

**UNIVERSITY OF CARTAGENA**

**Games and Puzzles in the English learning process of third-grade students: Game-based learning**

**By**

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A paper submitted in partial fulfilment of the requirements for the degree of Bachelor of Arts in Foreign Languages (English and French) at the Faculty of Human Sciences of The University of Cartagena

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**Cartagena de Indias**  
**June, 2022**

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## **Abstract**

The present work describes my experience as an intern at the Luis Carlos Lopez Educational Institution for four months. It provides information about my daily duties as an English teacher for children in primary school and how these experiences allowed me to evaluate and identify the strengths and weaknesses of the institution. In addition, this document will analyze and present in detail a problem about the students in third grade who are showing difficulties in vocabulary and expressions they were supposed to learn previously according to the English plan in the school. This paper aims to show how the use of puzzles and games helps the students to improve their vocabulary based on the Game-Based Learning approach.

Keywords: resources, puzzles, games, vocabulary, expressions.

## **Angie Carolina Salcedo Barreto**

I was born on November 3rd, 1997 at Cartagena de Indias, Colombia. I grew up in this city my whole life and I know how famous and important the University of Cartagena is. That is why, after finishing my secondary studies in the Alter Alteris School in 2014, I applied to be admitted to this university.

In 2016, I was admitted to the University of Cartagena in the Professional in foreign languages program. I am currently in the 8th semester and doing my internship as an English teacher after focusing my studies in the educational field.

When I first started studying foreign languages, my goal was to learn to speak as many languages as I could. I was inspired by the idea of becoming multilingual and to be able to travel the world getting to know different cultures and people. However, in the middle of the degree, I started to set my goal. I started to enjoy English and French, both speaking and writing and was inspired by the idea that I would like to help out in the community so that people too can realize how great and important it is to learn languages.

I consider that teacher is a promoter of the society, and if I become a teacher, I can promote the interest in learning languages in Colombia, which has a low rate of English speakers in the country. I believe teachers are the pillar of any country, and their work consists in guiding and supporting future generations to create a societal education and with more opportunities internationally due to learning foreign languages.

## Chapter 1: Context

### Institution Context

The Luis Carlos López Educational Institution is a public school supported by the departmental government that offers education at kindergarten, primary school, and secondary school levels. It is located in the city of Cartagena, Bolívar, in the Blas de Lezo neighborhood. It counts more than a thousand students between the ages of five to eighteen.

The Luís Carlos López Educational Institution was founded in 1964 as a Primary School, for a long time it underwent changes, from School to concentration at the Basic Primary level. In 1992, it extended coverage to the Basic Secondary starting with the 6th grade until 1995. and in 1996 it began with the Technical Media; While in this approval process, two promotions, 1997 and 1998, graduated as Academic Bachelors.

In 1999, approval was obtained from the Secretary of District Education as a Medium Technical Institution, and from that date to the present, the high school graduated with the title of Commercial Technical High School.

The institution is structured with two buildings connected by stairs, both with two floors, and another building separated with one floor. The two buildings connected are full of classrooms, with large windows, well-lit, and plenty of space. Each classroom can hold 30-40 students without being too crowded. In the separate building, there is the principal office and more classrooms. The institution has a courtyard, a park, a library, recreation spaces, a computer lab, a cafeteria, and a parking lot. These allow conformity for students, teachers, and the administration.

**Objective**

The Luis Carlos Lopez Educational Institution looks to instill in its students the values of love, respect, solidarity, honesty, responsibility, justice, peace, tenacity, and creativity, with the aim of creating a moral conscience from an early age. The values taught from early childhood allow the development of human principles such as academic excellence, social coexistence, a sense of belonging, life project, and leadership.

**Mission**

In the Luis Carlos Lopez Educational Institution, integral human beings are trained, enterprising, and projected to the world with high civic competencies through the social-cognitive pedagogical model, in order for students to access higher education and achieve their personal life projects, family goals, and community-expectations.

