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The Influence of the Pictionary Game on Oral Participation in an EFL Classroom for 1st- year high school students in Cuenca, Ecuador

Trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Resumen

La gamificación es una estrategia que potencia el aprendizaje del inglés de manera efectiva en los estudiantes. Al incorporar juegos en el aula, se fomenta un ambiente propio y enriquecedor en el aula en la que los estudiantes toman un rol indispensable. Por esta razón, el objetivo de esta investigación fue describir la Influencia del juego Pictionary en la participación oral en una clase de inglés enfocada en los primeros de bachillerato en Cuenca, Ecuador. La metodología ocupada fue de enfoque cualitativo, con paradigma socio-constructivista, centrada en una investigación-acción. La técnica fue basada en la observación participante y los instrumentos utilizados fueron: checklist y grabaciones de video. La muestra de estudio fue una población de 124 estudiantes en primero de bachillerato designados entre hombres y mujeres de tres diferentes paralelos del mismo nivel en una institución pública en Cuenca, Ecuador, el cual es una ciudad urbana. Posteriormente a la aplicación de los instrumentos y el análisis de datos se concluyó que a través del juego Pictionary los estudiantes participaron activamente durante la intervención. Así mismo, el juego fue útil para el desarrollo de la habilidad comunicativa en inglés y el vocabulario que los estudiantes aprendieron durante cada sesión de clase.

Palabras clave: Pictionary, juego, habilidad del speaking, participation oral, vocabulario

Abstract



Gamification is a strategy that enhances English learning effectively in students. Incorporating games in the classroom fosters a proper and enriching classroom environment in which students play an indispensable role. For this reason, this research aimed to describe the influence of the Pictionary game in oral participation in an EFL classroom for 1st-year high school students in Cuenca, Ecuador. The methodology used was a qualitative approach with a socio-constructivist paradigm focused on action research. The technique was based on participant observation, and the instruments used were: checklists and video recordings. The study sample of 124 students at the first baccalaureate level will be used among Female and male students of three different parallels at a public institution in Cuenca, Ecuador, an urban city. After applying the instruments and data analysis, it was concluded that the students participated actively during the intervention through the Pictionary game. Likewise, the game was helpful for the development of communicative ability in English and the vocabulary that the students learned during each class session.

Keywords: Pictionary, game, speaking skill, oral participation, vocabulary.



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Chapter I

1.1.Introduction

Today, teaching and learning English literature is essential for developing students' speaking skills, as they can enhance dynamism and create positive social and global changes. Students' oral participation is fundamental to developing communicative skills and strengthening linguistic competencies. The present research focuses on using games to encourage students' oral participation. This study explores how the Pictionary game can generate a playful and safe environment conducive to students' oral participation. It is intended to investigate how incorporating the Pictionary game in the classroom can foster students' confidence, motivation, and interest in expressing themselves orally. In this way, Universidad Nacional de Educación offers the opportunity to develop practices to allow students to evidence and experience cases linked to real-life situations. During the preprofessional internships, PINE major assigned students to work progressively at the first year of high school, where it was discovered that there was a lack of speaking skills, which is not well developed. As a result, students do not actively participate in English lessons, and it is because of the vocabulary words to express themselves. However, students may not achieve considerable fluency when learning English, even if the vocabulary is poor or straightforward, making it impossible to express themselves well in English. However, several factors that can benefit students are promoted through the teaching of English. From this perspective, the following work has a line of research structured in the search for didactics that facilitate learning and strengthen the process of speaking skills, focusing on oral participation in the first year of high school students.



1.2. Identification of the situation or problem to be investigated

Within its pedagogical model, the National University of Education (UNAE) establishes that its students perform pre-professional internships for their teacher training process. For this reason, following a face-to-face education, the educational high school "Herlinda Toral" was assigned to us in the parish of Totoracocha in Cuenca. The educational institution has several levels: initial, primary general education (BGE), unified public baccalaureate (UGB), with morning and afternoon schedules and having an average of 30 students per classroom. The internship occurred in the first year of the parallel General Unified High School "B." The teacher oversees 39 students (18 females and 21 males), and the professor teaches synchronously twice weekly.

According to a practical intervention at this facility, it was determined that there is an apparent lack of vocabulary skills. One of these reasons is that the public system since it is weak; that is, it lacks the effort to improve this reality (Peña, 2019). Another factor, and one of the most important, refers to the deficiency of the Ecuadorian curriculum since English hours are reduced and taken as an optional subject (Peña, 2019). As a result, participation is low, and English is underutilized in the classroom, thus hindering the learning process and especially the use of English as a second language. For this reason, the professional tutor requested our help to find resources to generate a timely strengthening in this process of learning English as a second language. Based on participant observation, it was found that the students have poor speaking skills due to not being familiar with the grammatical structures of the language. On the other hand, the lack of gamification has



been another problem because there are insufficient strategies and techniques to facilitate the language's comprehension and use.

