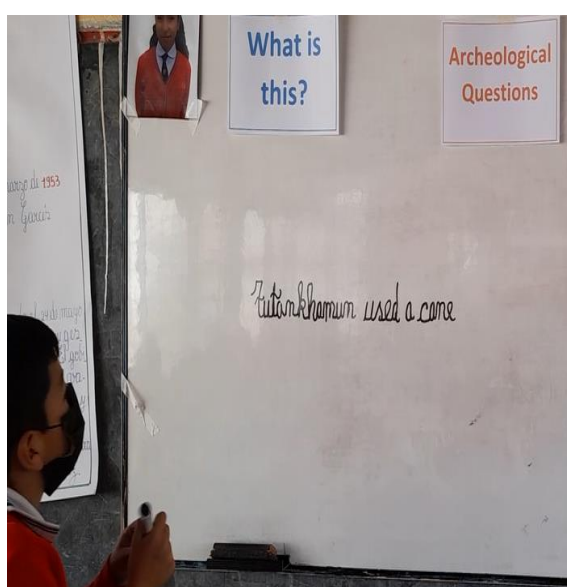
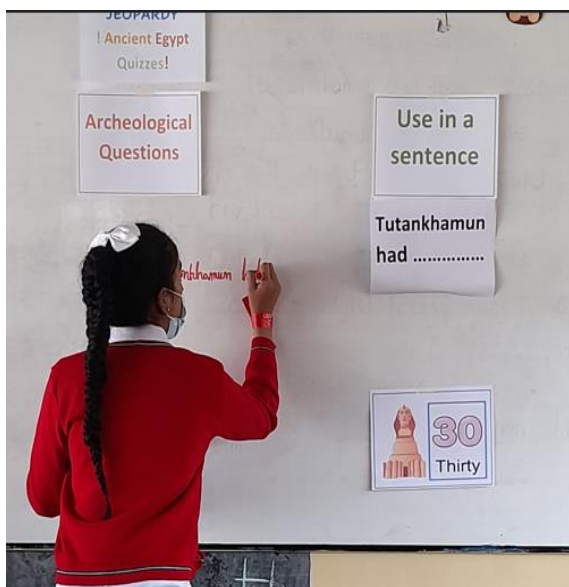
First board game called "Pirate memory game"



Second board game called "Treasure Bingo"



Third board game called "Ancient egypt quizzes"



Fourth board game called "Christmas Headbands"



Fifth board game called "Shuffle game"



Sixth board game called "Futuristic snake game"



Appendix 3. Pre and post-test



Level A2.2

Vocabulary Recognition Test (VRT)

Name: _____













Date: _____















Class: _____


Pretest Post-test


Part 1: Form Recognition

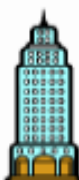
Instruction: Look at the following images and circle the correct name for each one. Do not guess, because the wrong answers will lower your score.


1.		a. Peg leg b. Fishing rod c. Iron fiber d. Cane	2.		a. Porch b. Patch c. Silver d. Jelly
3.		a. Bird b. Ash c. Parrot d. Heat	4.		a. Jersey b. Sweater c. Net d. Teeth
5.		a. knife b. kill c. know d. Rod	6.		a. Patch b. Beard c. Shaper d. Beer
7.		a. Force b. Crew c. Flag d. Peace	8.		a. Jell b. Van c. Shuttle d. Jewel
9.		a. Tall b. Large c. Line d. Gold bars	10.		a. Coins b. Toy c. Roll d. Boy
11.		a. Picture b. Goods c. Rope d. Swimsuit	12.		a. Hole b. Hello c. Health d. Melt