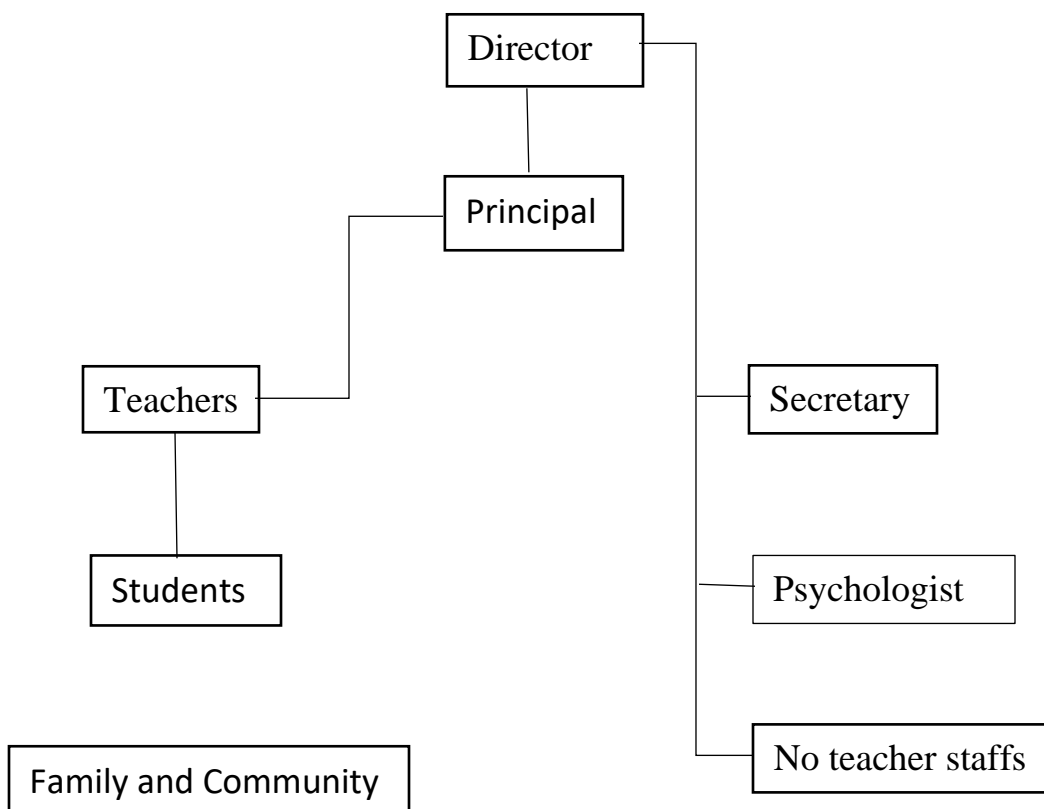
**Vision**

By 2020 The Luis Carlos Lopez Educational Institution it is more than a school, it is a family, full of comprehensive boys, girls, and young people, entrepreneurs that are projected to the world, with high citizenship skills, protectors of biodiversity, and willing to continue training in higher education in order to achieve their personal goal, family and social life projects.



### The organizational structure of the school

The Luis Carlos Lopez Educational Institution focuses its efforts on the cultural and academic areas. It counts with a well-structured administration with competing people working as a director, principal, teachers, security guards, and clean staff.



*Figure 1. Structure of the Luis Carlos Lopez institution: administration and staff.*

## Chapter 2: Expectations

Previously I had already had two experiences with teaching. First, I was a volunteer teacher for six months at a foundation called The Afro Colombian Center where I was in charge of children between 7 and 14 years old. It was a short but enriching experience. Then I had my first and very confusing professional internship at the Madre Laura school, where due to the expansion of Covid19, I had half face-to-face, half virtual practices, and in the end, it was not a rewarding experience for me.

As a student of foreign languages, my expectations as an intern in the Luis Carlos Lopez educational institution are to improve my knowledge of the English language every day with the help of my tutor teachers. In the same way, learn directly the different ways to manage a class with young children, and make them understand the English language in an interactive and easy way.

From my internship, at Luis Carlos López educational institution I expect to learn how to manage a class successfully, how to prepare a face-to-face class, be professional, undertake strategies to improve my classes, and learn from my mistakes.

### Goals

- To improve my English level.
- To learn about new strategies for teaching kids.
- To learn about class management.
- To learn how to create didactic material.
- To build my character and be more professional.

### Chapter 3: The students and the classroom

As a teacher at the Luis Carlos López educational institution, I am assigned to eight classes in primary school. Four classes are second grade, two classes are third grade, one class is first grade, and one class is fifth grade.

Grade	103	201	202	203	204	301	303	502
Number of students	31	34	35	36	32	31	35	35

The students from first grade to fifth grade are between 5 and 11 years old. Students at this age tend to get distracted very often, although I have come across messy and difficult to manage students, most of the students are very participative and willing to learn, and also very polite in greeting and saying goodbye in English.

The classrooms are large and spacious and due to these facts, I was able to implement warm-up games like Tingo-Tingo, Simon says, and Chair Dancing thanks to how big the classrooms are and the willingness of the primary teachers to help me keep order.

In terms of resources, each classroom has a board, and although some have to play audio, I felt the need to buy my own player to implement audio in each classroom. In general, the physical and didactic resources such as photocopies, games, and cards, among others, were provided by me.

Being a public school, there are too many students in a classroom and most of them live quite close to the school. The students show great fluency when speaking and expressing themselves, despite their age, they understand well when they are spoken to and explained.

## **Chapter 4: Challenging in the classroom**

**Classes with a lot of students:** It is well known that to give a class satisfactorily it is recommended to have a maximum of 15 students per classroom. In this way each student can receive attention, better results are given, more opportunities to participate, and control of the class is better. In the Luis Carlos Lopez E.I each class has approximately 30 students and it is a disadvantage in the English learning process.

**Lack of resources:** The institute has a good distribution of spaces, with large and well-lit classrooms, however, for the teaching of English, the didactic material is lacking and is very necessary for the development of activities with the children.

**Some students and teachers' behavior:** From a personal perception, some students do not take my participation in class seriously, taking it as a moment to relax and talk. In the same way, the tutor teachers tend to have passive participation, almost null, during the English classes.