In addition, we found that students need to correctly pronounce phonemes and syllables, causing a lack of adequate oral production. On the other hand, low participation in English lessons were identified, and it can be attributed to various factors. One possible reason is the lack of motivation among students to actively participate in class and feel motivated in the learning environment (Sánchez et al., 2021). English may be perceived as a challenging language, and students may feel discouraged or intimidated by the complex grammar structures or rules in English, pronunciation, and vocabulary related to that level. Additionally, students who do not see the immediate relevance or practical application of English in their daily lives may have restricted interest in actively participating in English classes. Another contributing factor could be the lack of confidence in speaking English, as students may fear making mistakes or being judged by others (Sánchez et al., 2021). Furthermore, external factors such as distractions, limited access to quality learning resources, or a teacher-centered approach may also hinder students' willingness to participate actively in English class. Addressing these factors and creating supportive and engaging learning that promotes motivation, relevance, and confidence in English language skills can help improve participation.

In this way, it has also been identified that the didactic resources used in the classroom environment do not promote meaningful and enriching learning since didactic strategies are absent and, above all, they do not allow for developing or stimulating oral



production, which is essential for learning (Peña, 2019). Thus, based on the above, the imperiousness of this research is born to provide a better contribution or a better intervention of knowledge to the students in the area of English, focused on enhancing the vocabulary of this discipline. In order for the student group improves or perform timely oral expression in English and, with the same, expand their vocabulary to mark a significant trajectory of English with students. Thereby, the following question arises from what was investigated during the practicum:

How does the use of the Pictionary game influence oral participation for 1st-year high school students in an EFL class in Cuenca, Ecuador?

1.3.Justification

It is well known that, within the educational paradigm, pedagogical processes are essential in student indoctrination; therefore, teaching and learning, regardless of the subject, has a significant influence when it comes to imparting it. Nevertheless, in this case, for the study object that takes more relevance, given that the teaching of a language that does not have its context of origin as the English language, it turns out this English literature needs its due application or founded application in strategies or methods that allow understanding this language of a better way. Correctly using resources, strategies, methodologies, and more is fundamental when teaching. Hence, the innovation and pedagogical dynamism associated with English become a pivotal source to mobilize toward timely learning for students.



In that sense, researchers such as Veljković (2017), Al-Dosakee & Ozdamli (2021), Demirbilek et al., (2022), Wulantari et al. (2023), have evidenced that the use of gamification has an added value when transforming students' learning in the classroom environment; all these researches have emphasized that playful games have the potential to make the class more interactive and dynamic in the educational environment, particularly when it comes to teaching English. Studies such as that of Bityutskikh & Kuzmina (2017) have evidenced that this kind of technique generates a considerable affinity in acquiring knowledge, even improving the communicative - oral part of the learners in learning English.

From this perspective, and considering the positive correlation that ICTs have in English language learning, games such as Pictionary have the ability to promote motivation in students, developing language skills and classroom interaction, thus contributing to more effective and meaningful learning of the English language (Daulay et al., 2021). The use of the game encourages students' oral participation playfully, allowing them to improve their communication skills; it encourages student collaboration, allowing the association of ideas to generate an accurate answer. In that way, as mentioned Hamer & Lely (2019) by involving this tool, students can develop oral proficiency, practice their language skills, and enrich and expand the vocabulary taught, which is crucial in educational learning.

1.4.General Objective

To describe the influence of the Pictionary game in oral participation in an EFL classroom for 1st-year high school students in Cuenca, Ecuador.



1.4.1. Specific Objective

To recognize students' oral participation before the implementation.

To identify the number of vocabulary items retained after the implementation on the Pictionary game.

To analyze the advantages and disadvantages of using the Pictionary game in oral participation in an EFL classroom for 1st-year high school students in Cuenca, Ecuador.

1.5. Main Research Question

How does the use of the Pictionary game influence oral participation for 1st year high school students in an EFL class in Cuenca, Ecuador?

1.5.1. Sub-Questions

- What is the amount of vocabulary items retained after the implementation on the Pictionary game?
- What is the students' oral participation before implementing the Pictionary game?
- What are the advantages and disadvantages of using the Pictionary game for oral participation in an EFL classroom of 1st-year high school students in Cuenca, Ecuador?



Chapter II

Literature Review

2.1.Previous Studies

In recent years, gamification has been growing popularity and the interest of exploring the potential of games as an interactive tool to motivate students to participate actively in English lessons. Previous studies have examined the effect of incorporating gaming into educational settings and its potential impact on student participation.

