

**HIGHER UNIVERSITY OF SAN ANDRES  
FACULTY OF HUMANITIES AND EDUCATION SCIENCES  
DEPARTMENT OF LINGUISTICS AND LANGUAGES**



**PLAN EXCEPCIONAL DE TITULACION PARA ESTUDIANTES NO GRADUADOS  
(PETAENG)**

**Mejorar la Participación en el Aprendizaje de Ingles para los Estudiantes de la  
Escuela Ecológica Utasawa Mediante la Integración del Vocabulario en Plataformas  
Digitales**

**Enhancing English Learning Engagement for Utasawa Eco-School Students Through  
Vocabulary Integration on Digital Platforms**

**PROFESSIONAL MEMORY SUBMITTED TO OBTAIN LINGUISTICS AND  
LANGUAGES DEGREE**

**MENTION:** English Area

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## TABLE OF CONTENT

Enhancing English Learning Engagement for Utasawa Eco-School Students Through .....	i
ACKNOWLEDGEMENT .....	ix
ABSTRACT .....	x
RESUMEN .....	xi
Area I. ....	1
Employment Context and Work Activity Description .....	1
1.1. Work Experience Analysis .....	1
1.2. Work Activity Period .....	1
1.3. Educational Facilities where Work Activity was Performed .....	2
1.4. Positions Held.....	3
1.4.1. San Ignacio Private School.....	3
1.4.2. San Marcos Private School.....	4
1.4.3. Golden Bridge Corporation S.R.L. Educational Center .....	5
1.4.4. O.N.E. Opportunity S.A. Focus your Mind.....	6
1.4.5. Eco School Utasawa .....	8
Area II. ....	10
Determination and Analysis of the Problem. ....	10
2.1. Introduction.....	10
2.2. Problem Identification .....	11
2.3. Problem Statement.....	12
2.4. Justification.....	12
2.4.1. Theoretical .....	12
2.4.2. Practical .....	12
2.4.3. Social .....	13

2.5. Objectives .....	13
2.5.1. General Objective .....	13
2.5.2. Specific Objectives .....	13
2.6. Institutional Framework.....	14
2.6.1. Educational Unit Background.....	14
2.6.2. Educational Unit Characteristics .....	15
2.7. Theoretical Framework.....	15
2.7.1. The importance of vocabulary .....	16
A. Teaching Vocabulary Using Objects.....	19
B. Teaching Vocabulary by Drilling, Spelling and Active Involvement .....	19
C. Teaching Vocabulary Using Drawing and Picture .....	20
D. Teaching Vocabulary Using Mime, Expressions, and Signs.....	20
E. Teaching Vocabulary Using Enumeration and Contrast.....	21
F. Teaching Vocabulary Through Guessing from Context.....	21
2.7.2. Vocabulary Learning Strategies .....	22
2.7.3. Gamification .....	24
A. Advantages. ....	25
B. Disadvantages .....	26
2.8. Methodology Framework .....	34
2.8.1. Research Methodology and Design .....	34
2.8.2. Population and Sample .....	36
2.8.3. Tools .....	38
2.8.4. Data Collection.....	39
A. Session 1 .....	40
B. Session 2 .....	40

2.9. Propositional Section.....	44
2.10. Conclusive Section .....	45
2.10.1. Methodology.....	45
2.10.2. Syllabus Design .....	47
2.10.3. Evaluation Criteria.....	53
A. 1 <sup>st</sup> Trimester grades.....	54
B. 2 <sup>nd</sup> Trimester grades .....	54
C. 3 <sup>rd</sup> Trimester grades.....	55
2.10.4. Homework .....	56
2.10.5. Attendance and Participation.....	57
2.10.6. Test.....	58
2.10.7. Digital Games Activity .....	58
2.10.8. Results .....	60
Area III.....	61
Analysis of the Professional Experience. ....	61
3.1. Relevance of the Curricular Program with the Professional Experience. ....	61
3.2. Learning in the Process of Professional Activity. ....	62
3.3. Suggestions to improve Professional Training in Linguistics and Languages .....	63
4. BIBLIOGRAPHY.....	64

## Index of Tables

Table 1 .....	1
Table 2 .....	2
Table 3 .....	39
Table 4 .....	40
Table 5 .....	45
Table 6 .....	46
Table 7 .....	47
Table 8 .....	48
Table 9 .....	49

## Index of Images

Image 1. <i>1<sup>st</sup> trimester grades 2022.</i> .....	51
Image 2. <i>2<sup>nd</sup> trimester grades 2022.</i> .....	52
Image 3. <i>2<sup>nd</sup> trimester grades 2022.</i> .....	52
Image 4. <i>Grades of 5<sup>th</sup> Elementary Grade.</i> .....	53
Image 5. <i>Gogo loves English 5, Unit 3.</i> .....	54

## **Index of Appendixes**

APPENDIX A .....	70
APPENDIX B .....	70
APPENDIX C .....	71
APPENDIX D .....	72
APPENDIX E .....	72

## **Index of Digital Appendix**

DIGITAL APPENDIX 1 .....	84
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## **DEDICATORY**

*This work is dedicated with all my love to my mom Bertha Paredes and my daughter Samantha Jimenez, all my students from whom I learnt a fair amount, and the many nights I have been up working on lesson plans.*



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For all of this and more,

Thank you.

## ABSTRACT

Schmitt (2000) and Nation (2001) emphasize the importance of vocabulary acquisition for communicative competence, and second language acquisition, respectively. The ability to expand one's vocabulary is widely recognized as a crucial element for foreign language learners.

Anyhow, learning vocabulary items was not such a simple matter of committing them to memory, however, how to use them in appropriate situations as well as how to expand the knowledge of pupils' vocabulary is also crucial. Gamification has been reported to be user friendly, engaging, and motivating for students to explore knowledge.

Nevertheless, during the COVID-19 pandemic to the present, websites were designed to integrate into English classroom games such as Quizlet, Kahoot, Quizizz, Wordwall, Booklet and so on. These platforms offer easy access and facilities for sharing activities and resources, where EFL teachers can use it to create games and post them through their virtual platforms.

Digital games have been effective, fun, active, and encouraging ways to learn and provide feedback. Consequently, it can be concluded that the use of these digital platforms might be effective in increasing students' lexis. For instant, the platform Blooket has been a fun and cute puzzle game website, an innovative online tool, and a web-based language learning platform, suitable for creating formative language learning assessments, such as quizzes, discussions, and surveys. It has facilitated fifth elementary graders of Utasawa eco school to think quickly, to take the quizzes as an enjoyable experience. Learners got captivated in the game without realizing that it was actually a task to learn. It is for these reasons that this study used digital games on Blooket, in order to motivate learners to improve their academic achievement, English skills, and above all, help students learn better vocabulary.

*Keywords:* Vocabulary, Digital games, Motivation.

## RESUMEN

Schmitt (2000) y Nation (2001) destacan la importancia de la adquisición de vocabulario para la competencia comunicativa y la adquisición de una segunda lengua, respectivamente. La capacidad de ampliar el vocabulario está ampliamente reconocida como un elemento crucial para los estudiantes de lenguas extranjeras.

Aprender elementos de vocabulario no es una cuestión tan sencilla como memorizarlos, sino que también es crucial cómo utilizarlos en situaciones adecuadas y cómo ampliar el conocimiento del vocabulario de los alumnos. Se ha informado de que la gamificación es fácil de usar, atractiva y motivadora para que los alumnos exploren el conocimiento.

Sin embargo, desde la pandemia del COVID-19 hasta la actualidad, se han diseñado sitios web para integrar en las aulas de inglés juegos como Quizlet, Kahoot, Quizizz, Wordwall, Booklet y otros. Estas plataformas ofrecen fácil acceso y facilidades para compartir actividades y recursos.

Los juegos digitales han sido formas eficaces, divertidas, activas y alentadoras de aprender y proporcionar retroalimentación. En consecuencia, se puede concluir que el uso de estas plataformas digitales podría ser eficaz para aumentar el léxico de los estudiantes. Por ejemplo, la plataforma Blooket ha sido un sitio web de juegos de ingenio, una innovadora herramienta en línea y una plataforma de aprendizaje de idiomas basada en la web, adecuada para crear evaluaciones formativas de aprendizaje de idiomas, como cuestionarios, debates y encuestas. Ha ayudado a los alumnos de quinto curso de primaria de la eco-escuela Utasawa a pensar con rapidez y a realizar los cuestionarios como una experiencia divertida. Los alumnos se dejaron cautivar por el juego sin darse cuenta de que en realidad se trataba de una tarea para aprender. Por estas razones, en este estudio se utilizaron juegos digitales en Blooket, con el fin de motivar a los alumnos a mejorar su rendimiento académico, sus conocimientos de inglés y, sobre todo, ayudarles a aprender mejor vocabulario.

Palabras clave: Vocabulario, Juegos digitales, Motivación.



## Area I.

### Employment Context and Work Activity Description

#### 1.1. Work Experience Analysis

During all these years as nongraduate from Department of Linguistics and languages, I have been developing jobs in teaching English as second language in different private schools and educational centers, which helped me as a teacher to identify and to select different instructional resources and teaching methods to meet students' varying needs.

#### 1.2. Work Activity Period

For the purpose of this work Academic Memory, my work activity period is divided into five different educational centers and private schools in La Paz city. This work is entirely depending on teaching English as a second language, which is based on several academic subjects that I learnt in the Department of Linguistics and Languages Career at UMSA. The following table describes my work experience.

**Table 1.** *Work Activity Period*

<b>WORK POSITION</b>	<b>PERIOD</b>
English Teacher	2010
English Teacher	2013
Academic English Advisor	2013-2015
Academic Culture Coach	2016-2017
National Academic Coordinator	2017-2019
English Academic Guide	2019-2022

*Source: Self-elaborated*

### 1.3. Educational Facilities where Work Activity was Performed

I have started working as an English teacher in 2010 at San Ignacio private school, being my first experience as a teacher where I had to follow lessons plans already done by the school, after that in 2013 I worked at San Marcos Private School as English Teacher working with my own teaching methodology and doing my own lesson plans to impart English, the same year I have begun as academic English advisor in this multinational company following an English program where students learn English in one year. In 2016, I taught English in a different multinational educational center where its methodology was based on learning general culture in first place in two years, I got a promotion as a national academic coordinator where I served as important intermediary between students, academic teaching, and administration staff in different cities in Bolivia. At the beginning of 2019 I worked as an English Academic guide in an eco-school where Montessorian and Ayllu Warisata educational methods are chosen for this unique school

**Table 2.** *Work Activity.*

<b>PRIVATE SCHOOL- EDUCATIONAL CENTER</b>	<b>WORK POSITION</b>	<b>PERIOD</b>
San Ignacio Private School	English Teacher	2010
San Marcos Private School	English Teacher	2013
Golden Bridge Corporation S.R.L. Educational Center	Academic English Advisor	2013-2015
O.N.E. Opportunity S.A. Educational Center	Academic Culture coach	2016-2017
O.N.E. Opportunity S.A. Educational Center	National Academic Coordinator	2017-2019
Utasawa Eco Private School	English Academic Guide	2019-2022

*Source: Self-elaborated*

## **1.4. Positions Held**

### **1.4.1. San Ignacio Private School**

“San Ignacio” began its educational activities in 1963, under the name “San Calixto Següencoma” with the primary level and a population of 235 students, many of them from the “San Calixto” School. In 1969, the first class graduated with 39 high school graduates.

In 1981 the “San Calixto Següencoma” and “Loyola” Schools were merged into a single “San Ignacio School”. With the desire to better coordinate the Educational Project of the Jesuit Schools of Bolivia, in 2002 the Society of Jesus created the Father Pedro Arrupe Educational Foundation (FEPPA) and since then the institution has been called “FEPPA Educational Unit San Ignacio”.

One of the characteristics of “San Ignacio” has been the social work carried out annually since 1969 by the students of the last year of high school. During the space of three weeks, they carry out a work camp in rural communities, carrying out together with the community members some work that is of public utility: cementing fields, sewage, drinking water supply, etc. In this way they live the Ignatian motto of “being with and for others”, they know Bolivia better, they learn what hard work is and they practice real interculturality. Many professional vocations have emerged from this experience that marks them for life.

In addition to the academic quality that characterizes our institution, students have also stood out with theater, music, dance, singing and sports groups (football, futsal, basketball, volleyball, swimming). The excellent education experienced at the School has been recognized with various decorations.

#### **1.4.1.1. Experience as English Teacher San Ignacio School**

The main goal as an English teacher in this school was to create a supportive learning environment which helped elementary students from 4<sup>th</sup> to 6<sup>th</sup> grades to meet their learning

goals. Through interesting and diverse methods, the important rules of reading, writing, and speaking in English were taught. As a teacher oversaw students' progress by tracking their assignment and exam grades, in order to provide useful feedback.

#### **1.4.2. San Marcos Private School**

The UE "San Marcos" was created as an educational institution through Ministerial Resolution No. 40 on January 20, 1959 in the city of La Paz, for the operation of the Kindergarten and Primary levels, under the direction of Professor Hugo Meret Pérez. At the end of that same year, through Ministerial Resolution No. 839, the operation of the then College was expanded to the secondary level, and starting in 1960 it included the primary and secondary levels. Since then, Colegio San Marcos stood out in the educational, sociocultural and sports fields, achieving merits that reflect its trajectory as an educational unit. On August 27, 1984, the then Government, through DS No. 06453, established the National Decoration of the "GREAT BOLIVIAN ORDER OF EDUCATION" in the rank of "OFFICIAL" as fair recognition of the educational work carried out during for 25 years.

In 2009, he completed 50 years of service to the intellectual training of studious children and youth, having been awarded the Order "PROCER PEDRO DOMINGO MURILLO, in the degree of Civic Honor by the Honorable Municipal Mayor of La Paz, at 4 days of the month of June when they precisely celebrate their GOLDEN WEDDINGS. On that same date "San Marcos" obtained another decoration consisting of a "Gold Medal" that accredits its tenacious and praiseworthy educational work awarded by the Association of Private Schools (ANDECOP).

Currently the UE "San Marcos" is a complete institution, with levels: initial, primary and secondary; Its staff is made up of normal school teachers with academic-pedagogical training with a lot of experience and a vocation for service, whose direction is in charge of Professor José Luis Ulloa Argote, Pedagogical Director and Professor Dieter Trujillo, Administrative Director.



#### **1.4.2.1. Experience as English Teacher at San Marcos School**

As teacher prepared course materials and designed lessons plans based on their text book that cover all aspects of the English language for beginners, whether written or verbal. Student progress was kept track and individualized plans for students with special requirements were customized. Creating a positive class environment and encouraging students to reach their learning goals were the main responsibilities in this job.

#### **1.4.3. Golden Bridge Corporation S.R.L. Educational Center**

Golden Bridge Corporation S.R.L is a Latin American multinational that offers an innovative program for learning and improving the English language. It currently has a history of more than thirty eight years internationally, its service is generated in more than eight countries in Central America, South America and the Caribbean, where this company works hard to bring culture and well-being at a business and personal level.