**Difficulties at the moment to teach a new topic:** As a teacher learning to teach, it is normal to set up a class, and could happen that it does not work. The intervention of my tutor teachers was necessary to learn how to teach young children, since I taught them as if they were adults, I had to change my mindset and methodology.

**Differences in topics taught in each classroom:** The second graders had a teacher for each classroom, and each teacher personalized the classes. At the time of teaching English, all the second-grade students had been taught different English subjects before I arrived. It was

challenging to balance the topics so that everyone was at the same level and to be able to teach the same class to everyone.

### **Chapter 5: Intangible aspects of the room**

From my point of view, one of the strengths of the Luis Carlos Lopez educational institution is human values and a happy environment. In fact, I had the opportunity to work with most of the elementary teachers in the school, and I can say that the work environment was one of the best aspects of the institution that I could notice.

I think that working in a team is not easy, since each person has their rhythm of work. But working at Luis Carlos Lopez E.I. was quite good. Teachers helped me any time they could and I appreciated any advice and recommendation they gave me.

Teachers at the institution are hard-working, kind, and open people to listen to ideas or proposals. I can also say that they are collaborative people and always open to helping you with whatever you need. During my internship, I received a lot of help and support from many teachers, especially from my Mentor teacher, Magaly de Avila, and the school's teachers Belkis, a third-grade teacher, and Jaqueline, a second-grade teacher.

## Chapter 6: Mentor Teacher

During my four months as a trainee teacher in the Luis Carlos Lopez educational institution, my mentor teacher was Magaly de Avila. She is one of the English teachers in the school and she is in charge of the 9th and 10th grades. However, she is the person who supervises my performance in primary school. She dedicated her time to helping during the English classes I was assigned in primary school and she gave advice sometimes about the preparation of my classes.

In the English subject in the Luis Carlos López educational institution, the teaching-learning process starts from the previous knowledge that the students have, taking into account diversity. Professor Magaly de Avila prepares her classes based on the study plan established at the school and looks to guide, promote, facilitate and motivate students in their learning process. She also strengthens the pedagogical and methodological strategies for a meaningful learning process, allowing students to put their knowledge, skills, and abilities into action.

She uses reading comprehension with the objective of a better development in the levels of comprehension (literal, inferential, and critical intertextual) to obtain a significant improvement in communication skills (reading, speaking, listening, and writing) in the foreign language, and thus obtain better performance to reach effective communication.

Teacher Magaly de Avila always begins her classes with a warm-up, which consists of interactive activity with to motivate her students, and then presenting a topic or activity related to the topic to be taught, either speaking, listening, reading, or writing.

The specific methods for learning a foreign language that she uses are:

- Grammar and translation method.
- Series method: Execution of actions, list of verbs and sentences, oral and written reproduction of the series.
- Direct Method: Reciprocal questions and answers, use of real objects.
- Repetition, gesticulation, mimicry, dramatization.
- Reading method.
- The audio-lingual method, Audiovisual.

As a mentor teacher, she was very patient and kind from the beginning. She was aware of my role as a practitioner and she assertively corrected my mistakes, as well as gave me recommendations on how to address students.

Mistakenly, I had a tendency to explain everything to the students in Spanish and did not speak a lot in English. I only spoke English when I intended to practice repetition and when evaluating the performance of the students. However, the use of English is essential in any situation and should be used throughout the class, even if everything is repeated in English and then in Spanish so that students become involved with the language. This was taught to me by teacher Magaly de Ávila in one of my lessons in third grade.

## Chapter 7: My role as a teacher

During my four months of internship at the Luis Carlos Lopez Educational Institution, I held the position of English teacher in primary school. My duties basically consisted of the preparation of classes for the first, second and third grades, as well as the implementation of the tasks, and taking notes.

**Class preparation:** For the preparation of classes I base myself on the topics that were given to me at the beginning of the internship through the English study plan. Prepare my classes in a notebook where I cataloged by days, grades, topics, and objectives. In this notebook, I described the classes, how I was going to develop them, and what activity I was going to do.

**Implementation of Activities and Homework:** Through games, puzzles on printed sheets, and coloring pages, I developed the activity material and homework for the students, all to make the class dynamic and fun.

**Evaluation and Grades taking:** At the moment to evaluate, the primary teachers in charge of the different classes gave me the criteria to be able to effectively evaluate the students, as well as assign them the marks for the exams and the activities.

**Class management:** Despite being accompanied by the primary teachers and my mentor teacher, managing the classes, scolding, giving permission, and calling the attention of the students were also part of my roles as an English teacher at school.



## Chapter 8: The Problem

In the Luis Carlos López educational institute, the role as a trainee teacher offers the opportunity to be in direct contact with the students. A trainee teacher is allowed to create and come up with diagnostic activities that can identify the search for problems to be solved in the learning process of the students, in this case, most specifically, students from third grade. If we consider their age and examine their knowledge, the basic topics such as greetings, numbers from 0 to 10, introducing oneself, colors, shapes, and family members are topics that children have to know at this stage.