13.		<p>a. Clue</p> <p>b. Floor</p> <p>c. Net</p> <p>d. Pet</p>	14.		<p>a. Luxury</p> <p>b. Luminous</p> <p>c. Silver</p> <p>d. Gold</p>
15.		<p>a. Pan</p> <p>b. Sifter</p> <p>c. Silly</p> <p>d. Pot</p>	16.		<p>a. Jersey</p> <p>b. Tower</p> <p>c. Trowel</p> <p>d. Quilt</p>
17.		<p>a. sideboard</p> <p>b. hook</p> <p>c. Net</p> <p>d. Shovel</p>	18.		<p>a. Brush</p> <p>b. Panel</p> <p>c. Shaper</p> <p>d. Parrot</p>
19.		<p>a. Force</p> <p>b. Pottery</p> <p>c. Glass</p> <p>d. Clay</p>	20.		<p>a. Sandal</p> <p>b. Van</p> <p>c. Cane</p> <p>d. Lorry</p>
21.		<p>a. Sandal</p> <p>b. Subway</p> <p>c. Sand</p> <p>d. Side walk</p>	22.		<p>a. Consumer</p> <p>b. Conduct</p> <p>c. Cars</p> <p>d. Canoping</p>
23.		<p>a. Parking lot</p> <p>b. Parking sign</p> <p>c. Parking icon</p> <p>d. Peak</p>	24.		<p>a. Sidewalk</p> <p>b. Stroke</p> <p>c. Strength</p> <p>d. Street</p>
25.		<p>a. Traffic shampoo</p> <p>b. Traffic jam</p> <p>c. Traffic jump</p> <p>d. Trucks</p>	26.		<p>a. Clean water</p> <p>b. Water</p> <p>c. Polluted water</p> <p>d. Glass</p>

27.		a. Horse
		b. Call
		c. Cab
		d. Quilt

28.		a. Machine
		b. Book
		c. Bike
		d. Match

29.		a. House
		b. Skyscrapers
		c. Tent
		d. Village

30.		a. Social
		b. Scientist
		c. Apron
		d. Science

Part 2: Meaning recognition

Instruction: Select the best Spanish definition for the underlined word. Do not guess, because the wrong answers will lower your score.

1.	<u>Treasure</u>	a. Trozo
		b. Tesoro
		c. Torso
		d. Tarjeta

2.	<u>Sea</u>	a. Mar
		b. Ver
		c. Observar
		d. Si

3.	<u>Fly</u>	a. Volar
		b. Gripe
		c. Música
		d. Baile

4.	<u>Rich</u>	a. Risa
		b. Risueño
		c. Rico
		d. Reloj

5.	<u>Sail</u>	a. Salir
		b. Saludar
		c. Sal
		d. Navegar

6.	<u>Allowance</u>	a. Chance
		b. Permitir
		c. Manutención
		d. A lo largo

7.	<u>Barter</u>	a. Trueque
		b. Barrer
		c. Bar
		d. Desfalco

8.	<u>Vintage</u>	a. Ventana
		b. Antiguo
		c. Ventaja
		d. Venta

9.	<u>Gift</u>	a. Regalo
		b. Grifo
		c. Jirafa
		d. Gerundio

10.	<u>Bury</u>	a. Quemar
		b. Enterrar
		c. Hervir
		d. Botar

11.	<u>Dig</u>	a. Cavar	12.	<u>Bone</u>	a. Hojas
		b. Decir			b. Bonanza
		c. Dictar			c. Hueso
		d. Dictaminar			d. Bombón
13.	<u>Death</u>	a. Dia	14.	<u>Soil</u>	a. Barro
		b. Dentadura			b. Petroleo
		c. Muerte			c. Arcilla
		d. Diadema			d. Tierra
15.	<u>Tomb</u>	a. Tombola	16.	<u>Bargains</u>	a. Barajas
		b. Tumba			b. Bananas
		c. Tormenta			c. Gangas
		d. Torrente			d. Barba
17.	<u>Crowd</u>	a. Corona	18.	<u>Can't afford</u>	a. No esforzarse
		b. Multitud			b. Permitirse
		c. Extraño			c. Dejarse llevar
		d. Extraviado			d. No permitirse
19.	<u>Harm</u>	a. Jamón	20.	<u>Get on</u>	a. Encender
		b. Harmonía			b. Parar
		c. Perjudicar			c. Subir
		d. Hermana			d. Devolver
21.	<u>Get off</u>	a. Preocuparse	22.	<u>Get in</u>	a. Entrar
		b. Distraerse			b. Parar
		c. Montarse			c. Subir
		d. Bajarse			d. Encender
23.	<u>Get out</u>	a. Bajarse	24.	<u>Noise</u>	a. Ruido
		b. Salir			b. Nariz
		c. Desaparecer			c. No se
		d. Tomar			d. Tortuga