Lack of time, permanent commitments, the need to obtain short-term results, traditional methodologies and the economic factor are the main limitations to learning English today. Golden Bridge overcomes these barriers with tools such as the programmable schedule upon reservation, which makes online schedules available to the learner, indistinctly so that they can reserve with the “movie billboard” modality. In addition, it has material exclusively designed for our methodology, sessions with learning techniques that allow you to achieve results in the short term, developing conversational skills and ensuring the use of technology with gamification techniques, where you verify what you have learned through digital games, to ensure permanent contact with the language and eliminate desertion, it has a human team of facilitators trained in our exclusive method and an entire infrastructure that ensures progress in record time.

This company puts at your disposal a teaching process, which has been created in order to overcome the limitations that many people who have tried to learn the English language through traditional methods face. Its methodology breaks mental blocks, generates memory

trace, facilitates permanent changes in the long term. This method applies the “zone of proximal development” theory, which is contact with different sources of information that enrich production and progress in learning the English language through listening, repeating and the best: gamification.

Golden Bridge Corporation is always at the forefront and has introduced the possibility of online learning into its program, relying on ICT<sup>1</sup>, users will be able to achieve their goal of learning English regardless of where they are. Wherever they are, from the comfort of their office or home they will have professionals teaching the English language in real time.

#### **1.4.3.1. Academic English Advisor at Golden Bridge Corporation**

The main job in this company was to prepare students to receive knowledge, may their brains be ready for instruction and study. After that first step, learners received the knowledge and worked hard on high repetitive fixation. That stage last 3 days and each day had specific study activities that allowed them to master the content and thus prepare for the next stage. At that third point pupils put into practice what they learned during the previous stage. Monitoring session is 100% conversational-experiential.

#### **1.4.4. O.N.E. Opportunity S.A. Focus your Mind**

The story has been built in FOCUS your mind step by step. At first, they were only ideas accompanied by dreams, which became visions and were transformed into challenges, then into goals and finally were reflected in a training project inside and outside, where professional efforts, team development and use of skills and strengths were added. individuals in different areas.

The first thoughts were to offer, to those who wanted to master the English language, a different structure accompanied by culture and an approach that would leave them with thematic

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<sup>1</sup> Information and Communication Technologies

experiential experiences. The Real Scene is a pedagogical material is structured as an additional

proposal, to be developed within the informal education model which does not grant a degree or certificate of occupational aptitude. Extensive knowledge in the strategic areas of business projects allowed us to have good foundations on the English language teaching models in Colombia and Latin America.

As well as, provide an informal education model in order to complement, update, perfect and deepen knowledge, skills and practices, through customs and social behaviors. All of the above allowed the proposal of cultural scenarios or life environments inherent to the human being, added to neurolinguistic programming techniques, to become the perfect formula for learning the English language, and hence the birth of FOCUS your mind, English well focused.

#### **1.4.4.1. Culture Coach at O.N.E. Opportunity S.A.**

Being a culture coach in this multinational helped students to learn English in fast way. It was a system that has allowed its students to improve their cultural profile and additionally manage to learn English. This program designed with a communicative approach methodology, emphasized the interaction of the language in real situations based on general culture. As their teacher, the preparation of digital material, gamification, based on neurolinguistic programming was a challenge, because every single class needed to be different and peculiar.

#### **1.4.4.2. National Academic Coordinator**

A national academic coordinator performed academic advisement to caseload of students such as: interviewing, registering into appropriate academic curricula, evaluating new teachers applications, creating placement tests, scheduling for students, assisting students in selecting appropriate homeroom or field of study; linking students to talk about their career interests in a group, advising students regarding their academic plan, monitoring academic progress of students in the three branches around Bolivia, assisting students in registering, adding,

dropping, or withdrawing from courses; assisting students in obtaining developmental and tutorial assistance; referring students to additional instructional material, preparing and analyzing graduate reviews, preparing monthly reports, planning, conducting, or participating in related academic programs such as workshops on academic skills necessary for students success, and cooperating with project staff in delivering a unified educational support program.

#### **1.4.5. Eco School Utasawa**

This school is located in the city of La Paz, and is an example for everyone. We are proud of this new educational perspective, which nourishes new seeds forged from our needs and strengths, in a country with great cultural and ecological wealth.

The Utasawa school puts into practice principles of the Warisata ayllu school and also principles of the Montessori methodology such as: community work; the care of the common good; the game as a useful tool to generate motivation; starting from the experience and curiosity of the students as a driving force for the teaching-learning process; and that students are builders of their own knowledge; For this reason, they are guided by professors whose function is to guide them in their learning and not only impart knowledge to them. Likewise, it is intended that the education provided to students be useful for their lives, to solve problems of today's society and its environment. Likewise, experimentation and error are understood as an opportunity to learn.

Instilling in children and young people the production of their own food and giving it the corresponding value helps them not follow the line of consumerism and food waste. It is another value that is cultivated in students in a practical way and not merely theoretically. Miriam Villca, academic coordinator, refers to the values and good habits that must be promoted in children, healthy eating, together with caring for the environment, create that synergy to form a responsible adult.

#### **1.4.5.1. English Academic Guide at Utasawa Eco School**

According to Utasawa's methodology, the child must be exposed to English from a very early age, then that they acquire all the necessary skills as soon as possible. First elementary until senior class graders were taught English without a text book, in small group of students, where students collaborated among themselves, thus developing social skills. An English guide promotes multisensory learning, using materials that force the child to use all their senses and apply them to the new knowledge acquired. The material to be used must be self-corrective, that is if the child made a mistake, he corrects it on his own without any guide to warn him. One of the main reasons to work with digital games with learners in this school was to stimulate their interest and to ensure that learning takes place unconsciously. Vocabulary needed to be related to the students' lives, and be familiar and enjoyable.

Since students arrived to their English classroom, they required to feel the immersion with every detail such as: school supplies, board games, toys, flash cards, and so on. Preparing videos, digital images, digital games for them in every class has helped enormously their love to the language and their vocabulary knowledge because they needed to have more communicative and less repetitive approach.

## **Area II.**

### **Determination and Analysis of the Problem.**

#### **2.1. Introduction**

English as an international language is becoming very important to be mastered by all people in the world even in Bolivia. The introduction of English in Elementary School is also based on the assumption that it is better to introduce English with vocabulary first. (Rintaningrum, 2016).

Children like to learn through something that makes them interested. Therefore, the teacher must design creative and interesting activities to make students enjoy. According to Scoot and Yterberg (1990), children have an amazing ability to absorb language through games and other activities which makes the learning activity entertaining. It is also common sense that if an activity is enjoyable, it will be memorable and the students will have a sense of achievement which will develop motivation for further learning.

There are vocabulary platforms and techniques to make learning and teaching interesting. Some of them are by using digital media such as games, pictures, cards, films, songs, and so on. Digital media can be used by the teacher to perform interesting learning for young learners with vocabulary games. As interactive, multimodal, immersive, and extremely popular environments, digital games have received increasing interest from educators in recent years for their potential to enhance the language learning experience, both inside and outside the classroom.

Based on the aforementioned aspects, this study attempts to analyze the use of digital games to enhance EFL students' vocabulary. Thus, it shows the pedagogical possibilities of using digital games such as cloze activities, crossword puzzles, matching tasks, unscrambling sentences, and so on for improving the way students learn the target language. In this context,

the following research considers how students perceive the use of digital games to enhance vocabulary knowledge, and what the impact of the use of digital games to enhance it is.

## **2.2. Problem Identification**

Teaching English as a foreign language can be a challenging task, especially when it comes to teaching vocabulary. While there are different skills to teach in language learning, experts suggest that vocabulary is one of the most important areas to focus on. In fact, teaching vocabulary first can help students develop their communication skills and language proficiency more effectively. This is because vocabulary is the building block of language, and without adequate words, it is difficult to express thoughts, ideas, and feelings.

As a teacher of English as a foreign language, it is important to be aware of the techniques and visual aids that can be used to teach vocabulary effectively. This is particularly important when teaching elementary students, who may find it difficult to grasp new words and concepts. Teachers should be prepared to use a variety of methods, such as pictures, flashcards, and games, to help students understand and remember new vocabulary.

In recent years, digital games have become an increasingly popular tool for teaching EFL vocabulary. In response to the COVID-19 crisis, many educators have implemented these games as educational tools to show how participants can improve their vocabulary level and attitude towards vocabulary learning after the intervention. These games are designed to be engaging and interactive, making them an effective way to keep students interested and motivated.

The main focus of this memory plan is on how to help elementary students increase their vocabulary knowledge and enhance their English engagement through digital games. By using games that are tailored to the needs and abilities of each student, teachers can create a learning environment that is both fun and effective. This approach can help students develop a love for learning English, which will serve them well in the future.

### **2.3. Problem Statement**

What methods can be employed to effectively integrate vocabulary activities to enhance English language learning engagement among Utasawa Eco-school students?

### **2.4. Justification**

The result of the project is expected to contribute practically, theoretically, and socially.

#### **2.4.1. Theoretical**

The development of this project will be beneficial in the field of applied linguistics whenever teachers or educational practitioners give feedback on their teaching strategies since digital resources can be used as an alternative way of conducting class activities, especially in learning English vocabulary.

#### **2.4.2. Practical**

##### **2.4.2.1. Teacher**

Digital resources can be an alternative when teachers find out about the lack of vocabulary knowledge of their elementary students. Teachers will be more skillful in varying the teaching strategies and dynamics to be also beneficial for their students' memory short and long terms in the learning English process.

##### **2.4.2.2. Students**

This project is expected to be beneficial to the elementary students to be motivated and more aware to increase their vocabulary and enhance their memory capacity in the English learning process. By these digital resources such as Quizlet, Booklet, and Kahoot, students can learn



English vocabulary and have fun with the dynamics based on the interaction of games and digital flash cards.

### **2.4.3. Social**

Socially the fact, that the teachers know these techniques, they will be prepared better to execute them competently, carefully, and consistently in order to fully utilize their potential for enhancing students' vocabulary accuracy. If teachers become aware of emphasizing vocabulary first, using digital games will improve and increase learners' vocabulary knowledge. On the other hand, teaching students will be developed effectively.

## **2.5. Objectives**

### **2.5.1. General Objective**

To implement effective strategies for integrating vocabulary activities on digital platforms to enhance English language learning engagement among UTASAWA Eco-School students.

### **2.5.2. Specific Objectives**

- To determine the specific vocabulary areas that UTASAWA Eco-School students need to focus on for their English language learning.
- To research and select digital platforms suitable for vocabulary activities regarding students' age and proficiency level.
- To tailor vocabulary activities to suit the various language proficiency levels within UTASAWA Eco-School.
- To evaluate the impact of the implemented strategies on English language learning engagement and vocabulary acquisition.

## **2.6. Institutional Framework**

### **2.6.1. Educational Unit Background**

Pilar Uribe and Olga Flores were the two visionaries who shaped this fascinating entrepreneurship with an outcome that benefits all of us. This eco school was established in December of 1994 and since then it has been functioning with strong guidelines. Its method is based on a natural teaching process focused on the awareness and care of animals, plants, and the environment. Utasawa (2022).

In several countries, schools are changing the traditional paradigm and are evolving a new holistic approach, with more environmental awareness and teachings that promote sustainable development without damaging natural resources. Utasawa has been building students up with the importance of sharing and empathy for more than two decades.

Montessorian and Ayllu Warisata educational methods are chosen for this unique school. The Montessorian methodology nurtures community work, the common good, and gamification as a motivational tool. Its main pillars are reciprocity, solidarity, and complementarity.

#### **2.6.1.1. Vision**

To reinforce a system of holistic education capable of integrating integrally all the skills and natural potentialities of the students, encouraging analytical thinking, scientific and analytical within the development of an environmental pedagogy based on Montessorian principles.

#### **2.6.1.2. Mission**

The eco-school "Utasawa" is a dedicated educational institution that focuses on the development of our community, and our country through the integral formation of responsible citizens, capable of providing to families, society, government, and the environment.

## **2.6.2. Educational Unit Characteristics**

### **2.6.2.1. Pedagogy**

The alternative pedagogy that this eco-school “Utasawa” raises is to keep up with the cultural progress, history, technology, and environmental protection.

### **2.6.2.2. Proposal**

The proposal has a functional approach that enables and educational action for progress and not just for the outcome, building values, knowledge, skills, and abilities with an autonomous and creative basis.

### **2.6.2.3. Principles**

The principles of this eco school are based on the identification with our cultural values and ecological, for that reason they name “UTASAWA” after this Aymara name “our home”.

Likewise, it pretends that the provided education to the students be worthwhile for their lives, to resolve problems about today’s society and its environment. In the same way, the experiment of trial and error allows opportunities to learn.

## **2.7. Theoretical Framework**

Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. Wilkins (1972) writes that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”. While grammar is necessary for communication, vocabulary is even more essential as nothing can be communicated without it. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence, and to the acquisition of a second language.

Nation (2001) describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enhances both language use and vice versa, as the use of language stimulates an expansion of vocabulary knowledge. What these authors express is the importance of the ability to expand one's vocabulary, which is widely recognized as a crucial element for foreign language learners, Otherwise, having a limited lexicon in a second language impedes effective communication.

Vocabulary knowledge through digital games is not a new concept as educational language learning games have been developed in the last 20 years (Squire, 2003), as digital games reconfigure the ways learners place themselves in naturalistic learning contexts (Benson, 2011; Gee, 2003). Gee (2005) argues that digital games are complex systems of learning, which are “action-and-goal-directed preparations for, and simulations of, embodied knowledge.

### **2.7.1. The importance of vocabulary**

The daily demonstration of the importance of vocabulary is evident both on and off campuses. In the classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Nation (2001) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary is crucial for developing all language skills, including listening, speaking, reading, and writing.

Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because, without an extensive vocabulary, language learners who are unable to utilize the structures and functions they have learned will struggle with achieving comprehensible communication.

### **2.7.1.1. The Description of Vocabulary**

Various types of vocabulary have been thoroughly discussed and categorized. Some are divided into two types: active and passive vocabulary. Gruneberg and Sykes (1991) distinguished the two types of vocabulary.

#### **2.7.1.1.1. Active Vocabulary**

Active vocabulary refers to the vocabulary that consists of words a person uses for a speech or writing as he fully understands the meanings of the words. It can be called working vocabulary or functional vocabulary. An active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. This type is used in written or spoken by the learners.

#### **2.7.1.1.2. Passive Vocabulary**

Passive vocabulary consists of words that a person finds out in a newspaper and editorials or in others' speeches. These are unfamiliar words that can be judged based on their context of use. This type is also called receptive vocabulary or recognizing vocabulary. A person's passive vocabulary consists of the words whose meanings they know so that they do not have to look the words up in a dictionary. However, they would not necessarily be used in ordinary conversation or writing.

From the explanation above, the researcher concludes that with passive vocabulary, the students can listen and understand. Listening to the vocabulary used prompts them to recall its meaning. Active vocabulary, on the other hand, is vocabulary that the students can recall and use at will when the situation requires it. They are choosing to use the word and actively retrieving it from memory. Hatch and Brown (1995), indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

#### **2.7.1.1.3. Receptive Vocabulary**

The type of vocabulary that learners recognize when they see or meet in reading text. However, they do not use it in speaking and writing (Stuart, 2008). It means words that learners recognize and understand when they are used in context, although they cannot produce.