In 2021, Castrillo, Rayo, & Toledo investigated the use of Heads-up games to improve oral participation in an EFL classroom in Nicaragua city. This research aimed to explore, increase, and finally demonstrate that using Heads-up games at the school complements the teaching and learning of a language. For data collection, two different parallels and five observations were used during the English class in order to understand how the games were applied in the classroom, how they were developed in the context of the language, and to know how often the students participated (Castrillo et al., 2021). An interview was also conducted with the teacher to learn about the implementation of the games and how the games can help in teaching. Finally, a survey was conducted with 10 third grade students in order to examine how the use of a language learning game through oral expression could be affected to the class that did not receive the games in class. The findings showed that games in general and the use of didactic teaching methods are totally effective for improving participation in English classes and at the same time games demonstrated a significant higher level of oral communication. In this study, authors



suggest that games provide a more interactive learning experience that motivate students to participate in class. Finally, the authors state that the use of technology also is effective and it could be accommodated to any age of the learners, having a meaningful learning so students improve their English proficiency. An interview was also conducted with the teacher to learn about the implementation of the games and how the games can help in teaching. Finally, a survey was conducted with ten third-grade students to examine how using a language-learning game through oral expression could affect the class that did not receive the games in class. The findings showed that games, in general, and didactic teaching methods effectively improve participation in English classes. At the same time, games demonstrated a significantly higher level of oral communication. In this study, the authors suggest that games provide a more interactive learning experience that motivates students to participate in class. Finally, the authors state that technology is also effective and could be accommodated to any age of the learners, having meaningful learning so students improve their English proficiency.

This investigation is highly relevant to the research proposal, as it focuses on enhancing gamification to increase oral participation in English classes., two essential components of this research. This research provides valuable insights into the mechanism behind successful oral production by exploring various aspects of gaming and oral participation. Hence, understanding these underlying mechanisms can significantly improve gameplay experiences in Pictionary by helping learners perform better in class, enhancing their ability to convey ideas through visual cues, and fostering a deeper appreciation for the artistic aspects of the game. The findings of this research can inform



the design of future iterations of Pictionary games or similar games, facilitating the development of innovative features that promote more engaging and immersive gameplay.

At the University of Ambato, there is a relation to the subject to be investigated; that work is titled "*Gamification Strategy and Oral Production*," and it was carried out by Guido (2021). The present research was accomplished to determine the influence of gamification strategy in developing oral production. Moreover, to gather data in the research, 29 individuals in the fourth semester in the PINE major at the Universidad Técnica de Ambato were selected as the population. After that, the author found pertinent information relevant to the topic to support the investigation and the variables. In addition, a pre-test was applied to evaluate the student's oral production level. Learners were exposed to activities of gamification. The author states that oral production is not developed in English lessons, which is alarming, but unfortunately, that is the reality. The author points out that learners learn vocabulary and grammatical rules to practice writing papers or even exams, which means that learners have a shortage of speaking skills because they do not practice. Also, students are not improving their oral communication skills (Paredes, 2021). In order to analyze and test how students performed during various activities, a post-test was designed to test the effectiveness of the activities that were applied in English lessons to help learners improve their oral production. The study found that using games significantly increased students' oral production to participate in oral discussions and improved their oral communication. The research also states the importance of creating games that align with specific learning objectives and providing adequate training and support for students and teachers to ensure successful



implementation. The findings suggest that gaming has the potential to be a valuable tool for enhancing students' oral production in the classroom.

Gamification strategy and oral production are closely related to the topic of the Pictionary game because it involves game-like elements and mechanics in a playful context to enhance engagement and motivation. In the case of the Pictionary game, gamification can be implemented to make the gameplay more interactive and enjoyable to promote class participation, fostering a sense of competition and collaboration among learners. On the other hand, oral production refers to the ability to express oneself verbally and communicate effectively. For that, this investigation is vital as players must communicate their thoughts, ideas, and concepts using only verbal cues to help their classmates guess the drawn object or phrase. The game promotes creativity and artistic expression through drawing and enhances oral communication skills by encouraging students to articulate their ideas in a meaningful verbal exchange.

In this research paper entitled "The Effect of digital game-based Learning on Students: A literature review," Digital games are valuable and innovative educational approaches that can enhance students' learning outcomes and engage students to be active and immersed in the learning process. This investigation was published between 2011-2019.

This research focuses on the effect of digital game-based learning on student learning at the K-12 level. This research is aimed at students' learning, and it examined



low-level students who formed part of the population. Sixteen peer-reviewed research studies, two metaanalysis studies, and two literature reviews were selected for analysis (Serrano, 2019). The research showed that digital game-based learning includes critical elements such as collaboration, choice, and feedback. Games are designed to be engaging and immersive, often providing instant feedback and motivating students to continue learning (Serrano, 2019). Digital games can facilitate the development of various language skills, such as reading, listening, speaking, and writing, as well as cultural knowledge and critical thinking. However, instructions and feedback did not have a positive effect on students. The studies revealed that digital games are effective in academic performance but that more detailed research should be done on specific subjects. They should be used for a more extended period to be more effective and to collect more empirical or statistical data. On the other hand, the research also indicated that using digital games showed significant performance in students. One of the primary benefits of using digital games in EFL classes is their potential to enhance learners' engagement and motivation.

In general terms, research is helpful because it supports and backs up arguments for a thesis and provides empirical data or evidence for specific claims. Thus, research provides a solid foundation for our research work. This research mentioned above helped to focus on the research topic and contextualize it more effectively based on other authors and previous research. Also, this investigation helps to have a better approach based on what has already been researched concerning the instruments and data analysis. Incorporating this game into the classroom can profoundly impact students' learning outcomes, as it harnesses the power of gamification to make education more effective.