After having been carrying out the first diagnostic activity as a trainee teacher, results were found. The activity in question called Raining Words consisted of the students on the board being asked to speak and/or write as many words on the board as they can in English with the shape of rain falling. Thanks to this activity it was possible to identify difficulties in writing and/or speaking words in English in the students of third grade that should have been taught and identifiable for them in previous years.

The previous results allowed us to identify a problem that is facing the Luis Carlos López educational institution, more specifically, the students from third-grade. The problem to be aimed in this paper is the lack of basic vocabulary in third-grade students, and how this situation does not allow the advancement of the curriculum established without generating learning gaps.

### **Why is this situation problematic?**

- **Gaps in the teaching process:** the English language basic topics such as the alphabet, numbers, introducing yourself and saying your name, and the identification of objects in the environment, among others; are general knowledge and extremely important for

progress of the English language as a second language. According to Quidelf et al (2014), "those students who formally begin exposure to the English language at an earlier age achieve better learning, understanding, and motivation with it" (p. 53), this is compared with the students who start learning English later.

- **Inconvenience in continuing with the study plan:** According to the study plan provided by the Luis Carlos López educational institution, third-grade students, compared to second-grade students who still learn about numbers and greetings, as well as spelling, the third plan involves more production than just vocabulary. In this grade, students are expected to learn the commands in the classroom and they have to be able to produce short and descriptive phrases and sentences. To improve both oral and written production, it is necessary to implement strategies for the acquisition of vocabulary in English in a short period of time.
- **Lack of motivation:** Students are discouraged for not understanding the topics and lose interest. Motivation is a very important factor in the learning process, and more explicitly, in the English language. The problem of not having the basic topics in English can affect the motivation to participate in classes and learn the language.

## **Chapter 8: Research Questions and Objectives**

Considering the problem already presented, this work is focused on the search for solutions to the following questions:

- How could game-based learning influence the vocabulary process of a third-grade student?
- Can puzzles and games help to develop the vocabulary learning process of third-grade students?

### **Objective**

To improve the third-graders' vocabulary learning process through activities based on Game-Based learning approach in face-to-face classes at Luis Carlos Lopez Educational Institution.

### **Specific objectives**

- To establish how game-based learning increases vocabulary learning in terms of pronunciation, spelling, and context use.
- To observe the reaction and adoption of third-grade students to activities where game-based learning is implemented such as search words, crossword, flashcards, hangman, and physical games like tingo tingo tango and drawing games.
- To determine which activities and games work for 8-9 years old kids and which of the students enjoy the most.

## **Chapter 8: Proposal for a solution: Game-Based Learning**

According to Mansilla (2014), children between 0 and 17 years old develop part of the formative stage. From this, early childhood occurs from 0 to 5 years old, this is characterized by "a high degree of dependency and its high morbidity and mortality" and hence the importance of adequate development of the child during this phase. Third-grade students from the Luis Carlos Lopez Educational Institution, who have already gone through their so-called early childhood, have a deficiency in the acquisition of the English language. However, it is never too late to improve their level with the right action plan.

For children, it is expected that the educational training will be easier when the environment is pleasant for the minors, as it is indicated by López (2016), "the existence of activities that are to their liking for the development of the classes, motivates to participate and promote an optimal environment for the acquisition of the language". This indicates that there could be a higher rate of predisposition to learn English from the students if a strategy involving objects of interest is used.

### **Game-Based Learning**

In the Game-Based Learning, the game is a support tool that complements traditional teaching methods to enhance the student's skills and experience as an assistance tool that works in parallel with normal teaching to improve critical thinking and student creativity (Blanié, Amorim, & Benhamoum, 2020). And it is usually assumed that Game-Based learning is always related to technology and digital games but that is not always the case. Game-based learning uses games, whether virtual or physical, to create learning experiences that can engage students and effectively teach classroom content (Scott, 2014). Depending on the context of the classroom

board games, card games, word games, video games, simulations, role-playing games, and puzzles can be applied.

The GBL is a learning method that allows the implementation of activities that promote logical thinking, and analysis, as well as fun and active participation. Cicchino (2015) found that the GBL intervention and particular cycles of gameplay are effective in promoting higher levels of critical thinking and providing opportunities for guided reflection.

In the educational environment, the game-based learning has the following characteristics (Ketelhut, & Schifter, 2011):

1. Use the game method to motivate students to rethink their original knowledge
2. This game provides instant feedback to help teachers understand the student's actual teaching progress and make various suggestions promptly
3. Through the game, students can share a lot of information and acquis knowledge.
4. Learning through games can ensure that students are not bored by comfortably facing learning.
5. The game usually comes with discussion and social networking activities.

### **Definition of Game**

Merriam Webster dictionary defines a game as:

- a physical or mental competition conducted according to rules with the participants in direct opposition to each other
- the manner of playing in a contest

- the set of rules governing a game
- the number of points necessary to win
- points scored in certain card games (as in all fours) by a player whose cards count up the highest.