#### **2.7.1.1.4. Productive Vocabulary**

Meanwhile, productive vocabulary refers to the words that learners comprehend, pronounce accurately, and effectively utilize in their spoken and written communication. Productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others (Stuart, 2008). It consists of all the necessary elements of receptive vocabulary, combined with the proficiency to express oneself at the correct time.

Mastering vocabulary is essential for learners to comprehend the language, as well as to articulate their thoughts and understand the statements made by others. Hornby (1995) defines it as complete knowledge or great skill that makes someone a master in a certain subject. In order to improve one's mastery of vocabulary, it is important to have personal motivation and a genuine interest in learning words within a language, which is acquired based on their own needs, and motivation.

#### **2.7.1.1.5. Teaching Vocabulary**

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). Learning a language without words is extremely challenging, as even human communication heavily relies on the use of words.

The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. They need to prepare good techniques and suitable material in order to gain the target of language teaching. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their

students. (Berne & Blachowicz, 2008). It means that English teachers need students to remember the new lexicon then it needs to be learnt, practiced, and revised to prevent students from forgetting.

The followings are some techniques of teaching vocabulary as proposed by some experts.

### **A. Teaching Vocabulary Using Objects**

This technique can help learners in remembering vocabulary better because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration. (Takač & Singleton, 2008). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Using real objects can be a helpful tool to convey meaning when the vocabulary includes tangible nouns. Introducing a new word by presenting the physical object to learners aids in their memorization through visualization. This approach can be implemented using objects within the classroom or items brought specifically for this purpose.

### **B. Teaching Vocabulary by Drilling, Spelling and Active Involvement**

Drilling is employed to make learners get accustomed to the word form, especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). Drilling is essential because learners need to vocalize words to themselves in order to effectively remember them.

The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words are not always inferred by the pronunciation. By employing this technique, the teacher not only encourages the students to discover the meaning of words but also emphasizes personalization by having them use the words in a context or sentence that relates to their own lives.

Related to the above techniques, Pinter (2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, Takač and Singleton (2008) point out that in choosing which techniques to use in the classroom, teachers consider the availability of time and the content or teaching material.

### **C. Teaching Vocabulary Using Drawing and Picture**

Objects can be either drawn on the blackboard or replicated on flashcards, which can be reused in multiple contexts if they are made with durable materials like plastic. These flashcards help young learners comprehend and internalize the fundamental concepts taught in the classroom.

Teaching vocabulary using pictures is an effective way to connect students' prior knowledge to a new story and facilitate the acquisition of new words. Pinter (2006). Using pictures to teach vocabulary is a successful method that assists students in linking their existing knowledge to a fresh narrative and enhances their ability to grasp unfamiliar words. There are several visual aids such as posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs can be utilized for this purpose. These pictures can be obtained from a wide range of sources.

### **D. Teaching Vocabulary Using Mime, Expressions, and Signs**

The term "mime or gesture is useful if it emphasizes the importance of gestures and facial expressions in communication. Alqahtani (2015). Essentially, it can be used not only to indicate the meaning of a word found in a reading passage but also during speaking activities, where it emphasizes communication.

Many words can be introduced through mime, expressions, and gestures. Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they



help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. It is commonly acknowledged that “teaching gestures” capture attention and make the lesson more dynamic.

Using analyses Tellier (2007) determined three main roles for teaching gestures: the first one is the management of the class (to start/end an activity, to question students, request silence, etc.), the second one is evaluation (to show a mistake, to correct, to congratulate, etc.), and the third one is explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.).

### **E. Teaching Vocabulary Using Enumeration and Contrast**

An enumeration is a collection of items that completes and orders a list of all of the items in that group. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually.

Teachers can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers, and so on, then the meaning of the word "clothes" will become clear. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (Alqahtani, 2015). It is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, monolingual dictionary essentially uses words to explain words, and in this process, synonyms are often used.

### **F. Teaching Vocabulary Through Guessing from Context**

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). The suggestion of using contextual clues to understand unfamiliar words in unedited texts has been widely recommended by experts in reading for both native and non-native language learners.

According to Alqahtani (2015), there are two distinct types of contexts. The first one is the context within the text itself, encompassing morphological, semantic, and syntactic information specific to a given text. On the other hand, the second type refers to the general context, also known as the non-textual context, which pertains to the background knowledge possessed by the reader regarding the subjects being read. This will assist them in bolstering their selfconfidence, enabling them to independently decode word meanings.

There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004). Students have various tools they can utilize to interpret meanings easily, including visuals, similarities in spelling or sound in their native language, and background knowledge.

### **2.7.2. Vocabulary Learning Strategies**

Strategies are communicative procedures that learners use in order to learn and use language. Strategies also involve mental in the learning process (Nunan, 1999). Learning strategies are the thoughts and actions that individuals are using to accomplish a learning goal (Chamot, 2004). Subekti and Lawson (2007) declared the effectiveness of the application of certain vocabulary learning strategies provides empirical evidence of the contribution of mastering new words to language learners.

Language learning strategies involve various actions, tactics, plans, and thoughts that language learners utilize to enhance their comprehension, storage, retrieval, and use of information in their vocabulary learning process.

Oxford (2003) proposed the important features of language learning strategies. Language learning strategies contribute to the main goal of communicative competence, allow learners to be independent, expand the teacher's role, be problem-oriented, more specific action, more than cognitive, not always observable, and to be flexible. The description of language learning

strategies features drives the mindset that avid language learners get to have as a prerequisite to mastering large vocabulary.

There are a variety of language learning strategies that may have the potential to facilitate language learning (Oxford, 2003; Kalajahi, 2012). Vocabulary has been found as an essential component of a second language learning classroom (Susanto & Fazlinda, 2016), and also a major resource for language use, and one cannot learn a language without learning vocabulary (Cameron, 2001). Hence, vocabulary learning is of great importance as vocabulary is an important unit to build up skills and knowledge. Anyhow, learning vocabulary items is not such a simple matter of committing them to memory, however, how to use them in appropriate situations as well as how to expand the knowledge of one's vocabulary is also crucial. This is where vocabulary learning strategies play a role.

As language learners may experience getting new words in a variety of ways in the classroom through the teacher's language, through the language of other learners, or through learning materials, vocabulary has long been found as language learners' big problem that could block their language learning road. Hedge (2000) highlights the ultimate role of the teacher, besides explaining new words to learners, is to build independence to learners. However, issues of boredom, disengagement, and dropouts (in elementary schools, universities, and e-learning scenarios) have long been of central concern for English educational practitioners and policymakers.

One solution may be to capitalize on the interest and energy with which the current generation controversially referred to as 'digital natives' (Prensky, 2001) engages with new social media (Jenkins, 2005), in particular digital games.

The use of digital games is effective for students to learn vocabulary. Also, gamification enhances the teaching and learning process of a language, and using Digital Games for Enhancing EFL<sup>2</sup> Vocabulary in Elementary Education empowers students with motivational

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<sup>2</sup> English as a Foreign Language.

skills, which is a fundamental aspect of learning. Currently, gamification is possible through the use of technology, which plays an essential role in providing language learners with a valuable learning experience. Different alternatives can be used to implement digital gamification in EFL education. One of these alternatives is Bloocket, an innovative online platform that allows the creation and sharing of educational activities for enriching teaching and learning. Thus, it is useful for designing digital games that can include crossword puzzles, matching games, cloze activities, and interactive maps, among others. This platform offers easy access and facilities for sharing activities and resources; therefore, EFL teachers can use it to create games and post them through their virtual platforms.

### **2.7.3. Gamification**

In October 2010, an innovative new trend emerged (Radoff, 2011) in the media aimed at improving student engagement in classroom activities and promoting specific behaviors, called gamification. The purpose of gamification is to make the learning method more attractive to learners. (Smith, 2011). According to Peterson (2010), the term “gamify” originated in the 1980s, when Richard Bartle, a professor at the University of Essex, used the word to name the act of “making something” which is not a “game into a game”, although the words "gamify" and "gamification" only first appeared in 2008, although in mid-2010 the term was consolidated as technical jargon and has since been widely accepted. And Boyinbode, (2018) developed a mobile English vocabulary learning system based on gamification. Gamification has some similarities to games, however, they are not exactly the same. The classical definition widely cited by Deterding, Sicart, Nacke, O'Hara & Dixon (2011) refers to gamification as the use of game design elements in a non-game context.

Werbach & Hunter (2012) support that the application of game elements in other contexts can be termed as gamification, which is the use of game mechanics, principles, and rules in some contexts. Gamification involves using the logic and aesthetics of other games and is often combined with entertainment to solve real-life problems, awaken engagement, and enhance knowledge. Game elements will be designed to increase engagement, motivation, and instruction (Kim, 2013). Gamification can help teachers manage and map classroom

motivation and engagement (Molumby, 2016). Game elements refer to well-defined rules, scores, challenges or cooperation, puzzles, role-playing, among other factors related to dynamics, interactions, mechanics, and rewards (McGonigal, 2011).

Gamification in the educational context is a continuous process of collecting interesting elements of the game and using them to improve learners' competence and interaction. It also is the use of elements of game-playing in another activity, usually, in order to make that activity more interesting.

According to Alsawaier (2018), gamification is a word that has become synonymous with reward. Most game systems focus on adding points, levels, leaderboards, achievements, or badges to the game to entice people to participate to win these rewards. The difficulty level of the game is also considered a necessary condition to maximize learners' enjoyment in the learning process (Boyinbode, 2018). Therefore, game features such as score levels, display, progress, achievements, and scorecards are used to allow learners to enjoy the game experience, and thereby motivate them to continue learning after the game is over.

### **2.7.3.1. Advantages and Disadvantages of the Gamification Method**

#### **A. Advantages.**

In studies, students similarly stated that they were satisfied with the gamification method, with comments such as “I like the activities done in class. It makes us reinforce what we have learned so far” Johns (2015), gamification is a popular learning method from the students' point of view, because it allows them the opportunity to self-monitor and participate in an interesting competitive environment. The competitive environment creates many positive feelings such as improving thinking skills and reducing answer time; excitement, desire to attend class, and eagerness and readiness to go to class; getting a higher score than your friend in the game helped students study harder and actively participate in the game; give students the feeling of having to win.

Multimedia tools such as video clips, music, and images can also be added to the game system for greater dynamics. Time pressure and opponent play are the two driving forces of the game created, as well as the incentive to share information among certain members of the single-team version will create more favorable conditions for winning the game than playing alone. Gamification has been reported to be user-friendly, engaging, and motivating for students to explore knowledge.

## **B. Disadvantages**

Problems with internet connection cause problems during active participation. Students are still behind because of questions that they cannot answer due to network interruptions or old phones or low processor chips will be frozen, even though students know the correct answer. Or other factors such as incidents related to time limitations, gender, age, and cultural orientation may play a different role in the reception of gamification.

### **2.7.3.2. Principle of Gamification**

The basic principle is to provide ways for different types of learners to specifically associate with context (Becker and Nicholson, 2016). The six recommended guidelines for building meaningful gamification are:

- Reflection: Gives learners the ability to examine what they have been introduced to and how they can apply it to their previous experiences.
- Presentation: Use narratives, either gamified or user-generated, to help students identify connections between meaning and their lives.
- Choice: Gives learners decisions about how to interpret content.
- Information: Provides meaning and knowledge to learners about their choices and actions to help them connect more deeply with the real world.

- Play: Build an environment where learners can test, fail, and retest as a way to explore.
- Interaction: Build connections among users to help them understand why other students consider the platform to join and make them more likely to interact. That means creating game elements that motivate users by building their intrinsic motivation.

With the right use of meaningful games, students can connect lesson materials in ways that are relevant and personally meaningful to them, and they will want to learn rather than be manipulated by rewards.

### **2.7.3.3. Game-Based Learning**

Research in digital game-based language learning and teaching is linked to a much older interest in the role of play in language learning and in education in general. Before describing research on game-based language learning, it is important to understand what is meant by “play” and how gameplay impacts development and language learning.

Play is a natural process of learning whereby children develop physically, cognitively, emotionally, and socially through problem-solving and perseverance. In an influential early study, Bruner (1972) showed that children who had opportunities to play with objects achieved similar to higher problem-solving skills than children who had not although also that they developed greater tolerance in trying to solve problems and, in dealing with difficulties in doing, were more creative and had more positive attitudes. In addition to helping children’s general cognitive and social development, play also has an important role in the development of L1 language skills. Vygotsky (1978) viewed play as highly significant to development.

The play contains in a concentrated form, as in the focus of a magnifying glass, all developmental tendencies.’ Vygotsky’s work has been particularly important in recognizing how play allows children to make meaning based on resources (real or imagined) in their

immediate context to express feelings and to share intentions and ideas with other children, even in the absence of fully developed language ability.

Play activities allow children to transfer skills and knowledge to solve problems, and discover, and analyze ongoing processes to develop language skills and strategies. Frost (2001) shows how children use metalinguistic ability when talking about their play. Language assists children in structuring and understanding the meaning of their experiences and emotions and recognizing and making sense of their sensory faculties; in other words, play, language use, language development, and children's wider cognitive and social development are closely linked.

The use of games in foreign language teaching goes back many decades (Lee 1979), for younger learners as well as adults, with some going so far as to see a vital role for games in the language classroom: "If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!" (Rixon 1981).

The role of physical games in second language acquisition also continues to be explored (Tomlinson and Masuhara 2009). The advent of gaming consoles and games designed for personal computers certainly increased interest in gameplay by people of all ages and hence by educators in general.

Another characteristic of many commercially produced recreational digital games is their complexity, with many games including extremely elaborate storylines, multiple characters, complex problems to solve, and plot twists. This complexity was initially not found in games designed for use in education. Often limited to simple vocabulary exercises with the addition of a points system, many such games do not meet the criteria proposed by Prensky and others. As for the theoretical underpinnings of DGBLLT<sup>3</sup>, sociocultural theory has played a

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<sup>3</sup> Digital Game-based learning language.



particularly important role in the implementation of games in education (Ma 2011) specifically in the area of language education (Lantolf and Thorne 2006).

In particular collaborative games such as massively multiplayer online role-playing games, in which people play with and against others online, and simulation games, in which players create and communicate in virtual worlds, create many opportunities for collaboration and competition and rich opportunities for exposure to L2 input as well as opportunities for L2 output and interaction, all of which have rich theoretical bases in second language acquisition research (Krashen 1982; Swain 1985).

Another aspect of games in education is the additional control they give learners over the learning process (Butler 2014), for example, by allowing players to choose different levels, avatars, scenes, and so on. Such control has been linked to learner autonomy, which in turn has been linked to language acquisition (Benson 2011). A final theoretical basis comes from the fields of embodied and grounded cognition (Clark 2001; Gibbs 2006), which highlight the importance of our body, either virtual or real, in cognition. New developments in virtual reality are likely to increase interest in this area in the future.

Several studies have found that learners of all ages and abilities accept learning games. Furthermore, teachers who use games on websites recognize their benefits for teaching and learning (Wulanjani, 2016). In the current era, technology is ubiquitous, and Generation Z<sup>4</sup> (Gen Z) is no exception; they use technology in almost all aspects of their lives, including education. Gen Z's daily routine from birth involves the use of technology in the economy, social interaction, life, and education. They can easily get information and share or update their activities through social networks. They also spend a lot of time playing games online. Elementary students (Gen Z) are reported to have a positive perception of learning experiences on apps (Scharter, 2011).