Theoretical Framework

2.2.Ecuadorian Curriculum

Increasing English skills requires a lot of practice and dedication from learners and teachers. It could be via the analysis of the EFL national curriculum (2016) we can notice that it is organized into Curricular threads: "1) Cultural awareness, 2) Oral

Communication,3) Reading, 4) Writing, 5) Language through the arts. These subskills must be developed in the whole academic year. Different subskills help students improve their English abilities to have meaningful learning. It contains specific projects and activities that help students reinforce their knowledge, so they can comprehend and use the language appropriately based on what they have learned during the academic year. It is also important to ensure that every student achieves a good English level established by the Ecuadorian Curriculum (Ministerio de Educación del Ecuador, 2016).

The Ecuadorian English curriculum plays a crucial role in the country's education, reflecting the importance of learning a global language in an increasingly interconnected society. The Curriculum offers a variety of tools to focus on students' interests since it is widely used in different environments and establishes unique activities to develop friendly competition, international communication, teamwork, personal development, and cultural aspects. In this way, students can develop their creativity by being exposed to and using the language in many contexts.



2.3. Constructivist Approach

Constructivism is a prominent theoretical framework that has gained significant attention across disciplines, including education, psychology, and international relations. It offers an alternative perspective on how individuals construct knowledge and meaning based on their experiences and interactions with the world (Ahmad et al., 2021). Also, is a theory of learning based on the idea that knowledge is actively constructed in the learner's mind through interaction with the environment. Rather than merely recipients of information, individuals are seen as active agents who construct their knowledge through experience and reflection. Constructivism recognizes that each person has his or her interpretation and understanding of the world and that these individual constructions are unique and valid (Ahmad et al., 2021).

Constructivism is essential because it promotes a learner-centered approach to education. It recognizes that students' unique prior knowledge and experiences can influence their learning. Constructivism fosters critical thinking, problem-solving, and the development of autonomous thinking skills in students by focusing on the active construction of knowledge. In addition, it fosters intrinsic motivation and engagement in learning as students become active participants in their knowledge-construction process (Herdi & Santika, 2020). In the educational context, constructivism plays a fundamental role. Instead of merely transmitting information passively, educators adopt the role of facilitators and guides to learning. They are encouraged to use teaching strategies that promote classroom interaction, collaboration, and reflection. Constructivist educators



create challenging, meaningful, and contextual learning environments, allowing students to relate new concepts to their prior knowledge and apply them in real situations.

To implement constructivism in schools, adopting a constructivist approach to curriculum design and teaching strategies is necessary. Constructivism involves providing hands-on activities and projects that encourage students' active participation. Educators can use problem-based, cooperative, and experiential learning methods to facilitate knowledge construction. It is essential to encourage student interaction, dialogue, and reflection on learning and provide constructive feedback that promotes growth and understanding (Chelghoum, 2020).

Constructivism is a learning theory that emphasizes students' active construction of knowledge. It is crucial in education because it promotes a student-centered approach and develops critical thinking skills. It is necessary to create learning environments that foster interaction, collaboration, and reflection and to use teaching strategies that promote students' construction of knowledge.

Several vital principles characterize constructivism:

- **Active Construction of Knowledge:** Learners actively construct knowledge by integrating new information with existing cognitive structures.
- **Contextualized Learning:** Learning is situated within meaningful contexts, enabling learners to connect and apply knowledge to real-world situations.



- Social Interaction: Collaborative learning and social interaction are crucial in knowledge construction.
- Reflective Thinking: Learners engage in metacognitive processes, reflecting on their thinking and adjusting to their understanding.

2.4.Communicative Competency Theory

Communicative competency theory is a crucial aspect of the English as Foreign Language (EFL) classroom that plays a meaningful role in developing communicative skills among learners. This theory emphasizes the importance of communication in language learning. According to this theory, students must develop grammatical and communicative abilities to communicate effectively in a second language (Whyte, 2019). Communicative competence includes four components: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence.

Linguistic competence is related to the knowledge of grammar, vocabulary, and syntax necessary to construct significant statements. On the contrary, sociolinguistic competence involves understanding the social and cultural rules that govern communication, such as correctly using the language in different contexts and with different interlocutors. In contrast, discourse competence refers to the ability to use language appropriately in different ways, such as conversations, narrations, and argumentation. Last but not least, strategic competence involves the ability to use communication to compensate for knowledge gaps or solve communication breakdowns (Antunes, 2022). Thus, teachers are encouraged to create a variety of content to engage



eloquently, so learners will be capable of communicating themselves. In this way, communicative language teaching (CLT) is one of the most common approaches used in EFL classrooms based on communicative competency theory (Khadidja & Rabab, 2020). This approach provides students with authentic opportunities to use the language context rather than simply teaching grammar and vocabulary in isolation.

On the other hand, communicative competence theory has been widely implemented in EFL classrooms since it involves creating a communicative environment that promotes student interaction (Muthmainnnah, 2020). Some examples of activities that promote communicative competency theory in English lessons are role plays, debates, discussions, and group projects. These activities mentioned above allow students to practice their language skills differently. In short, communicative competency theory is a valuable framework for developing communicative skills among EFL learners. If teachers implement this theory in EFL classes, students will perform effectively, especially to promote active participation in class.