Sakes and Zimmerman (2004) define a game as a system in which players engage in artificial conflict, defined by rules, that results in a quantifiable outcome. The goal of successful game design is the creation of meaningful play with target content for the students where they can learn, play and enjoy at the same time.

## **Some Activities using Game-Based Learning**

### **Memory games**

**Flashcards** have always been very useful when teaching children interactively. In the article 'Why Game-Based Learning will make your child Smarter', Marwah, P. (2020) writes about the benefits of GBL in children and states that Game-Based Learning is known to sharpen the memory of kids by 90% and also says that Learning concepts through visual learning leads to better retention power and sharpens the minds of kids, which allows them to improve their memory. Using cards in the classroom as competition will awaken in children the need to play and win.

**Table Covered:** it is an activity where short-term memory skills are developed. On a table, different objects are placed on it and covered with a blanket. In groups, the students have 30 seconds to see the objects. Having passed the time, they have to write what they saw in English and Spanish. This activity promotes teamwork, practices memory, and helps improve vocabulary.

## **Puzzle games**

**Hangman:** Relevant studies come from Anita Novriana, Muhammad Asrori, and Martono (2015), showed that Hangman Game can improve the students' understanding of the meaning of the words, besides that the students also can master the words based on the context given. It also helps a lot with the practice of vocabulary and spelling in children. The game exposes students to practice the alphabet and remember the vocabulary learned in classes.

**Crossword:** The crossword puzzle is a word puzzle in a grid of black and white squares. The goal is to write one letter in each white square to make the words given by clues. The black squares tell where the word ends. (Claire, 2010: 6) said Crossword Puzzle is a game that makes the learning process in the classroom attractive and fun. This game provides opportunities for students in practicing and repeating the vocabulary and stringing a simple sentence pattern.

**Wordsearch:** it is a good activity to help practice vocabulary while learners get their brains to think. Georgiou, E.M. (2021) argued that Word Search puzzles are the perfect complement to any language teacher 'plan because they promote active learning, allowing language students to engage with the material more efficiently and take an interest.

## **Physical Games**

**Tingo-Tingo-Tango:** It is a very popular game among children in Colombia. The game consists of children passing an object quickly while someone repeats indefinitely "tingo, tingo, tingo, tingo..." until the person exclaims "Tango". The child who has the object must do something: answering a question, dancing, jumping, spelling, etc. In a classroom, it is a very fun game that motivates students to compete. If they lose, they must answer questions in English or they will be punished.

## Chapter 9: Data and Information

Two classes from the Luis Carlos Lopez educational institution participated in this study. Both classes were third grade students 8-9 years old. There was not a predominant gender and there were an amount of 68 students in both classrooms. The sample will be taken from one of the groups of third-graders (35 students).

At the Luis Carlos Lopez educational institution, third-grade students were presented with a problem related to vocabulary learning. Due to it, 68 students were taken under a study to determine if the implementation of the Game-Based Learning, along with activities such as crosswords, word search, and puzzles can obtain positive results in their vocabulary learning process in the English class. After finishing each activity, the researcher intends to observe, take notes and determine the effect of the activities.

In this study, the method to recollect information used is the observation method but in two different stages: at the moment of student's participation and after all, activities intended are completed.

1) I observed the participation, process, and interaction at the moment of implementing the activities.

2) I watched and analyzed the result of the participation, process, and interaction after implanting all activities.

The instruments to collect data implemented for this research to observe the students' performance and participation, as well as their preferences and how these activities affected them in their English development were field notes and rubrics.



The first instrument for data recollection is Field Note. According to Phillippi and Lauderdale (2018) “field note is widely recommended in qualitative research as a means of documenting needed contextual information”. Schwandt (2015) states that “Field notes are intended to be read by the researcher as evidence to produce the meaning of the culture, social situation, or phenomenon being studied”. In this study, the field notes are taken each class after activities were implemented in order to obtain a description and the students’ performances during the different activities applying the GBL approach.

The other instrument for data collection is the rubric. According to Steven and Levi (2005), a rubric is a scoring tool that lays out the specific expectations for an assignment and divides them into its component parts, and provides a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. In this research, the rubric is used to evaluate the performance of the participants and the development of their vocabulary learning process.

### **Topic to develop in third grade**

The area of Foreign Languages at the Luis Carlos López Educational Institution, of the Humanistic component, is developed from the selection of the English subject, attending to the Study Plan defined and based on the provisions of the guidelines and provisions issued by the Ministry of National Education.