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<sup>4</sup> Gen Z is defined as the generation of people in the late 1990's and early 2000's. <sup>5</sup> Coronavirus disease of 2019.

The term “gamification” was coined in 2002 by Nick Pelling as a design that uses game strategies and game-based learning to promote learning (Siemens, 2017), stimulates thinking, engages in interactive learning (Morschheuser, 2017) and facilitates experiential learning. In today's English as a Foreign Language (EFL) teaching and research, game-based learning has become central to the classroom (Jeyaprakasam, 2019), especially during the COVID-19<sup>5</sup> pandemic to the present. Websites designed to integrate into English classroom games are increasingly abundant, such as Quizlet, Kahoot, Quizizz, Wordwall (see Appendix D), Booklet and so on.

#### **2.7.3.4. Digital Games**

As interactive, multimodal, immersive, and extremely popular environments, digital games have received increasing interest from educators in recent years for their potential to enhance the language learning experience, both inside and outside the classroom. Review studies from general education have confirmed that “playing computer games is linked to a range of perceptual, cognitive, behavioral, affective, and motivational impacts and outcomes” (Connolly 2012).

In the context of language learning, the use of gamification involves pedagogical approaches, methodologies, and strategies. Dalton (2016). For the implementation of gamification, online platforms constitute one of the alternatives teachers can use in the EFL classroom to develop students’ linguistic skills. Indeed, online platforms allow instructors to create digital games which are useful resources for learning a language. Thorne (2008). Digital games are effective, fun, active, and encouraging ways to learn and provide feedback. R. Kanthan (2011); these constitute the modern version of game-based learning that teachers use to engage learners in meaningful and fun activities.

#### **2.7.3.4.1. Digital Learning Platforms**

Since the advent of gamification, the first sites to be researched are kahoot.com (see Appendix A), quizizz.com, quizlet.com (see Appendix B) or booklet.com. Nguyen (2003) suggested that digital learning platforms are very suitable to design a tool for learning and assessing English vocabulary. They are educational, interactive, and fun browser game apps that are fun learning resources, media, and assessment tools for students and teachers. Dalton (2016) said that in the early stages, learners had difficulty accessing those platforms for internet connection or did not know how to play it. Learning vocabulary is often boring, so it is more fun to know the results right away.

The results of 2020 with these learning platforms were that educators still choose to use monotonous teaching materials, with no difference, especially in learning vocabulary. Then, in vocabulary learning activities, descriptive text document variables are added using any of these mentioned platforms. From the discussion of the studies, it can be concluded that the use of these digital platforms can be made in vocabulary learning, which is effective in increasing students' vocabulary.

Comparative studies between these platforms are rare, and research on Blooket.com has been done so much. Most of these studies are based on empirical research to test their effectiveness. As teachers, they need to understand more about students' perceptions to have a broader view. Teachers must see the difficulties that students face when using gamification platforms in their vocabulary learning process. From there, teachers have better choices in teaching their vocabulary through these platforms, especially the Blooket platform.

#### **2.7.3.4.2. Blooket.com**

Blooket (see Appendix C) is a fun and cute puzzle game website, an innovative online tool, and a web-based language learning platform, suitable for creating formative language learning assessments, such as quizzes, discussions, and surveys. What makes Blooket different from the most common ones such as: Kahoot, Quizlet, Quizizz and so on, is that the puzzles in Blooket

can be transformed into many different unique play styles solo or team, integrated with different contexts with each game having its own theme and rules, teachers can choose the amount of time students have to answer each question to increase the difficulty, help students think quickly more, and the quizzes become an enjoyable experience for students learning while playing, encouraging students to actively participate in classroom activities. Learners get caught up in the game without realizing that it is actually a task to learn.

Blooket is free for both teachers and students with some basic features. Teachers only need to log in with their Google account and send the link to players to join. Players do not need to log in, just click on the link sent by the teacher to join the game. This online tool is the perfect combination of Quizlet, Kahoot, Quizziz, Wordwall, and Liveworksheets. With Blooket, teachers only need to compose a set of questions to organize play with 13 online game modes with the class, or play alone in the form of assigned exercises, from classic game modes to risk modes such as Gold Quest, Fishing Frenzy; one-on-one battle mode like Battle Royale; or require tactics and acumen like Crazy Kingdom, Tower Defense, Tower of Doom. The same set of questions however with many different game modes to help players still feel excited without being bored. Although the user has to create a large enough set of questions to avoid duplication during gameplay.

In particular, every year Blooket has new game modes that are limited to a short time on festive occasions. Eye-catching interface, easy to use. One shortcoming of Blooket is that it only supports one type of question - multiple choice. With all applications, participants do not need to create an account, they just need to join the game. However, with the free account, Quizlet, and Liveworksheet unlimited number of players, Kahoot can only create multiple-choice and true-false questions and is limited to a maximum of 50 players. So does Quizziz, although with a maximum limit of 100 players; Gimgit, the maximum number of players is only 5. To upgrade the account, Gimgit only needs to pay monthly, not annually like Quizlet, Kahoot, Quizziz.

Blooket does not have much difference between a premium account and a free account. Users can still play all games on Blooket, however it is limited to 60 players with a free account, while Wallword can only compose up to 5 cards and about 8 game modes, besides can pay a

monthly account upgrade fee. The applications have huge data stores created by other users; teachers can choose to fit their lessons.

Blooket.com is similar, the only difference is that blooket.com uses a multiple-choice questionnaire to set up 10 different types of games. During Blooket testing in the classroom, vocabulary tests often scored higher after using Blooket to learn vocabulary. It can also be said that Blooket can improve students' vocabulary, and the time students spend learning vocabulary through Blooket is also increased.

#### **2.7.3.4.3. The Relationship Between Blooket and Vocabulary**

Teachers can teach vocabulary using many sources such as dictionaries, textbooks, software, and online platforms through mobile phones or computers (Jersus, 2018). With increasingly modern teaching and learning technology, teachers should choose materials and tools when teaching vocabulary in an appropriate and accessible way (Chapelle 2010), to help vocabulary learning to be effective, such as tools that provide flexibility, personalization, and practicality to use (Kukulaska-Hulme & Traxler, 2005), applications must be popular with users and works fine. (Ahmed, Selahattin, 2016), resources used to teach vocabulary can be used by both teachers and learners in and out of the classroom (Jersus, 2018), making learning can be done anytime, anywhere, and can also increase students' interest and motivation to learn (B. Bury 2017). It is for these reasons that this study uses Blooket so that students can improve their motivation and academic achievement, improve their English skills, and above all, help students learn better vocabulary.

#### **2.7.3.4.4. Vocabulary Teaching and Learning by Using Blooket.com**

In this digital era, technology has evolved from giant desktop computers to small multi-function mobile devices and wireless networks. Along with that development, English teaching and learning have also been revolutionized to a new page. Technology offers a growing range of possible solutions for developing teaching and learning inputs, processes, and outcomes

(Pardede, 2020). This causes teachers to start using different effective learning methods related to technology such as different apps or websites.

CALL<sup>5</sup> has become one of the technological approaches to language teaching and learning using computers, which increases student independence (Warchuer, 1996), and provides a rich context for learning (Lomicha, 1998). Next is MALL<sup>6</sup>, which can be said to be similar to CALL, similar to language learning by technology, however the difference is that MALL uses mobile devices instead of computers (Nariyati, & Pratiwi, 2020). These devices are easy to carry, which makes it possible for teachers and students to learn anywhere and anytime. Siemens (2017), the founder of association theory, describes that knowledge that can be acquired through multimedia and the internet is a source of a constant stream of information from which learners will always learn new knowledge. The activities that learners do when doing online learning are like expanding and building themselves along with current world trends in a certain connected way.

## **2.8. Methodology Framework**

### **2.8.1. Research Methodology and Design**

#### **2.8.1.1. Study Approach**

There are three different ways of focusing a study. The quantitative, the qualitative and the mixed focus.

Research in a quantitative focus uses the collection of data for validating a hypothesis, based on the numeric measure and statistical analysis in order to establish patterns of behavior and finally validate theories. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006).

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<sup>5</sup> Computer-Assisted Language Learning.

<sup>6</sup> Next is Mobile Assisted Language Learning.

In the qualitative approach, research investigates the reason and how a decision is made, not just what, where, and when. Hence, smaller but focused samples are more often needed, rather than larger samples. In the qualitative paradigm, research aims to gather in deep understanding of human behavior and the reasons that govern such behavior.

Finally, mixed focus can use both quantitative and qualitative in order to answer different questions in a problem statement. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006).

Taking into account, these focuses, this research will follow a mixed focus, because it is a social problem and this methodology provides guidance on data collection techniques, such as observations, and document analysis. Researchers engage directly with participants to gather their perspectives and insights. This section will describe the methodology that will be used in order to perform the intervention and recompilation of the data requirements.

#### **2.8.1.2. Type of Study**

On one hand, there are different, types of studies, such as exploratory, descriptive, correlative, and explicative study.

“An exploratory study is performed when the objective is to examine an issue or a research problem that has not been investigated enough, which you have many doubts or it has not been investigated before”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006).

“A descriptive study looks for specifying properties, characteristics, and profiles of people, groups, communities, processes, objects and any other phenomenon that will be analyzed”. (Hernandez Sampieri 2006).

“A correlative study associates variables by using a predictable pattern for a group for a population”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006).

Finally, “an explicative study is the one that will go beyond the description of concepts or phenomena or the establishment of relations between concepts, actually, they want to find the reasons that causes an event”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006)

Based on what has been exposed above this investigation is descriptive, because descriptive research aims to describe and present a detailed account of a phenomenon, situation, or group without seeking to establish cause-and-effect relationships. It provides a systematic portrayal of the variables under study and often involves the collection of qualitative data to create a comprehensive picture (Sampieri, Fernández, Baptista, 1991).

## **2.8.2. Population and Sample**

In this part of the methodology, we will explain how we will establish the population and the probabilistic sample.

### **2.8.2.1. Population**

In this study, the population was fifteen students of Elementary graders from Utasawa Eco school, which follows the parameter of equality, it means that all of the members of this population were expected to have the same level of English, so that, all of them have an A2<sup>7</sup> level of English. Nevertheless, the principal population for this project is 9 to 10-year-old children from Utasawa Elementary Eco School who had had access to English language courses, however, they had never used any English textbook before. For instance, their proficiency level, vocabulary knowledge, and written-oral communication skills were insufficient. Furthermore, they did not have any material resources to practice their vocabulary knowledge such as flashcards, posters, educational toys, board games, and so on. For this reason, the new principal and the parents of the elementary students were concerned with new techniques and methodologies to teach English to their children.

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<sup>7</sup> Level A2 corresponds to basic users of the language.



### 2.8.2.2. Sample

The sample is a subgroup of the population or universe whose data will be collected and it must be representative of the population itself. (Hernandez Sampieri, 2006).

An experiment will have two or more conditions: One condition is often called the control condition in which the treatment is not administered. The other condition is often called either the treatment condition or the experimental condition; the treatment is administered. When there are just two conditions (control and experimental), it is often used a two-sample t-test. (Elvers, 2010)

Two-sample inferential Statistics is a way of getting two samples from the same population. Considering that the two samples will be independent. (Elvers, 2010). Therefore, the sample that will be used for the control group will be called the control sample and the one that will be used for the experimental group will be called the experimental sample. After the researcher has established the study's sample size, it will be chosen based on previously reviewed literature or piloting before performing the study.

In our study, all of the steps described above were followed. The population of our study was fifteen students in the fifth elementary grade at eco school Utasawa. This data that was given by the principal and elementary coordinator based on the official lists of students registered for the Elementary level.

On the other hand, this project had as a sample characteristic convenience sampling which is the selection of readily available participants (Sampieri, 1991). Also, this is qualitative research, and intentional sampling is commonly used in qualitative research, where researchers aim to gain in-depth insights and rich descriptions from participants who can provide valuable information (Sampieri, Fernández, Baptista, 1991). As a result, the intentional sample of this project is fifteen students in the 9 to 10 years old range who were selected based on the objective of this project to enhance the effects of integration of vocabulary on digital platforms.

### **2.8.3. Tools**

#### **2.8.3.1. Pre-Post Test**

The pre and post-tests (see Appendix D) were built to test participants' English knowledge progress. The pre and post placement test used adaptive testing technology. This means that students are exposed to questions matched to their ability based on their responses to each previous question. The placement test is taken with a delivery system to mark automatically and to see the results right away.

A pre-test was aimed to diagnose students' EFL vocabulary knowledge skills. It included sixty multiple questions that was administered through the Quizziz platform. An EFL diagnostic posttest to know about students' vocabulary knowledge skills. This instrument consisted of 60 multiple-choice questions and was applied using the digital platform Quizziz.

#### **2.8.3.2. Participant Observation**

It is a procedure to examine a specific situation. In this technique, the first task is to identify the observer and then who or what the observer wants to observe. In this research, the observer who was the researcher, wanted to observe the learner's attitude toward some tasks and their progress. (Mallol Macau, 2006)

The participant observation was applied to register the vocabulary acquisition through videos that were uploaded on Google Drive. This implies that the researcher had been monitoring each sent video as a passive participant and evaluating knowledge vocabulary skills. The main aspects were recorded such as oral fluency, and vocabulary acquisition.

#### **2.8.3.3. Videos**

The videos were used exclusively to capture the EFL fluent vocabulary that elementary students had been acquiring through several digital games. Therefore, these videos enabled

more precise aspects such as grammar, oral presentation, and the correct use of vocabulary. (See digital appendix 1)

## **2.8.4. Data Collection**

### **2.8.4.1. Quantitative Data Collection**

The objective of collecting data was to prove the objectives of this study therefore, an experiment was done. The experiment was necessary because it was needed to see if the vocabulary integration on digital platforms would show an effect on the vocabulary knowledge of EFL elementary students in fifth grade. Hence, an experimental group was established, where a classroom was adapted with the basic equipment to learn vocabulary such as flashcards, boardgames, educational toys, a TV, a whiteboard, and a laptop so students could acquire vocabulary naturally. The researcher established forty sessions with sixty minutes so students could assimilate the vocabulary integration. The collection of data was done following the procedures described above.

#### **2.8.4.1.1. Piloting**

Piloting was programmed for testing the instruments of this study and especially for testing the techniques of analysis. The piloting of short sessions of English as a task was programmed to work in two days with one hour of session per day with the three types of texts that Peter Newmark established (informative, expressive, and vocative) with fifteen students with similar characteristics of our sample elementary students of fifth grade from eco school Utasawa. The objective of the piloting was to see the progress of student's vocabulary knowledge by using a pre and post-test.

Both tests were built in a good way because they were measured, they just were adjusted some details of them at the end. Initially, the pre and post-tests only were used, after the piloting, the use the mixed focus observation was decided in order to measure in an objective way the experiences of participants during sessions. Consequently, the two sessions of piloting were described.