Hence, if an adult wants to learn any language, it provides an entirely different process that focuses not only on learning grammatical, mechanical English rules or even verbal speech to realize how a sentence is formed and what it signifies. Learning a language is like a daily routine; learning through the mental process requires much time and practice. Students need to practice the language that they are constantly learning, and students must focus on learning grammar, that is, how the rules are organized and the exact function to have better and concrete results (Council of Europe, 2020). On the other hand,



skills are crucial in the teaching and learning process and valuable to learning a language. It implies the knowledge of four critical skills: listening, writing, reading, and speaking (Ministerio de Educación del Ecuador, 2016b). These skills are necessary to speak up and understand how the language is structured, which will help learners improve their knowledge of the language.

On the contrary, according to the "EFL," learning English grammar is primordial for an adult, especially in acquiring a second language since they do not learn consciously as a child; it could take more time to adapt all the concepts into the mental process. Using strategies to enhance a learner's language ability is indispensable in this process because the learning environment can effectively develop and understand better and have a positive academic performance in the classroom setting and to understand better and have a positive academic performance in the classroom setting (Benallal et al., 2019). Hence, we understand that learning a foreign language requires techniques and strategies to facilitate teaching and learning. Using a variety of activities, sources, and techniques that promote the use of English in the classroom is highly essential in the formation of students since those types of tools enhance the learning acquisition, and being exposed to learning becomes a more productive and easier way of learning (Dewi et al., 2016).

2.5. Grammatical and Discourse Competency

To understand better, we must comprehend what these concepts implicate, and both grammatical and discourse competency play a valuable role in language learning and proficiency education. Research studies highlight the significance of both grammatical and



discourse competencies in achieving communicative competence and offer insights into instructional strategies and assessment approaches to enhance language learners' overall proficiency. Language proficiency encompasses various aspects, including grammatical and discourse competency. Also, grammatical competency relates to the knowledge and application of grammatical rules, but discourse competency refers to the ability to use language effectively in different contexts (Almarshedi, 2022).

Grammatical competency involves understanding a language's structures, rules, and patterns. It encompasses knowledge of syntax, morphology, phonology, and vocabulary.

Syntax conveys the rules that govern the arrangement of words and phrases to form meaningful sentences, including words and phrases to form relevant sentences. Grammar includes word order, structure, verb tense, agreement, and syntactic features. Morphology refers to the knowledge of how words are composed. Also, includes grammatical markers affect the form and function of words. Vocabulary is how students convey specific ideas using words in different contexts (Almarshedi, 2022).

Therefore, grammatical competence refers to understanding and producing grammatically correct sentences in a particular language. It encompasses the knowledge and skills required to use the rules and structures of a language accurately and appropriately. Grammatical competence is essential for effective communication in any language. It allows individuals to accurately and clearly convey their thoughts and ideas, facilitating understanding between speakers or writers and their audience. For that, it is helpful to incorporate grammatical competence in English lessons since learners have



visual material support to continue learning and help to reinforce what they are learning in the classroom by emphasizing meaningful communication among themselves (Antunes, 2022).

On the contrary, discourse competence refers to using the language appropriately and effectively in different communicative contexts. It involves understanding the discourse structures, rhetorical conventions, coherence, cohesion, and pragmatics (Vivanco, 2021). Discourse competency also encompasses various aspects, including linguistic proficiency, sociolinguistic awareness, and pragmatic understanding. So, linguistic proficiency focuses on the mastery of the language, such as grammar, vocabulary, syntax, syntax, and pronunciation. Sociolinguistics involves being aware of social norms, cultural expectations, and appropriate language registers (formal and informal) based on the situation and the participants involved. Pragmatic understanding relates to the ability to use the language and interpret the meaning beyond the literal level. Developing discourse competency requires practice, exposure to different language situations, and an understanding of cultural norms and context. It is crucial for effective communication, enabling individuals to express themselves clearly, understand others, and navigate social interactions appropriately. In this way, learners can participate in conversations, express ideas, and understand and interpret messages coherently and culturally appropriate.

2.6.Participation in an EFL Classroom

Participation is critical to language learning, specifically in an EFL (English as a Foreign language) classroom setting. One of the primary factors that affect participation is



the classroom environment. Research suggests that a positive classroom environment, characterized by supportive relationships between students and teachers, can increase students' oral participation (Ekvall & Seif, 2022). For that reason, teachers play an essential role in education since they can create a positive environment by encouraging open communication and fostering a sense of community among students. Another factor that influences participation is the teaching way. According to Ekvall (2022), student-centered teaching methods, such as task-based learning and collaborative learning, are more effective in promoting participation in class rather than traditional style learning. These methods involve students actively engaging with the material and each other, which can help them to build confidence and improve their language skills.

Motivation is another critical factor that influences participation in an EFL classroom. Students more motivated to learn English are likelier to participate actively in class. Teachers can enhance motivation by giving students meaningful content and engaging tasks, providing feedback, and linking language learning to real-life situations so that students can perform better during English lessons (Zhafira, 2019).