According to the English language program for third-graders, students have to demonstrate a simple understanding of simple questions about themselves, their families, and the environment. Using the previous strategies, the topics undertaken by the trainee teacher are:

- Colors and Numbers (Review)

- What is this? - Parts of the house: kitchen, bedroom, dining room, and bathroom
- Introduce themselves (Review)
- There is – There are: Numbers from 1 to 10
- Greeting and Farewell (Reviewing)

Internship Time	Activity Implemented	Process of collecting data
Week #1: March 15 – 18	No register	<p>Week of adaptation for the trainee teacher.</p> <p>Identifying the main problems of the classroom.</p> <p>Collected Data method: Field notes.</p>
Week # 3: March 28 – April 1	<p>Diagnostic Activities:</p> <p>Raining words Game.</p>	<p>Selecting the research problem, and the strategies and possible solutions.</p> <p>Implementation of activities to recollect data: Field notes.</p>
Week #4: April 4 – April 8	<p>Game-based learning</p> <p>Activity: Tingo Tingo Tango.</p> <p>Topic: Colors and Numbers.</p>	<p>Implementation of activities to recollect data: field notes.</p> <p>To determine objectives, significance, and research questions.</p>

		Literature review to support the activities and strategies to implement.
Week #6: April 18 – April 22	Game-based learning Activity: Wordsearch Topic: Greeting and introducing yourself	Implementation of activities to recollect data: Field Note. Literature review to support activities and strategies implemented.
Week #7: April 25 – April 29	Game-Based Learning Activity: Puzzle and Handman Topic: The School Part and Objects.	Implementation of activities to recollect date: Field Note.
Week # 8: May 2 – May 6	Diagnostic Exam: Questions and Answers: A conversation. Topics: Greeting, introducing yourself, Numbers and the school.	Implementation of Exam to recollect data: Rubric. Rubric criteria: Pronunciation, vocabulary, and spelling.
Week #9: May 9 – May 13	Delivery Feedback.	Analyzing the rubrics result and the field notes to reach findings and conclusions.

*Table 1. Schedule of the data collection process.*

## Chapter 10: Implementation of the Game-Based Learning Activities

Table 2 presents five activities using Game-Based learning in third-grade students, the description of each activity, and the observations taken by the researcher by field notes. The activities were intended to improve the English learning process in terms of vocabulary but also pronunciation and spelling. The development of these activities in the classroom was expected to follow the content of the study plan of the school while practicing previous knowledge in a funny way.

Activity	Description	Observations
Raining Words Game	A diagnostic activity. Students had to remember the spelling and the pronunciations of English words that they know. They had to go to the front of the class, write on the board as many words as they can remember, and pronounce them. All students participated. At the end of the activity, there were more than 40 words on the board.	Students were highly motivated by the activities. They were open to participate and excited about writing and pronouncing the words. Misspelling and wrong pronunciation. Lack of common vocabulary and repetition of the same words.
Tingo Tingo Tango	An interactive activity. Students had to pass an object quickly while the teacher repeats indefinitely "tingo,	It was a success. Students were highly motivated and the performance was as expected.

	tingo, tingo, tingo..." until exclaims "Tango". The child who has the object must answer a question about colors and numbers in English.	It was demonstrated that 26 of 33 students answer the question with no problems and 7 students had difficulties or did not answer at all. Class management was difficult.
Wordsearch	An individual activity. Students had to look for the vocabulary in English in a wordsearch sheep.	All students found more than 8 to 10 words in the wordsearch. The vocabulary was about greetings and farewells.
Handman	Two activities were implemented on the same topic. The Handman was an activity in class where students had to guess the vocabulary about the school but using their knowledge about the alphabet. With this activity, the teacher looked to practice the new vocabulary and the spelling of the words.	It was hard at the beginning because students did not remember the alphabet but after practicing it, they were able to complete the game and the vocabulary was well-practiced.
Puzzle	Students had to cut and paste the imagines with the definitions and after finishing them, they had to present them in from of the class.	Students had presented some difficulties at the moment to relate pictures with definitions but after a short explanation from the teacher,

		they were able to complete the activity.
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*Table 2. Description of the activities' observation: field notes.*

After the implantation of the activities using GBL, an exam was undertaken with a rubric with some criteria. The rubric was created by the tutor teacher and the trainee teacher (Annexes 1). The exam consists of a small conversation with each student where they have to spell their name by answering the questions “what is your name?”, say their age, their favorite subject in the school, and where they study. Also, to remember five new words learned during the English class since I started to teach.

## Chapter 11: Results

After all the collection data producer is completed, the information obtained from the field notes and the rubric must be analyzed. The type of data analysis used in this research is an inferential analysis which according to Andereck (2011) inferential analysis is a form of analysis that is used to make general conclusions about a large population, based on a sample of that population.

The field notes analyzed during the diagnostic activities carried out in the first week of observation, allowed us to identify that third-grade students had problems related to basic vocabulary in English.

The field notes from **Diagnostic Activity #1: Raining Word**, which consisted of a writing and speaking activity that was developed during the first week, revealed that most of the students participated in the activity and the majority of them had few intonation and spelling errors.

After the result found in the first diagnostic activity, **The Game-Based Learning Activity #1** was implemented with the aim of improving vocabulary. As shown in table 1, using the famous game **Tingo Tingo Tango**, the students practiced the vocabulary of colors and numbers. The results from field observation were the followings:

- Students were excited and open to participate.
- The students' performances during the activity were as expected.
- Most of them were able to pronounce and correctly spell the vocabulary.
- They were able to differentiate the colors in the classroom context and to identify the numbers from 1 to 10.