## **A. Session 1**

Students were evaluated using a pre-test, which students had to finish in thirty minutes. The next step was to make students work on a board game Pictionary which was planned for this session. Students had to recognize vocabulary for A2 level, drawing and guessing the chosen words for this activity. The observation of these classes permitted us to see students motivated by these pre activities because they were new for them, and to see if they had succeeded in activating their background vocabulary knowledge.

The objective of performing those pre-activities besides activating their background vocabulary knowledge, was to establish the parameters of starting with the digital games and, after all, to acquire EFL vocabulary was introduced as a task divided into other activities. First, students were asked to draw basic vocabulary in sixty seconds for each word, once they had completed, they were corrected by the class. Students enjoyed this final activity because they realized quickly how to do it, so they had really nice drawings.

## **B. Session 2**

Students reviewed the main point that they saw last session, and then they worked on the next activity of mimic. The steps that students followed were the same as the first session: the only difference was the vocabulary needed to be based on occupations, and professions. It was really interesting because they looked very motivated in identifying and, analyzing what a professional does, so, they had a really hot discussion about it until they finally found it, consequently they found easily to show with mimic to their partners.

### **2.8.4.2.Results**

Once they completed their fortieth session work, they were evaluated using a post-test; students had thirty minutes for this. Once they finished, they started answering the pre-questioner. The piloting had fifteen participants and had the following results.

**Table 3.** *Pre test information.*

**QUIZZZ**

**PLACEMENT TEST-5th Grade**

<b>Rank</b>	<b>Student's name</b>	<b>Accuracy</b>	<b>Score</b>	<b>Total Time Taken</b>	<b>Started At</b>
1	Estudiante 1	83%	44350	08:48	Mon 14 Feb 2022
2	Estudiante 2	83%	44270	08:24	Mon 14 Feb 2022
3	Estudiante 3	83%	44170	11:10	Mon 14 Feb 2022
4	Estudiante 4	87%	43240	13:13	Mon 14 Feb 2022
5	Estudiante 5	78%	41270	12:44	Mon 14 Feb 2022
6	Estudiante 6	75%	40300	09:26	Mon 14 Feb 2022
7	Estudiante 7	80%	36390	20:48	Mon 14 Feb 2022
8	Estudiante 8	70%	35790	11:31	Mon 14 Feb 2022
9	Estudiante 9	77%	35490	24:19	Mon 14 Feb 2022
10	Estudiante 10	72%	32760	28:56	Mon 14 Feb 2022
11	Estudiante 11	63%	31410	13:16	Mon 14 Feb 2022
12	Estudiante 12	63%	29900	18:21	Mon 14 Feb 2022
13	Estudiante 13	68%	29260	24:48	Mon 14 Feb 2022
14	Estudiante 14	60%	28950	17:33	Mon 14 Feb 2022
15	Estudiante 15	62%	28560	18:10	Mon 14 Feb 2022

**Source:** *Self-elaborated*

**Table 4.** *Post test information.*



**PLACEMENT TEST 5th GRADE- NOVEMBER 2022**

<b>Rank</b>	<b>First Name</b>	<b>Last Name</b>	<b>Accuracy</b>	<b>Score</b>	<b>Total Time Taken</b>	<b>Started At</b>
1	Estudiante 1		99%	46584	08:01	Nov 28 2022, 09:25
2	Estudiante 2		96%	45144	17:38	Nov 28 2022, 09:34
3	Estudiante 3		94%	44337	09:26	Nov 28 2022, 09:27
4	Estudiante 4		92%	43429	11:10	Nov 28 2022, 09:28
5	Estudiante 5		88%	41415	28:56	Nov 28 2022, 09:29
6	Estudiante 6		86%	40429	12:44	Nov 28 2022, 09:30
7	Estudiante 7		78%	36560	13:13	Nov 28 2022, 09:28
8	Estudiante 8		76%	35945	13:16	Nov 28 2022, 09:28
9	Estudiante 9		76%	35612	17:33	Nov 28 2022, 09:33
10	Estudiante 10		70%	32908	18:10	Nov 28 2022, 09:34
11	Estudiante 11		67%	31547	18:21	Nov 28 2022, 09:35
12	Estudiante 12		64%	30079	20:48	Nov 28 2022, 09:28
13	Estudiante 13		63%	29418	24:19	Nov 28 2022, 09:28
14	Estudiante 14		62%	29062	24:48	Nov 28 2022, 09:38
15	Estudiante 15		64%	29897	28:56	Nov 28 2022, 09:25

**Source:** *Self-elaborated*

The results of the pre test (see table 3) were taken in February 14<sup>th</sup>, 2022, the fifteen students already knew the results right away however they had to wait one more day to see the rank. The test was based on grammar and vocabulary most of it. (see Appendix D) They had doubts in questions about homophones, synonyms and antonyms in vocabulary. In grammar, they understood the question however, the answers were not the proper ones because of the lack of recognizing present simple or past simple were obvious.

At the end of the school year, the fifteen students took again the same placement test, their results raised incredibly for all of them. Questions where they had doubts, now they had better

conscious to choose the correct answer. They have shown a few problems in grammar for instance, if a question is with should, they marked the answer with should immediately without looking for the right “should”. Their vocabulary knowledge helped in a huge way to identify the question, even if they did not the whole questions, just recognizing two words they figured it out the right answer.

### **2.8.4.3. Qualitative Data Collection**

#### **2.8.4.3.1. Participant Observation**

The record was reviewed during the participant observation and it was merged all the observations in each group were merged to suit the various language proficiency levels and, to acquire vocabulary knowledge. It will be identified with the most outstanding categories, emphasizing sections where students could have major strengths or challenges in integrating new vocabulary on digital platforms.

#### **2.8.4.3.2. Videos**

The use of self-recording videos which can be applied in English language teaching suggests the effectiveness of the students’ English performance. Soto (2017) suggests that the technique of recording video can improve English learners’ motivation and academic achievement. Additionally, they developed personal self-regulated strategies, self-awareness of their learning progress, and self-regulated environmental strategies, reporting a positive influence of the strategy on their language learning progress. Another study says that (Kirkgoz (2011), learners made significant development in their speaking skills, vocabulary knowledge and motivation if they use technology in the classes. In addition, the outcomes revealed that the use of video had a positive influence on the student’s self-assessment of the speaking tasks.

## 2.9. Propositional Section

Schmitt (2000) and Nation (2001) emphasize the importance of vocabulary acquisition for communicative competence, and second language acquisition, respectively. The ability to expand one's vocabulary is widely recognized as a crucial element for foreign language learners. When students from fourth elementary grade started their English classes in 2021, the lacks of vocabulary knowledge were indisputably shown during the whole year. Their active and passive vocabulary have been extremely weak. In spite of eclectic approach was used to teach them since the beginning with various teaching methods, techniques, and strategies adaptively chosen based on the learners' goals, needs and contexts, they could not produce words to express their thoughts easily.

Spelling also was considered to be employed because as teacher not only encouraged students to discover new meanings likewise emphasized the word meaning, synonyms and concepts about any word, putting bilingual dictionaries aside. In other hand, the use of flash cards was an effective way to connect learners' prior knowledge to a new story and facilitate the acquisition of new words, however every lesson had to be improved showing new vocabulary material beside simple pictures, objects, board games, and mimicry which tended to beginners to gesture facial expression, pantomime, body movements and made the lessons more dynamic.

Anyhow, learning vocabulary items was not such a simple matter of committing them to memory, however, how to use them in appropriate situations as well as how to expand the knowledge of pupils' vocabulary is also crucial. Gamification has been reported to be user friendly, engaging, and motivating for students to explore knowledge.

These games were reflected by giving learners the ability to examine what they have been introduced to and how they can apply it to their previous experiences, presentation narratives, either gamified or user-generated, to help students identify connections between meaning and their lives, choosing decisions about how to interpret content, providing meaning and knowledge to learners about their choices and actions to help them connect more deeply with



the real world, building an environment where learners can test, fail, and retest as a way to explore, and creating game elements that motivate users by building their intrinsic motivation.

Nevertheless, during the COVID-19 pandemic to the present, websites were designed to integrate into English classroom games such as Quizlet, Kahoot, Quizizz, Wordwall, Booklet and so on. These platforms offer easy access and facilities for sharing activities and resources, where EFL teachers can use it to create games and post them through their virtual platforms.

Digital games have been effective, fun, active, and encouraging ways to learn and provide feedback. Consequently, it can be concluded that the use of these digital platforms might be effective in increasing students' lexis. However, it was not easy to find a appropriate platform to aid with all the vocabulary learning issues. For instant, the platform Blooket has been a fun and cute puzzle game website, an innovative online tool, and a web-based language learning platform, suitable for creating formative language learning assessments, such as quizzes, discussions, and surveys. It has facilitated fifth graders to think quickly, to take the quizzes as an enjoyable experience. Learners got captivated in the game without realizing that it was actually a task to learn. It is for these reasons that this study used digital games on Blooket, in order to motivate learners to improve their academic achievement, English skills, and above all, help students learn better vocabulary.

## **2.10. Conclusive Section**

### **2.10.1. Methodology**

Methodology, is defined with the term “Teaching Method” as an Orientation/Approach based on a pedagogical philosophy. More precisely, it can be considered a learning theory about how students learn languages best. This establishes the goals of language instruction. The learning objectives are the kinds of tasks learners perform, and the perception of learner/ teacher roles: the interaction style of teacher/learner, attitude toward corrections, and the desired classroom atmosphere. Some methods focused on communication skills place the greatest emphasis on being able to express oneself (The Communicative Approach), while others focus on

grammatical accuracy (The Grammar Translation Method). Some methods suggest that reading and writing should be secondary to spoken language emphasis; others suggest that vocabulary and grammar instruction should be emphasized (The Audio-Lingual Method). A set of assumptions about Teaching English as a foreign language and learning forms the basis for each orientation approach. Besides, along with methodology comes strategy, which can be defined as a plan of action designed to achieve a particular goal; “any set of operations, steps, plans, routines used by learner to facilitate the obtaining, storage, retrieval and use of information” (Wenden & Rubin, 1987, p.19).

Considering those concepts and the needs of the participants, this study was based on the Eclectic approach Communicative Approach which is a useful one in teaching languages in a comprehensive way because it integrates all methods, approaches and techniques and applies certain method, approach or technique which is suitable to the classroom environment. Lott (2005) emphasized that eclectic approach is a useful in teaching the grammar of English by implementing certain techniques and methods being vocabulary the most vital elements of language and plays a dominant role in communication whether it is spoken or written. In fact, the quality of one’s language skills obviously depends upon the quality of its vocabulary. The teachers of English language pay attention to vocabulary and make the students learn it in a systematic way and understand the contextual meaning.

The advantages of Eclectic Approach have been thoroughly analyzed and they are given below:

- This is a broad approach which includes all kinds of learning activities and gives relief to learners from monotony.
- It involves a variety of learning activities motivated by different underlying assumptions.
- It creates a good learning environment in which the student-student relationship is improved.
- It is easier and more possible for the learners to understand the language of text with the context of culture.
- It provides the perfect opportunity for intensive role-playing and “real world” game activities.

- It blends the practice of listening, speaking, reading and writing into an organic whole.
- The Eclectic Approach enables teachers to choose any teaching technique which is suitable to reach the aims of the lesson.

### 2.10.2. Syllabus Design

A language teaching-syllabus is a rather technical term; the teaching-syllabus integrates the topic (what to talk about) and the linguistic part, which is usually implicit (how to talk about it). According to that information, designing a syllabus means to decide what is going to be taught and in what order, and how it is going to be taught. For this reason, the theory of language explicitly underlying the language teaching method will play a major role in determining what syllabus is adopted. Brown (1994).

#### 2.10.2.1. Syllabus Designed Fifth Elementary Grade

##### 2.10.2.1.1. 1st Trimester 2022 Utasawa Eco School Feb 3<sup>rd</sup> – May 15<sup>th</sup>

At this first trimester, the students of the study started to get used to working in English only; it was really interesting to work with body language, examples on the board, such as pictures and sentences they were familiar with. Besides the development of the regular class, it was a little easy for them to start every first session with digital flash cards. Moreover, they enjoyed after the session with digital cards, the digital games based on the same pictures they just saw them.

**Table 5.** *Syllabus designed for fifth graders first trimester.*

<b>Come with me! 1st Unit</b>	<b>Grammar</b>	Verb to Be-Present Simple-Reviewing text book 4
	<b>Vocabulary</b>	Job-Members of Family
	<b>Speaking</b>	Introducing yourself
	<b>Writing</b>	Questions with verb to be and present simple.

	<b>Reading</b>	My first job
	<b>Activities</b>	Kahoot, digital flash cards, video about Gogo 1, celebrating Valentine's Day with cards.
<b>Do you have any glue? 2nd Unit</b>	<b>Grammar</b>	Presente simple and Some/Any Asking and describing about possessives
	<b>Vocabulary</b>	School supplies
	<b>Speaking</b>	Asking questions with Some and Any
	<b>Writing</b>	Describing our classroom
	<b>Reading</b>	Is Gogo alone at school?
	<b>Activities</b>	Digital game: Wordwall, Adventure Gogo 2, digital flash cards.
<b>It's cold in winter. 3rd Unit</b>	<b>Grammar</b>	Verb to Be-Present Simple in negative
	<b>Vocabulary</b>	Seasons and Weather
	<b>Speaking</b>	Talking about our weather
	<b>Reading</b>	Is it cold outside?
	<b>Activities</b>	Digital game: Booklet, singing Hot, hot too hot, collecting leaves with messages, celebrating Saint Patrick's day

*Source:Self-elaborated*

#### 2.10.2.1.2. 2nd Trimester

#### 2nd Trimester 2022 Utasawa Eco School May 16<sup>th</sup> – September 7<sup>th</sup>

At this second trimester, the students of the project continued working very well. They reached a communicative level in which they were able to use essential phrases even to express personal activities such as getting permission, going to the bathroom, and other activities. They felt more confident regarding the digital games and they liked being part of the activities because they have already known the vocabulary of the units. Gradually, it was not necessary to show them the pictures at the beginning of the unit, because they practiced at home more than one time.

**Table 6.** *Syllabus designed for fifth graders 2<sup>nd</sup> trimester.*

<b>Review Unit 1, 2,3</b>	<b>Grammar</b>	Using verb to be, present simple, some and any.
	<b>Vocabulary</b>	Jobs, members of family, school supplies and seasons-weather
	<b>Speaking</b>	Questions with simple present
	<b>Writing</b>	Writing about the weather in my city
	<b>Activities</b>	Playing guessing professions/jobs with mimicry, drawing the best season, singing Just the way you are (Bruno Mars)
<b>What did you do, Gogo? 5th Unit</b>	<b>Grammar</b>	Using past simple
	<b>Vocabulary</b>	Common regular verbs
	<b>Speaking</b>	Past routine
	<b>Writing</b>	Writing about my worst day ever
	<b>Activities</b>	Digital games: Booklet, digital flash cards, celebrating 5 de Mayo, watching Gogo's adventures, Pictionary about past actions
<b>What did you eat in the morning? 6th Unit</b>	<b>Grammar</b>	Questions and answers about past simple
	<b>Vocabulary</b>	Common irregular verbs
	<b>Speaking</b>	Last trip
	<b>Writing</b>	Writing about my best day ever
	<b>Activities</b>	Digital games: Booklet, digital flash cards, celebrating Saint John, watching Gogo's adventures 6

*Source: Self-elaborated*

### 2.10.2.1.3. 3<sup>rd</sup> Trimester

#### 2nd Trimester 2022 Utasawa Eco School September 10<sup>th</sup>- December 7<sup>th</sup>

At this third trimester, participants of the project were really involved in the class activities. They felt further motivated with all the activities prepared for them. It was not a problem to work in English all the time, since speaking Spanish in the classroom was forbidden. They

usually worked with the additional material such as board games, flash cards, didactic material. At the end of the year, they were able to express themselves using the vocabulary they have learnt during the three trimesters.