Technology can also be crucial in promoting participation in an EFL classroom. Interactive resources provide students with the facilities to be engaged and motivated to participate during class (Zhafira, 2019). So, participation in an EFL classroom setting is influenced by many factors, including the classroom environment, teaching approach, motivation, and technology. By addressing these factors, teachers can create a positive learning environment that promotes participation and enhances language learning.



2.6.1. The importance of Speaking skill in an EFL Classroom

The ability to speak is used to interact in the social environment among people. Speaking skills in an English class are vitally important, as they allow students to develop their ability to communicate effectively in the language. Through practice and active conversation participation, students can improve their pronunciation, fluency, and confidence in expressing their ideas and opinions. Speaking involves correctly articulating words and phrases and understanding the cultural and social norms that influence verbal communication. In addition, this skill allows students to interact with their classmates, which fosters a collaborative learning environment and helps them overcome fear or shyness when speaking in public. As students become fluent in speaking, they also develop cognitive skills, such as quick thinking and improvisation, which will be helpful in academic and professional situations. In short, developing speaking skills in an English class promotes better communication and fosters personal growth and openness to new opportunities in an increasingly globalized world (Vitasromo, 2017).

Speaking skills in an English class play a fundamental role in learning and mastering a language. Through speaking, students can put their acquired knowledge into practice, develop fluency and correct pronunciation, and improve their ability to communicate effectively in real-life situations. During speaking activities, students are immersed in an environment of constant oral interaction, which allows them to become familiar with the structure of the language, expand their vocabulary and gain confidence in expressing their ideas and opinions. In addition, speaking fosters active listening and



comprehension skills, as students must be attentive to their peers' responses and adapt their interventions accordingly. By participating in debates, presentations, and class discussions, students learn to argue, persuade and negotiate skills essential in academic and professional settings (Nasri et al., 2018).

The main objective is to promote verbal fluency, correct pronunciation, and proper grammatical construction so students can actively participate in conversations, debates, and presentations. In addition, speaking also allows them to improve their listening comprehension, as they must be attentive to the words and phrases used by their classmates or the teacher. As students gain confidence in speaking English, they are more motivated to interact in real-world settings and practice what they have learned in the classroom. All of this mentioned gives them significant academic and professional settings, as proficiency in speaking enables them to communicate effectively in everyday situations and international work contexts (Hosseini et al., 2017).

2.6.2. The Importance of Pronunciation in an EFL Classroom

Pronunciation is a crucial aspect of language learning and teaching and is essential in education. In English as a foreign language (EFL) classrooms, pronunciation is vital to language proficiency, as it directly impacts communication skills (Marante Pozo et al., 2006). Precise and accurate pronunciation enhances learners' ability to be understood by others, facilitates adequate oral comprehension, and boosts students' self-confidence in using English (Mosquera, 2021). Besides, pronunciation is linked with listening skills



since learners need to recognize and interpret English sounds and intonation patterns to understand spoken messages (Marante Pozo et al., 2006). Therefore, encouraging our students to feel more confident when speaking English in class will positively affect their language proficiency and communication skills.

Nevertheless, according to Pozo (2006), some factors affect learners' pronunciation in an English lesson, including their first language (L1), age, motivation, exposure to the target language, and teacher training. Research has shown that learners whose L1 has similar phonetic features to English may have an easier time acquiring English pronunciation. Furthermore, younger learners have an advantage in learning pronunciation and have more remarkable neural plasticity (Mosquera, 2021). Hence, it is crucial to ensure this ability, so learners can pronounce adequately when they speak English. Also, teachers are responsible for guiding, training, and helping learners acquire this skill.

On the other hand, motivation and exposure to the language target also play a crucial role, as learners who are motivated and have more opportunities to practice their pronunciation tend to perform better (Frymier & Houser, 2015). For this reason, teachers need to be aware of the factors that influence learners' pronunciation and provide feedback on their performance so students can succeed tremendously in English language learning. Moreover, many approaches and techniques can be used in an EFL classroom to teach pronunciation and encourage students to speak up in a regular classroom setting.



2.7. Vocabulary

English vocabulary cannot be underestimated. Vocabulary is the cornerstone of language proficiency, and in the case of English, a language widely used in academic, professional, and global settings, acquiring a solid linguistic repertoire is essential. An extensive vocabulary in English facilitates effective communication, allowing students to express thoughts, ideas, and emotions clearly and accurately. In addition, according to Rafikovna (2021), an enriched vocabulary improves reading and listening comprehension since knowing a wide variety of vocabulary items can deduce the meanings of unfamiliar terms through context. This skill is fundamental for understanding written texts in English, as well as for understanding conversations and speeches in this language. In the academic environment, learning English vocabulary is crucial for success in studies, as it allows learners to understand complex texts, acquire new concepts and actively participate in discussions and debates. In the workplace, English vocabulary is also highly valued. A solid foundation of English words facilitates effective communication in the workplace, both in oral and written expression. Those with a broad vocabulary can communicate more professionally and persuasively, which is essential for presentations, proposals, and reports.