25.	<u>Soon</u>	a. <i>Hijo</i>
		b. <i>Pronto</i>
		c. <i>Sazón</i>
		d. <i>Calzón</i>

26.	<u>Sketch</u>	a. <i>Zapatillas</i>
		b. <i>Chocolate</i>
		c. <i>Boceto</i>
		d. <i>Llave</i>

27.	<u>Dry up</u>	a. <i>Secarse</i>
		b. <i>Mojarse</i>
		c. <i>Drenarse</i>
		d. <i>Equivocarse</i>

28.	<u>Fewer</u>	a. <i>Mucho</i>
		b. <i>Fiebre</i>
		c. <i>Poco</i>
		d. <i>Felicidad</i>

29.	<u>Breathe</u>	a. <i>Navegar</i>
		b. <i>Surfear</i>
		c. <i>Bucear</i>
		d. <i>Respirar</i>

30.	<u>Thieves</u>	a. <i>Vendedores</i>
		b. <i>Volantes</i>
		c. <i>Tinas</i>
		d. <i>Ladrones</i>

*****Thank you*****

Appendix 4. Winner's board game



Appendix 4. Annexes and didactic material of the booklet board games



Annexes

Annex N 1. Pirate's hidden words

					
					
					
					
I wish I was a pirate with a long Knife		I wish I was a pirate very rich		I wish I was a pirate with a patch	
	I wish I was a pirate with a long beard		I wish I was a pirate with a parrot		I wish I was a pirate with a peg leg
I wish I was a pirate with brown		I wish I was a pirate with a ship		I wish I was a pirate with a treasure	
	I wish I was a pirate with a telescope		I wish I was a pirate with a pirate flag		I wish I was a pirate sailing on the sea



Annexes

Annex N 2. Bingo cards

Bingo Card ID 001



Bingo Card ID 002



<https://myfreebingocards.com/bingo-card-generator/print-free/x4symv>



Annex N 3. Questions table

What is this?	Archaeological Questions	Use in a sentence
10	10	10
20	20	20
30	30	30
40	40	40

What is this?	Archaeological Questions	Use in a <u>sentence</u>
	Define the word " <u>bury</u> "	The King.....
	Define the word " <u>dig</u> "	Gold
	What did the archaeologist find in Tutankhamun's tomb?	<u>Shovel</u>
	What is the tool used by archeologists to clean the dirt of an object?	The archaeologist.....



Annexes

Annex N 4. Christmas vocabulary cards



HOLIDAY



CHRISTMAS SHOPPING



CONSUMERS



BARGAINS



PARKING LOTS



CROWDED



TRAFFIC JAM



SIDEWALK



HARM



CAN'T AFFORD



Annex N 5. Words list in future tense

Personal Pronouns cards	Verbs modal cards	Verbs cards	Modes of Transportation	Complement cards
I	will	go	on foot	tomorrow
you	will	go	by car	to the school
He	will	go	by cab	to my house
She	will	go	a bike	to high school
It	will	take	the bus	soon
We	will	ride	the train	next week
They	will	take	the subway	to the beach
I	will	take	of the car	to the park
you	will	get <u>out</u>	the bus	to the school
I	will	get <u>on</u>	by plane	right now



Annexes

Annex N 6. Snake prototype



How do you say in English "cientifico"

What is the name of the structure used to descend from the air?

Make a sentence with the word "sketch"

What will happen in the future if we do not have enough space on earth?

What will happen in the future if we pollute the rivers?

Why will we wear disposable clothes?

Why will we breath polluted air?

Why will the houses disappear?