**Table 7.** *Syllabus designed for fifth graders 3<sup>rd</sup> trimester.*

<b>Where were you? 7th Unit</b>	<b>Grammar Structure</b>	Simple past verb to be
	<b>Vocabulary</b>	Common places in my neighborhood
	<b>Speaking</b>	Describing your neighborhood
	<b>Reading</b>	Reading: Why was your house faraway?
	<b>Activities</b>	Digital games: Kahoot, digital flash cards, videos about Gogo's adventures 7, celebrating love's day
<b>Review Unit 5, 6, 7</b>	<b>Grammar Structure</b>	Using irregular and regular past verbs
	<b>Vocabulary</b>	Regular and irregular past verbs and places
	<b>Speaking</b>	Describing the best movie you watched
	<b>Reading</b>	Reading: You did not want to live here!
	<b>Activities</b>	Digital games: Booklet, digital flash cards, celebrating Halloween
<b>When is your birthday? 9th Unit</b>	<b>Grammar Structure</b>	Questions with verb to in past and present simple
	<b>Vocabulary</b>	Months, days, holidays
	<b>Speaking</b>	What happened in your last birthday?
	<b>Writing</b>	Writing a letter to your friend
	<b>Activities</b>	Digital games: Booklet, digital flash cards, celebrating Thanksgiving, singing Torn (Natalia Imbruglia)

Source: *Self-elaborated*

### 2.10.2.2. Sample of lesson plan for a regular class

Students in every class used to look lost, practicing the vocabulary more than thirty minutes, and having difficult to use grammar. Since these lesson plans were applied, they already knew

the vocabulary, because they got used to practice it before. Having ninety minutes of class every week, was not enough to learn and retain all the information in one session. Thanks to digital games, not only got the vocabulary knowledge, they continued remembering all the lexis of previous units.

**Table 8.** *Lesson Plan Unit 5*

**Guide:** Mileydy Vargas Paredes  
**Unit:** Unit 5  
**Lesson:** “What did you do”  
**Date:** July 19th  
**Grade:** 5<sup>th</sup> Elementary  
**Subject:** English

<b>Duration</b>	<b>Material/resources</b>	<b>Vocabulary</b>
90 minutes	Student book: Gogo loves English 5 Extra activity sheet about past verbs Video about Gogo's adventure 5 Digital flash cards - Power point Digital game: Booklet Material for decorating classroom the 4th of July	Irregular and regular past simple verbs
<b>Objectives:</b>		<b>Essential questions:</b>
To learn irregular and regular past simple verbs. To talk about past routine. To write about worst movie watched. To use did in questions. To identify regular and irregular verbs.		What did you...? Were you...?
<b>Factual knowledge</b>	<b>Procedural knowledge</b>	<b>Conceptual knowledge</b>
Students will be able to talk about past routine and exchange questions about the actions they did in the past.	Students will be able to talk about their personal preferences in past.	Students will understand the difference between regular and irregular, present simple and past simple.
<b>Warm-up (20 minutes)</b>		<b>Follow-up (20 minutes)</b>
Make students practice vocabulary with the digital flash cards after that use the digital game on Booklet.		Make students talk about their past routine in order to get more confident with the use of verbs in past in pairs.
<b>Round-up (20 minutes)</b>		<b>Wrap-up (30 minutes)</b>

Helping with the chart the verbs in past, students need to write about their worst day ever.	Show students a video about Gogo's adventure 5 and make them identify the verbs in past. Make them play with the board game Pictionary drawing the most common verbs in past.
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Source: *Self-elaborated*

### 2.10.2.3. Syllabus for Digital Games

The following syllabus for digital games was used all the time in every class for around ten minutes; moreover, it was part of their homework during the lesson last, there were students who used to practice every day in order to improve their vocabulary or just because they wanted to play and have fun, anyway the results were shown in each class.

**Table 9.** *Syllabus Digital Games.*

Unit	Summary	Vocabulary	Digital game
Come with me! Unit 1	Practicing about introducing yourself, jobs and members of family	Introducing yourself Use verb to be Jobs Members of family	KAHOOT: <a href="https://kahoot.it/challenge/05286998?challenge-id=6d054f73-b337-4f1c-9dd7-104204404ebe_1699552682689">https://kahoot.it/challenge/05286998?challenge-id=6d054f73-b337-4f1c-9dd7-104204404ebe_1699552682689</a>
Do you have any glue? Unit 2	Asking and describing about possessives/ some and any. Identifying school supplies	School supplies	WORDWALL: <a href="https://wordwall.net/resource/13572435">https://wordwall.net/resource/13572435</a>
It is cold in winter? Unit 3	Talking about weather. Identifying seasons.	Seasons, weather, holidays.	BOOKLET: <a href="https://play.blooket.com/play?hwId=654d2075aa6be0a9a5e1a4fb">https://play.blooket.com/play?hwId=654d2075aa6be0a9a5e1a4fb</a>
Unit 4 Reviewing Unit 1, 2, 3	Using verb to be, present simple, someany.	Jobs, members of family, school supplies and seasons-weather	QUIZIZZ: <a href="https://quizizz.com/admin/quiz/5f5f024a143df000207e0f93?source=quiz_share">https://quizizz.com/admin/quiz/5f5f024a143df000207e0f93?source=quiz_share</a>



Unit 5 What did you do, Gogo?	Using past simple	Common regular verbs in past.	BOOKLET: <a href="https://play.blooket.com/play?hwId=654d217a87c576d060d5e936">https://play.blooket.com/play?hwId=654d217a87c576d060d5e936</a>
Unit 6 What did you eat in the morning?	Using past simple Regular and irregular verbs	Irregular verbs in past. Food.	BOOKLET: <a href="https://play.blooket.com/play?hwId=654d2211aa6be0a9a5e1b5dd">https://play.blooket.com/play?hwId=654d2211aa6be0a9a5e1b5dd</a>
Unit 7 Where were you?	Using simple past verb to be.	Places	KAHOOT: <a href="https://kahoot.it/challenge/09098352?challenge-id=6d054f73-b337-4f1c-9dd7-104204404ebe_1699554009300">https://kahoot.it/challenge/09098352?challenge-id=6d054f73-b337-4f1c-9dd7-104204404ebe_1699554009300</a>
Unit 8 Reviewing Units 5,6,7	Using irregular and regular past verbs	Regular and irregular verbs in past	BOOKLET: <a href="https://play.blooket.com/play?hwId=654d23ab1ea17a2180d882b7">https://play.blooket.com/play?hwId=654d23ab1ea17a2180d882b7</a>
Unit 9 When is your birthday?	Verb to be in past and present simple	Months, days, holidays	BOOKLET: <a href="https://play.blooket.com/play?hwId=654d245e62f57df6766259b8">https://play.blooket.com/play?hwId=654d245e62f57df6766259b8</a>

Source: *Self-elaborated*

### 2.10.3. Evaluation Criteria

The system of evaluation was set up in advance. As the students were part of a school system, this needed to be based on Avelino Siñani's evaluation structure. "Ser o decider" where their grades were based on their attendance, participation at the homeroom and attitude to any challenge during the class, "Hacer", where their schoolwork was significant to do after every unit, and "Saber", where learners needed to show all their knowledge in a written, oral evaluation or different projects at the end of every trimester. The following tables will show

their commitment and effort in English area and how each trimester they were improving due to digital games.

### A. 1<sup>st</sup> Trimester grades

The first trimester, students started their units 1-2-3 doing feedback about 4<sup>th</sup> Grade, because they still having doubts about basic needs, for example: the right way to answer questions about “What is your address?” or identifying numbers. Every single class, homework, project, quiz helped them to be graded. Participation was a key to get bonus points however, as a teacher forced them to be part of the team, working individually or in pairs.

**Image 1.** 1<sup>st</sup> trimester grades 2022.

No	STUDENT'S NAME	SER - DECIDIR 30											HACER										50	30	SABER		30	10	TOTAL						
		Bonus point	February				March				April			TOTAL	10	9	8	7	6	5	4	3			2	1				TOTAL	TOTAL	TEST	QUIZ	TOTAL	AUTO EVALUAT
			3	10	17	24	3	10	17	24	31	7	14		28	HW	HW	HW	HW	HW	HW	HW			HW	HW									
1	Student 1	4	2	3	2	2	2	2	2	1	2	2	2	2	28	5	0	5	5	5	5	4	5	5	4	43	26	22	24	23	9	86			
2	Student 2	5	2	3	3	3	2	2	2	1	2	2	2	2	31	3	5	5	0	5	2	5	4	5	4	38	23	25	20	23	9	85			
3	Student 3	5	1	2	1	3	2	2	2	0	2	2	2	2	26	0	5	5	5	5	5	5	5	5	5	45	27	22	26	24	9	86			
4	Student 4	2	2	2	2	0	1	1	2	2	2	2	1	2	21	0	0	0	0	0	0	5	5	3	13	8	24	4	14	6	49				
5	Student 5	6	2	2	1	2	2	3	2	2	2	2	2	2	30	5	5	2	5	5	3	1	5	5	4	40	24	25	30	28	9	91			
6	Student 6	3	2	2	2	3	3	0	2	2	2	2	2	2	27	5	5	5	5	5	3	3	5	5	4	46	28	30	25	27,5	10	92			
7	Student 7	4	2	2	2	2	2	2	2	0	2	2	2	2	26	0	5	1	5	4	5	5	4	4	4	37	22	25	26	26	9	83			
8	Student 8	2	2	2	1	2	0	2	2	1	2	2	1	2	21	0	5	5	5	5	0	4	5	5	5	39	23	24	0	12	8	64			
9	Student 9	3	2	2	2	2	2	3	0	2	2	2	2	1	25	5	5	5	5	5	4	5	5	5	5	49	29	22	26	24	8	86			
10	Student 10	4	2	2	2	2	2	1	2	2	2	2	2	2	27	1	5	5	5	5	5	5	5	5	5	46	28	30	20	25	9	89			
11	Student 11	4	2	2	1	0	2	2	2	3	2	2	3	2	27	5	5	5	5	5	4	3	5	4	5	46	28	25	22	23,5	9	87			
12	Student 12	4	2	2	2	2	3	2	0	2	2	2	2	2	27	1	4	5	5	3	2	4	5	5	4	38	23	30	22	26	9	85			
13	Student 13	4	2	2	2	0	3	3	2	2	2	2	2	2	28	5	3	5	3	3	5	4	3	0	5	36	22	30	30	30	10	90			
14	Student 14	2	2	0	1	0	2	1	2	1	2	0	2	0	15	0	5	5	0	0	5	4	5	4	3	31	19	24	30	27	8	69			
15	Student 15	4	2	2	2	2	1	2	2	2	2	1	2	1	25	5	5	5	5	5	5	3	5	5	5	48	29	30	30	30	8	92			

Source: Self-elaborated

### B. 2<sup>nd</sup> Trimester grades

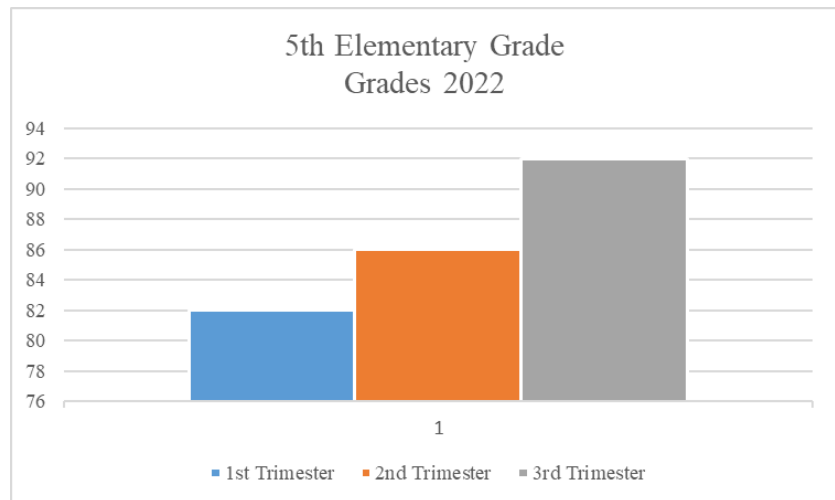
For this second trimester, students had better attitude for doing their homework, working at the homeroom, having fun doing all the projects at home. However, having online classes with them was a little challenging because as teacher needed to find better ways to call their attention. This trimester had several digital games, videos, songs and so on.



7	Student 7	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	29	5	5	5	5	4	5	5	4	4	4	46	28	26	27	27	10	93
8	Student 8	4	2	3	3	3	3	3	2	3	2	2	1	2	33	5	5	5	5	5	4	4	5	5	5	5	5	4	4	5	5	5	5	48	29	25	19	22	8	92	
9	Student 9	4	2	2	2	2	2	3	3	2	2	2	2	1	29	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	49	29	23	27	25	10	93		
10	Student 10	5	2	2	2	2	2	3	2	2	2	2	2	2	30	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	49	29	30	21	26	10	95		
11	Student 11	5	2	2	3	3	2	2	2	3	2	2	3	2	33	5	5	5	5	5	4	3	5	4	5	4	5	4	5	4	5	46	28	26	23	25	10	95			
12	Student 12	5	2	2	2	2	3	2	2	2	2	2	2	2	30	4	4	5	5	3	4	4	5	5	4	4	5	5	4	4	43	26	30	23	27	9	91				
13	Student 13	5	2	2	2	2	3	3	2	2	2	2	2	2	31	5	3	5	3	3	5	4	3	4	5	4	0	4	5	40	24	30	30	30	10	95					
14	Student 14	3	2	3	1	2	2	1	2	1	2	2	2	2	25	4	5	5	4	4	5	4	5	4	3	4	3	4	3	43	26	25	30	27,5	10	88					
15	Student 15	5	2	2	2	2	1	2	2	2	2	1	2	1	26	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	48	29	30	30	30	8	93				

Source: Self-elaborated

Image 4. Grades of 5<sup>th</sup> Elementary Grade.



Source: Self-elaborated

#### 2.10.4. Homework

Students had homework once a week that was sent it on Sunday, in order to have time review it and if they had any question, could be able to ask it during class. Basically, those activities can be considered an extension or follow up of the activities set up by the workbook that Gogo loves English 5 offered. The level of the activities of the workbook was according to the development students had in the classroom. It was marked over five points each homework and digital games were just given at the beginning of the unit to practice during the two or three sessions before finishing it.

### 2.10.4.1. Sample of Homework

Image 5. *Gogo loves English 5, Unit 3.*

A  Look. Read. Write.

1



It's hot.

I'm wearing a \_\_\_\_\_  
and a dress.