**The Game-Based Learning Activity #2** was a **Wordsearch**. This activity was graded by the mentor teacher. Of 33 students participating and doing the activity, 28 got excellent grades (10 and 9 to 10 grade). Students had to look for 10 words from the vocabulary of Greetings.

Grades	Number of students
Excellent (10 – 9)	28
Good (8 – 7)	3
Acceptable (6 – 5)	4
Total	35

*Table 3: Grades from the Game Based Learning Activity # 2.*

A **Puzzle** and a game called **Handman** were implemented in **Game-Based Learning Activity #3**. In these two activities, previous knowledge and logical thinking were evaluated. The puzzle consisted in relating the vocabulary to the pictures representing the word. The students performing in this activity were active and cooperative. The average grade was 8,5 to 10. On the other hand, Handman was a game implemented to practice spelling and pronunciation. The results from this activity came from field notes where it was observed that students enjoyed the activity but had difficulties at the moment to implementing the alphabet to guess the words. However, these results were expected and after a small review, students were able to successfully complete the activity.



**Diagnostic activity #2: The exam** was divided into two parts. Written and oral exam. In the written exam, the students had to write as many words as they remember from the previous topic (similar to Diagnostic Activity #1). In the oral presentation, students had to introduce themselves and answered questions about their age and school using the target topics.

The average grade in the written part of the exam was 9,5 from 10.

The average grade in the oral part of the exam was 7, 6 from 10.

The grades were taken from the rubric (Anexo 1) and considered the topics exposed there.

## **Chapter 12: Findings and Limitations**

### **Findings**

#### **Game-based learning influences the vocabulary process of a third-grade student**

The data revealed that GBL provides an important role in motivating students to develop the English learning process, most specifically in the vocabulary learning process, as they are too excited to participate in games even if the activities are in English. From the very beginning, students were open to participating. There were even cases where all students raised their hands to participate and when the teacher selected one, they did not know the answers, the students just wanted to participate. Considering this, the vocabulary learning process was determined by the urgency of students to participate and complete the activities correctly and in this way, improve their English development.

The Game-Based Learning Activities helped to actively improve the basic vocabulary needed for kids between 8 and 9 years old. The physical activity as tingo tingo tango had some consequences in terms of class management but in general, it provides a new side of learning method for kids that now can think that English is an enjoyable class.

#### **Puzzles and games help to develop the vocabulary learning process of third-grade students**

After the results were analyzed, it was found that depending on the kind of activity implemented, students can develop the vocabulary learning process in terms of pronunciation and spelling.

On one hand, Wordsearch and Handman were activities that provide improvement in the vocabulary learning process in term spelling because the objectives of both activities were to identify a missing word using the alphabet. These games were useful to practice the written part of the English vocabulary and both were highly welcome by the students.

On the other hand, the puzzle and the Tingo Tingo Tango game were not written but presented orally. After completing the puzzle students had to present the results in front of the class. This not only helps the logical part of the brain but also creates a space where students are encouraged to communicate and even memorize the vocabulary to present it. There were some mistakes in pronunciation but the use of repetition helped them to overcome the expectations.

This study also found that GBL activities could enhance students' learning process based on motivation, creativity, and physical activities. Students were able to dance, jump, draw and paint during all activities considering that the activities were full of images and active games.

### **Limitation**

The implementation of the GBL activities was limited due to the time of the English class, only 50 minutes per week. Teachers and students had to develop the explanation and practice the topic target of each week in a hurry which is not convenient for any learning process. In addition, class management was a limitation at the moment to implement some activities because, for kids, games are the time to be disordered. However, with the help of the tutor teachers, the classes were handled and it was possible to complete the activities with success.

## Chapter 13: Conclusion

This research reported the results and analysis obtained after the application of the Game-Based Learning method through activities to increase and improve the vocabulary learning process of 8-9 years old kids from a third-grade class of 35 students.

The field notes and the result from the rubric proved that the activities based on GBL, allow fast and optimal learning of children's English vocabulary. Students from third grade showed a surprising improvement in memorizing the target words learned in the English classes, and even if a game such as Tingo Tingo Tango was not graded, it helped the teacher to motivate the students to participate in the English class.

From the results, it was possible to conclude that puzzles and games such as wordsearch and hangman allow students to practice and improve their English level in terms of pronunciation and spelling. In addition, based on the field notes and observation, the GBL method motives and enhances students at these ages to learn English.

However, although the objectives were met satisfactorily, according to the observations obtained from the field notes, the use of games with children is highly recommended, but it must always be taken into account that a poorly implemented game can cause disorder and lack of concentration in children as it was demonstrated during the game Tingo Tingo Tango where class management was difficult.

## Chapter 14: Reflexion

When I started this internship, I was really concerned about what could be the best way to teach children a language like English, which is so different from Spanish. And even more so because these children had just received two years of virtual classes, and many of them had never been in a school before or been in a classroom with a face-to-face teacher.