Moreover, learning English vocabulary promotes cognitive development. Learning new words and their meanings stimulates the brain, improves memory retention, and strengthens overall cognitive skills. It also fosters critical thinking and enhances problemsolving skills. On the other hand, English vocabulary allows for a better



understanding and appreciation of different cultures and perspectives. Each word carries cultural nuances, and by learning new English words, pupils gain a deeper understanding of different points of view, traditions, and beliefs. Finally, learning English vocabulary promotes confidence and self-expression. By having a broad linguistic repertoire, one is confident in finding the right words to articulate thoughts and emotions accurately, allowing for more effective communication in various social situations (Rashid et al., 2022). Thus, learning English vocabulary is essential for effective communication, academic and professional success, cognitive development, cultural understanding, and personal development. Acquiring new words and expanding one's linguistic repertoire in English is an ongoing and enriching process that improves fluency and proficiency in English.

2.7.1. Types of Vocabulary

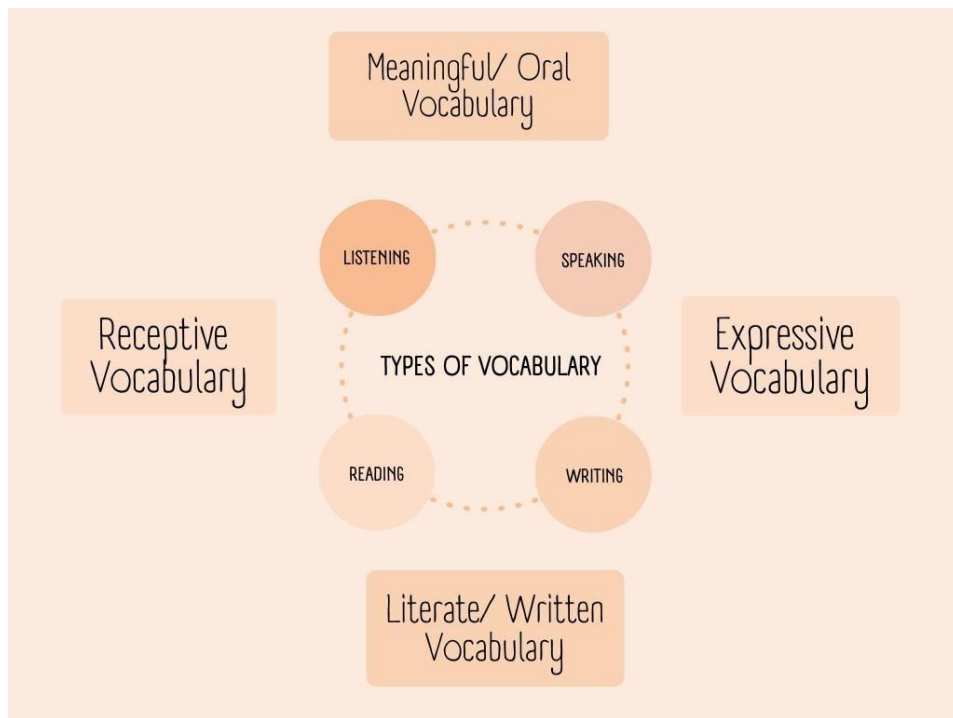
Vocabulary is essential to language learning and can be categorized into different types depending on the language skills used. The following will explain the types of vocabulary related to listening, reading, writing, and speaking skills and how they relate to the educational setting. Therefore, vocabulary can be classified according to difficulty level, thematic breadth, or communicative function. These types of vocabulary have a close relationship with the educational field, as they influence the development of linguistic and cognitive skills of students.

In order to comprehend how vocabulary works, grouping the four skills into pairs will be helpful. Firstly, we have listening and speaking, essential skills to produce oral

communication. Secondly, reading and writing are groups since they focus on written communication. To this extent, listening and reading are receptive skills, and speaking and writing are productive (Siriwan, 2007). There are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. According to Siriwan (2007), listening vocabulary refers to words that learners use to understand what they hear. Speaking vocabulary is notable as words used when students speak. Reading vocabulary refers to printed words that learners use to clarify what they read. Finally, writing vocabulary incorporates words to use in their writing.

Figure 1

Types of Vocabulary





Below are some examples of vocabulary types and their relationship to education:

Listening vocabulary refers to the words and phrases used when listening to spoken language. It includes active vocabulary, which the learner can use and understand when listening, and passive vocabulary, which the learner understands but only sometimes uses actively. In the educational setting, listening vocabulary is essential for understanding teacher explanations, instructions, and audio materials such as recordings or lectures. It is also vital for participating in class discussions and following conversations and debates (Dakhi & Fitria, 2019).

Reading vocabulary refers to the words and expressions used when reading written texts in the target language. Reading includes general vocabulary found in various texts and specific to particular subject areas. In education, reading vocabulary is essential for understanding textbooks, articles, assignments, and other written materials used in class. In addition, a broad reading vocabulary facilitates the comprehension of more advanced texts and the acquisition of knowledge in various disciplines.