2



It's windy.

He's wearing a \_\_\_\_\_,  
a scarf, and pants.

3



It's \_\_\_\_\_.

She's wearing a coat and a  
\_\_\_\_\_.

4



It's \_\_\_\_\_.

He's wearing sunglasses and  
a \_\_\_\_\_.

Source: *Gogo Loves English 5.*

### 2.10.5. Attendance and Participation

Attendance was a really important part in any language teaching process. In this case, it was seriously important for the students to come to English classes every class, since, in comparison to other subjects, learning English is not a matter of studying theoretical rules, rather, it is practicing the use of this language. As this project is based on the eclectic approach, students had the chance to participate in all the activities in the classroom. Therefore, attendance and participation are closely related. It was graded over ten points.

### **2.10.6. Test**

The test is divided into four parts, Listening and Comprehension, English Usage and Grammar, Reading and Vocabulary, and Writing. All of them were tested in one class, except the Speaking part, which was taken in an extra class or students had to send videos through the school platform. The speaking part consisted describing their rooms or their favorite place in the city and had to record it by themselves, taking advantage of technology because everybody nowadays has cellphones, tables, etc. Since the test is not considered the most important part of any evaluation of the language teaching process, it was just an indicator. The test measured how students were learning in class through practicing and solving exercises. That is the reason why the test was marked over thirty points; a sample of the test can be found in Appendix **D**.

### **2.10.7. Digital Games Activity**

As it was explained before, Gogo loves English 5 was used to teach children for having interesting adventures with Gogo the principal character of this book, unfortunately, this textbook came along with a series of vocabulary in flash cards however, the pictures were ambiguous for students. These activities consist of three important parts:

- Before you start your unit.
- While you are in the unit.
- After you finish your unit.

Each part of the activity had its own characteristics; they were fully acquiring new vocabulary, practicing during the process and having feedback at the end of the unit. Then in unit 4 (review of unites 1-2-3) learners had no worries to remember vocabulary learnt months ago.

#### **2.10.7.1. Before you start your unit**

This activity was usually short and fun; the purpose was to prepare the students for introducing new vocabulary, therefore, it had to draw interest and willingness by each single student. This activity could be:

- An introduction of the vocabulary. In this introduction, the teacher simply explained if they were able to recognize images; for example, students were going to look at any image and guessing. The teacher encouraged students to figure it out what would be our unit about.
- Describing the word. In the first units, was challenging because they could not express themselves and trying to use Spanish all the time. After unit 5, they were able to recognize words easily.

#### **2.10.7.2. While you are in the unit**

This activity was the most important part of the session, because the students use all their English skills to complete it. That was why the teacher had to be careful when designing this activity. The teacher did not have to forget to see the activity as if he were a student. It should not be taken for granted; the students might have liked the activity or sometimes they may not.

- Choosing the accurate image for every word learnt in the vocabulary.
- Using digital game during the three sessions of the unit.
- Reading comprehension about stories of the unit.
- Completing sentences about the video with the correct grammar reviewed
- Watching videos and reproducing it in class.

#### **2.10.7.3. After vocabulary**

A post activity was necessary to reinforce what students practiced during the activity. According to the main activity, they could be:

- Making a Culture Connection. According to what they learnt in the unit. For example, if the unit was about seasons, students could connect the different weathers that there are in the world.

- Making a discussion. Students discuss an issue related to the topic of the unit. For example, talking about their last trip. (in Bolivia or somewhere else)
- Recording themselves. Learners at the end of any unit, had to record themselves based on all learnt. Every end of unit had different topics such as: describing their homes, places, movies, weather, countries and so on.

### **2.10.8. Results**

Initially, most of the students who were not very confident when speaking English; however, through the development of units, they were switching their attitude. It was because it was not the same to have regular classes than having fun activities in their learning language process. Reinforcing vocabulary with digital games gave students the chance to increase their lexis bank. Just to mention an experience, when students were about to finish the school year, they were able to talk to the teacher in English. All the conversations we had was about real life and they were in real context. We used to talk about the weather and what they did the previous weekend and those kinds of things using irregular and regular verbs simply. The use of vocabulary resources as a reinforcement developed throughout this study had good results. Even though students, after this course, are not masters in grammar or good translators, they were able to speak, to listen to, to read, and to write in English. At the conclusion of the project, the pupils were able to make basic conversations with their partners and the teacher. As it was proposed, in the section of objectives, this study has solved effectively the problems and needs that Utasawa eco-school had in English area.

The use of digital games as reinforcement in the language teaching process was a success. All the objectives that the present study intended to reach were fulfilled. Besides, the students were satisfied with this kind of work and they enjoyed working with it. This experience was amazing since they improved all English skills through these simple digital games, provided after each unit they had along the school year. The students did not practice and improve only vocabulary, speaking, reading and writing but also pronunciation and they learned many features of American culture.



### **Area III.**

#### **Analysis of the Professional Experience.**

##### **3.1. Relevance of the Curricular Program with the Professional Experience.**

As the author Khan (2011) states in his book, “(...) *the English teacher is supposed to know (...) applied English linguistics to prove himself as an effective English language teacher*” . Linguistics is the study of languages, and the role of applied linguistics has increased in importance in the past decades. It became a used discipline for teachers, researchers, and pedagogues to analyze the teaching methods. The old methods and approaches are no longer useful if the goal is to provide students with great language teaching.

This study leads to know the linguistic attitudes towards English language in students of 5<sup>th</sup> Elementary Grade at Utasawa eco school in La Paz city; at the same time, taking into account that the age of 9 and 10 years old, the gender and the social class of the speakers are some factors that determine these attitudes, these aspects were analyzed for having more influence. In this sense, is important to relate these three factors (gender, age and socioeconomic level of the students) to the linguistic attitudes manifested by them.

In the pedagogical part, the study of foreign language acquisition studies how the development of language-teaching methodologies can help understand when language learning takes place and when it does not. (Gass & Selinker, 2008, p. 20). Traditional methodologies based their teaching on memorizing vocabulary and repetition until learners can produce a sentence. That is not the appropriate approach described for applied linguistics, which supports its method of studying the characteristics of a language to take the results and apply them to different areas, teaching in this case (Khan, 2011, p. 2). Foreign language acquisition studies how learners create a new language when there is limited exposure to it, and applied linguistics assist the teachers to understand how and when learning takes place.

There is no need to view error as a problem for the learning process, instead of as a way to evidence the students are making attempts into producing language by figuring out the

structure of it. Thanks to their efforts, the teacher can produce an error analysis to help them understand the language. Understand the language to make it easier to learn for students is one of the reasons to implement applied linguistics in teaching practice. With it, language can be seen as a structure of discourse and not just a horizontal process (Ossa, 2012). When it comes to learning a language, there are aspects to take into consideration, like the structures that are easier to comprehend because they are similar to the first language of the students, which causes a better understanding in the learning process. The traditional methods are not something teachers need to discard or reject when teaching, but must learn from them to pursue a better view in language development to have more beneficial outcomes. Those methods must be improved because times are changing, and learners need more than repetition without critical thinking and accurate language development.

### **3.2. Learning in the Process of Professional Activity.**

One of the main dreams of mine was being a teacher, once I finished Linguistics career, I have started looking for teaching English, however unfortunately I could not be able to speak fluently the language. Anyway, I have been highly motivated to teach using gamification in first part, why? Because every class needs to be a show, as a student of several English institutions that was the main preoccupation, I used to get bored easily. Of course, games are really great didactic resource to teach children, teenagers and even adults. Therefore, I had to find the most suitable games, board games, activities and so on to teach English, with a lot of searching it was possible to plan lesson plans that have the coolest activities though the number of students, ages, genders, social status challenged the main objective: learners enjoy this foreign language as much I do.

In my eleven years of experience helped me to realize that it is not only the knowledge that acquired in Linguistics if not the importance all those details, for instance, if a student does not have money to buy a text book, I need to figure it out how to create material for that student, or if a pupil is a senior adult with hearing problems, I had to find the way how to make flash cards with big words. Teaching is not only preparing one material, class, homework, project for everybody, each learner has different needs and levels of knowledge with one similar desire:

that each class has to have activities where the last thing is to get bored.

In summary, when each teacher finds their own voice, their own style, their own way of introducing topics, of promoting a cohesive classroom, of endearing themselves to their students: that is the art of teaching. The teacher encourages the student to participate in the flow of learning, to surrender to the ongoing process of change, to think critically about the world around them and to maintain a mindful, playful and creative disposition to life and the people sharing it.

### **3.3. Suggestions to improve Professional Training in Linguistics and Languages**

Learning foreign languages can be an intense, difficult, and time-consuming process, and not all of students from the career may be enthusiastic about taking on the extra workload. It would be a good idea to make them aware of the potential benefits of knowing another language with more levels in order to improve it. In my opinion, learning English or French language needs to have at least 8 levels for students who want to continue in foreign mention.

As linguists, something that for sure we are going to improve is to learn more than two languages, then helping to create an army of polyglots to recognize that learning does not have to begin and end in the classroom. It may benefit budding linguists to reach out to one another away from the confines of the prescribed program of learning. Perhaps workers could form private study groups as a means of supplementing their learning.

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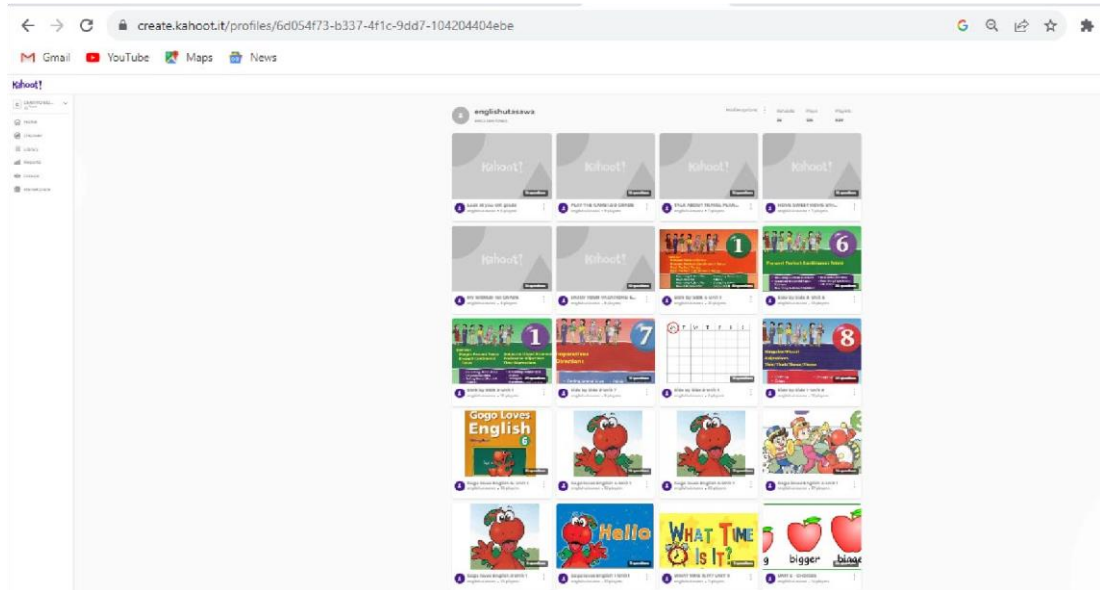
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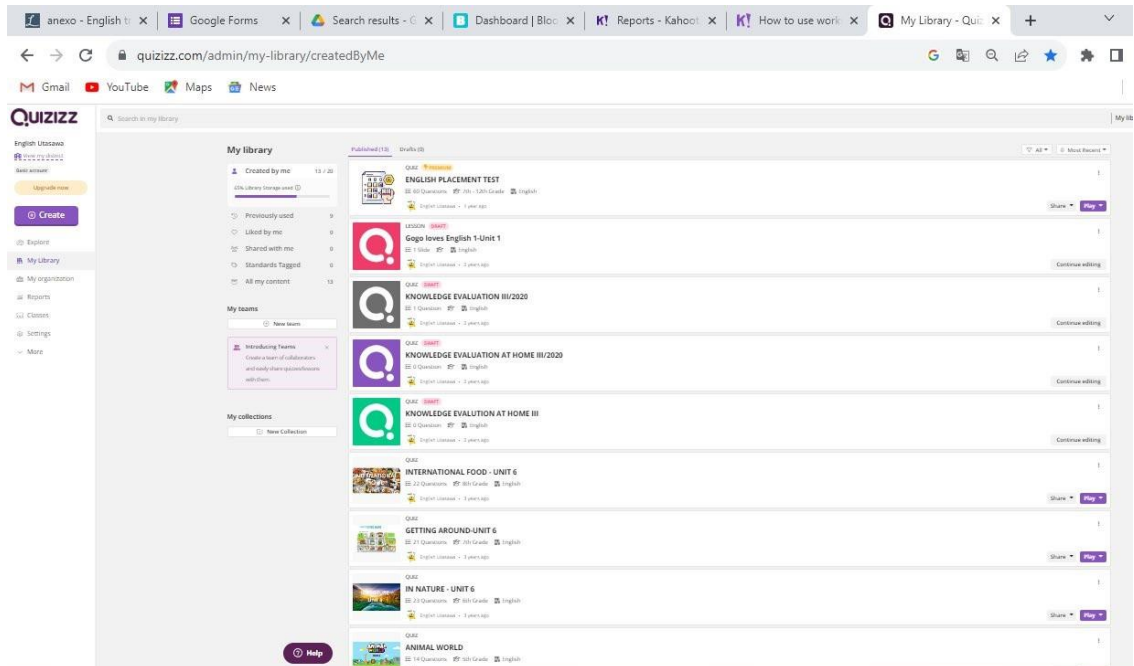
# APPENDIXES