Virtual classes were a necessity at the time, but when I did the diagnostic activities, it was obvious that the level of teaching was not on par with face-to-face classes. That is why when I was presented with the problem of the lack of basic vocabulary in the students, the only solution I found was to implement fun games and activities so that they would get adapted to face-to-face classes and motivate them to learn.

I knew giving a solution to this problem could be a long and difficult process. To improve children's vocabulary can be a challenge, however using fun games and dynamics were my strategies to follow, and according to the research work and the results, it highly worked. It was proven that the GBL method motivates and enhances students at these ages to learn English.

The results obtained from field notes, observation notes, and the rubric showed me that the use of GBL in the vocabulary process learning in kids at the age of 8-9 has a positive impact on increasing the vocabulary, pronunciation, spelling, and intonation. The games were a success most of the time but with some difficulties in class management

These experiences in the Luis Carlos Lopez Educational Institution were exceptional. It taught me a lot about how professional life as a teacher is, even though my internship duties went beyond what was expected, I took the opportunity to be the one who taught eight different

classrooms as an English teacher, in charge of planning, preparing, and grading the students by myself.

I qualify my experience as very enriching and positive. I had a very good relationship with my students and I was pleasantly surprised that they were able to like me as much as I appreciated them. Similarly, this experience helped me to overcome awkward or difficult situations between me and the teachers, or me and the students. This helped me develop as a professional in this field as well as learn to establish teaching methods thanks to the variety of teachers who worked with me.

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## Annexes

Institución Educativa Luis Carlos López

Rubric 3th Grade English Exam

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Name: Angie Carolina Salcedo Barreto

Topic: Oral Exam : Talk about yourself


Grades	Pronunciation	Content
Excellent (10-9)	Student pronouns correctly every single words with excellent intonation and cohesion.	Student answer correctly all the questions about the name, the age, the school and their favorite subject.
Good (8-7)	Student pronouns correct most of the words with some mistake in the intonation and cohesion.	Student answer correctly some questions about the name, the age, the school and their favorite subject
Acceptable (6-5)	Student pronouns wrongly some of the words and with some mistake in the intonation and cohesion.	Student does not answer some questions about the age, the name, the school and their favorite subject.
Insufficient (4-0)	Student pronouns incorrectly most of the words and with many mistakes in the intonation and cohesion. Or the student does not speak at all.	Student does not answer almost any or any at all questions about the name, the age, the school and their favorite subject.

*Rubric: Third Grade English Exam.*


## WORD SEARCH

Ejercicios de inglés con el vocabulario de los saludos 1  
Busca las palabras en inglés en esta sopa de letras.


¡BUENOS  
DÍAS!




BUENAS  
TARDES!  
from 1pm  
till 6pm




BUENAS  
TARDES!  
from 6pm  
till 10pm



HOLA!




¡ADIÓS!




K G O O D L U C K B L T U Z G  
 I T H A N K Y O U X K P P J A  
 M L Q D U W Y H P V N B H M Z  
 W E L C O M E R G F X W H R X  
 G D W C U Z I H A U F S P K P  
 R M U P A X G O O D B Y E N A  
 S H Q D F Z D V V S U A E D S  
 T A K E C A R E N Z B L M L U  
 L C E S F N K H E L L O O U Z  
 F X G K Z B J W S K I V X M F  
 W G Z U O U Z V N G X F Z P J  
 R F G N P S F D N Z T F N F X  
 Z Y G O O D M O R N I N G W V  
 G O O D A F T E R N O O N U F  
 F Q G O O D E V E N I N G A J


¡BUENA  
SUERTE!




¡CUIDATE!




GRACIAS

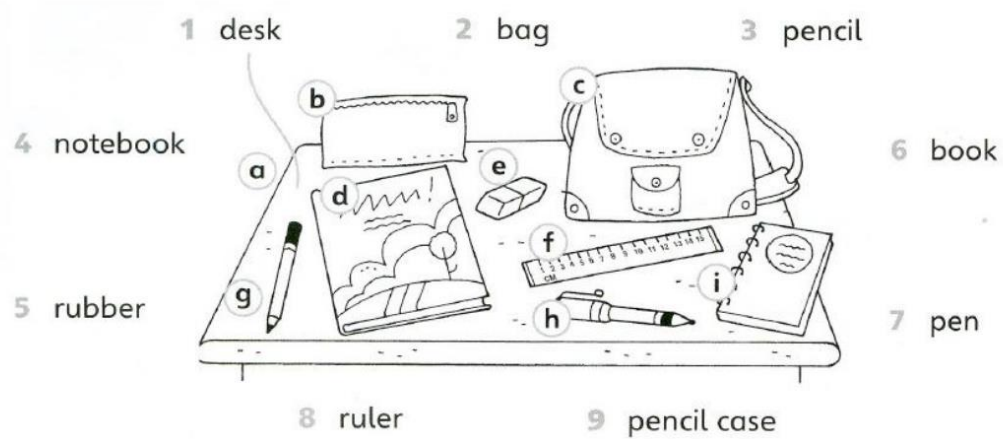


DE NADA



Wordsearch: Greetings.

1) Match. 



*Puzzle Game: Match the school objects' names with the pictures.*