## APPENDIX A. Digital Games created by Mileydy Vargas Paredes



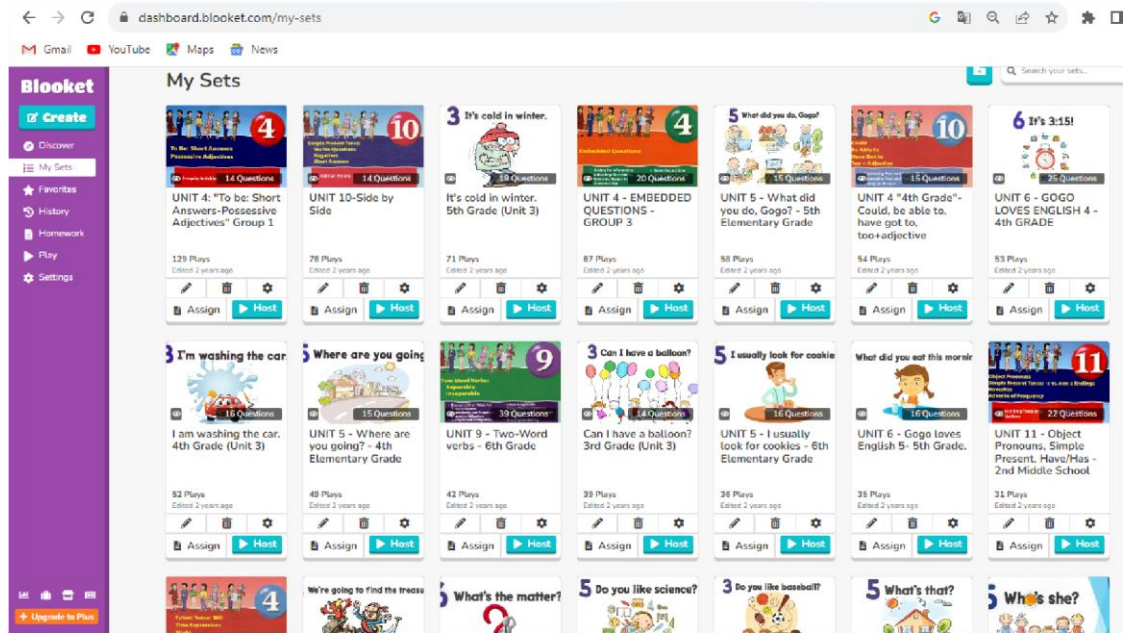
Source: Kahoot.com

## APPENDIX B. Digital Games created by Mileydy Vargas Paredes



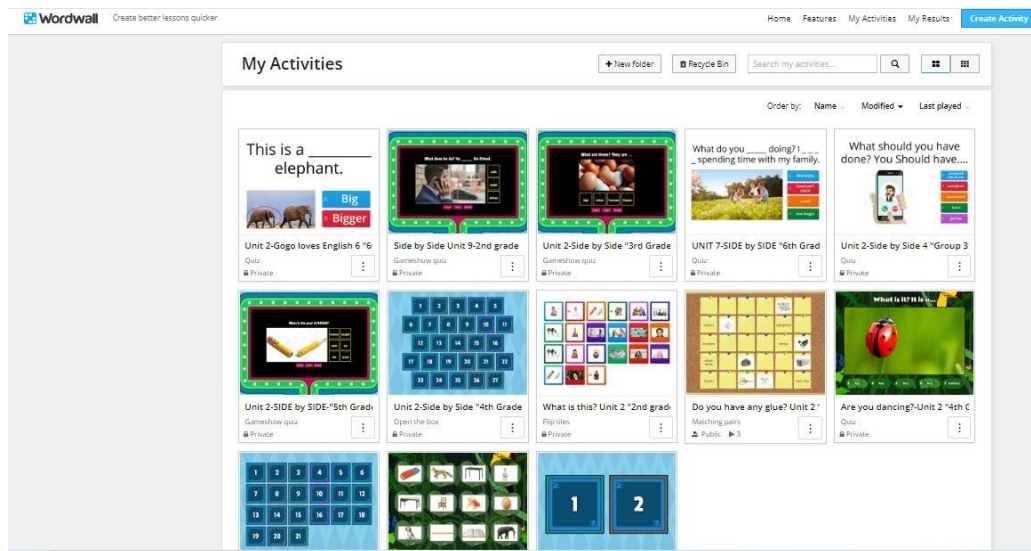
Source: Quizizz.com

### APPENDIX C. Digital Games created by Mileydy Vargas Paredes



Source: Blooket.com

### APPENDIX D. Digital Games created by Mileydy Vargas Paredes



Source: wordwall.com

**APPENDIX E.** *Pre-Post Placement test created by Mileydy Vargas Paredes*

<b>QUIZZZ</b>	NAME : _____
ENGLISH PLACEMENT TEST	CLASS : _____
60 Questions	DATE : _____

1. Where are you from?

<input type="checkbox"/> A	You're of Canada	<input type="checkbox"/> B	I'm of Canada
<input type="checkbox"/> C	You're from Canada	<input type="checkbox"/> D	I'm from Canada

2. **DRAW a desk**

\_\_\_\_\_

\_\_\_\_\_

?

<https://quizizz.com/print/quiz/6205e43db7ad7e001d9d3d4>

1/12

3. When is your birthday?

- A It's around May 15th                       B It's by May 15th  
 C It's on May 15th                               D It's in May 15th

4. What is your address?

- A It's at Arce Avenue 594                       B It's at Avenue Arce 594  
 C It's at 594 Avenue Arce                       D It's at 594 Arce Avenue

5. Do you have a game console?

- A Yes, I am                                       B No, you're not  
 C Yes, I did                                       D No, I don't

6. Does Debbie need money?

- A Yes, she is                                       B Yes, She does  
 C Yes, she are                                       D Yes, she has

7. This book isn't interesting. It's ...

- A big     B small  
 C bad     D boring

8.  Where is the green backpack? It's...

- A in the table                                       B between the book and the pencil.  
 C on the table                                       D under the table



9. She doesn't have an expensive cell phone.  
... phone is cheap.

- |                                 |                                |
|---------------------------------|--------------------------------|
| <input type="checkbox"/> A her  | <input type="checkbox"/> B my  |
| <input type="checkbox"/> C your | <input type="checkbox"/> D his |

10. I am a teller, that's why I work in a...

- |   |                                    |
|---|------------------------------------|
| <input type="checkbox"/> A bank         | <input type="checkbox"/> B library |
| <input type="checkbox"/> C fire station | <input type="checkbox"/> D school  |

11. ... many pets on my roof.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> A there is  | <input type="checkbox"/> B there are |
| <input type="checkbox"/> C are there | <input type="checkbox"/> D is there  |

12.  What is she doing?  
She is ... her dog.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> A singing | <input type="checkbox"/> B teaching |
| <input type="checkbox"/> C walking | <input type="checkbox"/> D playing  |

13. What can they do at Chacaltaya?  
They can...

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> A jump | <input type="checkbox"/> B climb      |
| <input type="checkbox"/> C fly  | <input type="checkbox"/> D skateboard |

14.



What are they doing at home? They...

- A were having dinner.                       B are getting dinner.  
 C were getting dinner.                       D are having dinner.

15. What does Carlos do at noon?

- A She read a book                               B He eats a snack.  
 C She doesn't do anything.                       D He take a nap

16. They ... (not get up) early on the weekend.

- A isn't getting up                               B doesn't get up  
 C aren't get up                                       D don't get up

17. Laura is...than anyone.

- A happier     B happyer  
 C hapyier     D hapier

18. What did Leonor read last night?  
She ...Harry Potter's book.

- A read     B rode  
 C has read     D readed

19. What did Mrs. Vargas teach us last semester?

- A He taught us History of Brazil                       B She taught us History of Brazil  
 C She teached us History of Brazil                       D He teached us History of Brazil.

20. What are you going to buy for your birthday?

- A I'm going to buy a new laptop.       B I'm going to the park.  
 C They are going to the park.       D They are going to sleep.

21. What does your aunt want for Christmas?

- A She wanted a smart TV.       B She wants a smart TV.  
 C He wants a smart TV.       D He wanted a smart TV.

22. Amy and Leo have an old computer.  
The old computer is...

- A mine       B theirs  
 C yours       D ours

23. This is Nick and this is Carla.  
...are in my class.

- A There       B Their  
 C They       D Then

24. What are we talking about?  
You wear them on your eyes when it's sunny.

- A shorts       B sunglasses  
 C milk       D T-shirt

25. How old is he?  
He is thirteen.

- A 23       B 13  
 C 33       D 3

26. How many Olympic athletes can you name?

A I do watch TV

B I can name several ones

C I didn't read it

D I could draw many of them

27. I hate ... every Sunday.

A cooked

B cooking

C to cook

D cook

28. We don't mind.....our bedroom.

A clean up

B to clean up

C cleaning up

D cleaned up

29. What things are you good at?

A He is good at speaking languages

B She is good at collecting

C I'm good at to sleeping.

D I'm good at sports

30. (never) Peter loses a game.

A Peter don't never lose a game.

B Peter never loses a game.

C Peter doesn't never lose a game

D Peter loses never a game

31. How often do you watch movies?

A She always watches movies.

B You seldom watch movies.

C We watch movies last night.

D I rarely watch movies.

32. My friend is all the time talking during classes, he is too...

A annoying

B awesome

C boring

D boring

33. Louise doesn't like documentaries ... she likes animations.

- |                                |                                     |
|--------------------------------|-------------------------------------|
| <input type="checkbox"/> A but | <input type="checkbox"/> B moreover |
| <input type="checkbox"/> C and | <input type="checkbox"/> D because  |

34. When did they do homework?

- |   |   |
|---|---|
| <input type="checkbox"/> A They did homework last Monday        | <input type="checkbox"/> B They didn't do homework next Monday. |
| <input type="checkbox"/> C They didn't did homework last Monday | <input type="checkbox"/> D They do did homework last Monday.    |

35. She saw a ghost in the Tower!

- |   |   |
|---|---|
| <input type="checkbox"/> A What did Carlos sing in the Tower? | <input type="checkbox"/> B What did Mary seen in the Tower? |
| <input type="checkbox"/> C What did Mary see in the Tower?    | <input type="checkbox"/> D What did Carlos see in the Tower |

36. When was your uncle born?

- |   |   |
|---|---|
| <input type="checkbox"/> A They were born in September. | <input type="checkbox"/> B He was born in September.  |
| <input type="checkbox"/> C We were born in Cochabamba.  | <input type="checkbox"/> D He was born in Cochabamba. |

37. When were your parents stealing?

- |   |   |
|---|---|
| <input type="checkbox"/> A They were stealing yesterday morning.          | <input type="checkbox"/> B They were stealing at Ketal supermarket.   |
| <input type="checkbox"/> C She and He were stealing at Ketal supermarket. | <input type="checkbox"/> D She and He were stealing yesterday morning |

38. We were swimming.....we saw some dolphins in the water.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> A anyway | <input type="checkbox"/> B while   |
| <input type="checkbox"/> C when   | <input type="checkbox"/> D however |

39. Jenny is 5'4 and Beckey is 5'8 .

A Jenny is shorter than Beckey

B Jenny is prettier than Beckey

C Jenny is more intelligent than Beckey

D Jenny is taller than Beckey

40. Oruro city vs Beni city.

A Beni city is shorter than Oruro city.

B Oruro city is more big than Beni city

C Oruro city is smaller than Beni city

D Beni city is thinner than Oruro city.

41. Frank doesn't like working.  
He's...

A friendly

B hardworking

C shy

D lazy

42.



A Stop damaging the environment

B Turn i off when you finish it

C Do not talk to me again

D Wake up early

43.



You found a cellphone on the street.  
What should you do?  
I should...

- |                            |                     |                            |                         |
|----------------------------|---------------------|----------------------------|-------------------------|
| <input type="checkbox"/> A | call the owner      | <input type="checkbox"/> B | buys a new one.         |
| <input type="checkbox"/> C | sell it right away. | <input type="checkbox"/> D | calls her/his contacts. |

44.



- |                            |                  |                            |                  |
|----------------------------|------------------|----------------------------|------------------|
| <input type="checkbox"/> A | You must go home | <input type="checkbox"/> B | You mustn't talk |
| <input type="checkbox"/> C | You must litter  | <input type="checkbox"/> D | You mustn't stop |

45. three million two hundred fifty-nine seven hundred forty-two

- |                            |         |                            |         |
|----------------------------|---------|----------------------------|---------|
| <input type="checkbox"/> A | 3258740 | <input type="checkbox"/> B | 3259742 |
| <input type="checkbox"/> C | 3359742 | <input type="checkbox"/> D | 359642  |

46. What will your niece do next year?

- |                            |                           |                            |                          |
|----------------------------|---------------------------|----------------------------|--------------------------|
| <input type="checkbox"/> A | We will study Chemistry.  | <input type="checkbox"/> B | He will study Chemistry. |
| <input type="checkbox"/> C | She will study Chemistry. | <input type="checkbox"/> D | I will study Chemistry.  |

47. Where have you flown recently?

- |                            |                        |                            |                      |
|----------------------------|------------------------|----------------------------|----------------------|
| <input type="checkbox"/> A | She's flown to Paris   | <input type="checkbox"/> B | He've flown to Paris |
| <input type="checkbox"/> C | They've flown to Paris | <input type="checkbox"/> D | we've flown to Paris |

48. ever/make

- |                            |   |                            |   |
|----------------------------|---|----------------------------|---|
| <input type="checkbox"/> A | Have they had ever a snake in their tent? | <input type="checkbox"/> B | have they taken ever photos in a cellphone? |
| <input type="checkbox"/> C | Has she ever made a bad mistake?          | <input type="checkbox"/> D | Ever Has she eaten mexican food?            |

49. I'm hungry. Let's buy ...to eat

- |                            |           |                            |         |
|----------------------------|-----------|----------------------------|---------|
| <input type="checkbox"/> A | something | <input type="checkbox"/> B | someone |
| <input type="checkbox"/> C | anything  | <input type="checkbox"/> D | anyone  |

50. Tory is the ... person ever!

- |                            |                   |                            |             |
|----------------------------|-------------------|----------------------------|-------------|
| <input type="checkbox"/> A | friend            | <input type="checkbox"/> B | friendly    |
| <input type="checkbox"/> C | the most friendly | <input type="checkbox"/> D | friendliest |

51. My sister is a journalist. she... a lot of articles.

- |                            |         |                            |             |
|----------------------------|---------|----------------------------|-------------|
| <input type="checkbox"/> A | writes  | <input type="checkbox"/> B | has written |
| <input type="checkbox"/> C | writing | <input type="checkbox"/> D | wrote       |

52. How long have you been my friend?

- |                            |                                       |                            |                                  |
|----------------------------|---------------------------------------|----------------------------|----------------------------------|
| <input type="checkbox"/> A | You've been friends for 3 years.      | <input type="checkbox"/> B | We've been friends for 3 years.  |
| <input type="checkbox"/> C | We've been friends since 3 years ago. | <input type="checkbox"/> D | You've been friends 3 years ago. |

53. She is not answering her phone. She ...be sick.

- |                            |       |                            |       |
|----------------------------|-------|----------------------------|-------|
| <input type="checkbox"/> A | might | <input type="checkbox"/> B | could |
| <input type="checkbox"/> C | can   | <input type="checkbox"/> D | is    |



54. If we ... protest, they ... close the University.

- A will/won't  B don't/don't  
 C don't/will  D will/don't

55. If I... a stuntwoman, I... do extreme sports.

- A was/would  B wasn't/wouldn't  
 C weren't/would  D were/would

56. Change the following sentence into a passive voice:  
She bought flowers in the market.

- A Flowers have been bought in the market by her.  B Flowers are bought in the market by her.  
 C Flowers were bought in the market by her.  D Flowers are buying in the market by her.

57. ... fantasy characters requires great imagination.

- A To create  B Creating  
 C Create  D To creating

58. Neither of my cats...to go to the vet.

- A are liking  B likes  
 C liking  D like

59. He said, "I want to land a job in Japan"  
Reported speech:

- A He said that he wants to land a job in Japan  B He said that he has wanted to land a job in Japan  
 C He said that he wanted to land a job in Japan  D He said that he could wanted to land a job in Japan

60. Choose the correct translation for this Spanish sentence.  
My tía había estado estudiando antes que yo naciera.

- |  |   |
|--|---|
| <input type="checkbox"/> A My uncle had been studying before I was born. | <input type="checkbox"/> B My nephew had been studying before I was born. |
| <input type="checkbox"/> C My aunt had been studying before I was born.  | <input type="checkbox"/> D My niece has been studying before I was born.  |

# DIGITAL APPENDIXES