Writing vocabulary refers to the words and expressions used when writing texts in the target language. Writing includes general vocabulary, which is used in various writing contexts, and vocabulary specific to particular genres or topics. In education, writing vocabulary is essential for expressing ideas clearly and accurately in essays, reports, academic papers, and other types of writing. In addition, a broad writing vocabulary allows for greater lexical diversity to convey the intended message adequately.



Speaking vocabulary refers to the words or expressions used when communicating orally in the target language. Speaking includes general vocabulary used in everyday conversation and specific to formal or professional situations. In the educational setting, speaking vocabulary is essential for participating in class discussions, making oral presentations, interacting with peers and teachers, and expressing ideas and opinions fluently and coherently.

Listening, reading, writing, and speaking vocabulary are crucial components of learning and teaching a language in the educational setting. Learning the appropriate vocabulary enables students to understand and express themselves accurately, actively participate in academic activities, and develop language skills essential to their educational and professional success.

2.7.2. The Importance of Vocabulary

The importance of learning English vocabulary is indisputable. Vocabulary is the foundation of effective communication in any language, and English is no exception. As we acquire a more extensive vocabulary, we can express our ideas, emotions, and thoughts more accurately and clearly. Learning new English words not only allows us to communicate with native English speakers but also gives us access to a wealth of resources such as books, movies, and online content (Afzal, 2019). In addition, a strong vocabulary is essential for understanding written texts and improving our reading skills. Knowledge of



English words allows us to understand more complex texts and appreciate the subtlety of English literature. In addition, mastery of English vocabulary is a valuable asset in the workplace and academia, as it demonstrates strong communication skills and can open doors to professional and academic opportunities. In short, learning English vocabulary is essential for communicating effectively, accessing resources and opportunities, and developing linguistic and cultural skills in the context of the English language (Rafikovna, 2021).

Afzal (2019) states that vocabulary learning plays an essential role in English language learning and as part of the education system since it helps educators develop learner competencies that improve proficiency. Vocabulary has four sections:

discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. First of all, the discrimination phase contains prominent sounds and letters. It helps learners to distinguish the sounds or letters pronounced accurately when they read or hear. Secondly, understanding meaning includes comprehending the concepts. Thirdly, the remembering phase involves retaining the meaning for a long time. Fourthly, the consolidation and extension phase raises the integration of the new vocabulary according to the student's level (Løkke, 2020). Developing vocabulary is essential since it supports students' knowledge of language and literacy terms, in which comprehension and fluency are encoded to produce language development. Also, it assists students in expressing ideas in writing or speaking; therefore, the vocabulary forms the foundation for better spoken or written communication.



2.8. Gamification

The Incorporating games as a tool has gained significant attention in educational settings, especially in English as a Foreign Language (EFL) classrooms. In English as a foreign language (EFL) teaching, gamification has gained popularity due to its ability to motivate learners, encourage active participation, and promote meaningful learning. In addition, gamification is effective in developing language skills in EFL learners. Gamified games and activities provide opportunities to practice and apply vocabulary, grammar, and language structures in a contextualized and meaningful way. Through games, students also improve listening comprehension and speaking through interaction in simulation games and role-playing activities(Hein, 2022).

Gamification plays an important role in learning since it combines fun and games with acquiring knowledge and language skills. The use of playful tools such as games also allows the development of collaborative work since, in most cases, interaction and cooperation among learners is required. In addition, this helps students to apply knowledge in real situations (Navarro Henares, 2020). Therefore, using games in the English classroom is highly fundamental due to the numerous benefits they bring to students. First, games encourage active participation in class by providing a fun and playful environment that motivates them to learn more effectively. In this way, students apply and reinforce the knowledge acquired. Whether through grammar, vocabulary, or even communication skills, thus promoting cooperation and teamwork. In summary, games are a powerful tool



in the English classroom that improves motivation, learning, and the development of language and social skills of students.

2.8.1. Game-based Learning Method

We will use the game-based learning method because of the nature of what we want to develop according to the main idea of our planning. This method has as one of its objectives to create in the learners a competence using quests to achieve a specific aim (learning objective), selecting actions, and experimenting across the way. Joined to this, learners can get achievements and win experience points, and they can imagine playing their favorite video game, where they play and learn simultaneously. This way, some skills, including speaking skills mentioned in the EFL curriculum, could be developed by interaction through games, helping students to interact and gain opportunities to improve the previously mentioned ability.

Game-based learning is student-centered but focuses on teachers as the main characters in creating lesson plans for this content. However, it demands much time in planning, but with the new facilities and valuable tools that can facilitate teachers' life to create material and implement it in their classes. Hence, with all this in mind and understand how important having a lesson plan and micro planning according to what we want to achieve and teach during the class is also a good tool for controlling every step and detail we want to do inside the classroom (Kanellopoulou & Darra, 2018).



It is a valuable tool for each student at the time to understand that every day they will have a personal breakthrough and little by little, this effort will increase and allow them to interact with their classmates and the teacher too. For this reason, creating a suitable environment and good rapport students will develop speaking skills and have a better academic performance.

2.8.2. The Importance of Using Games in Class

Nowadays, games play an essential role in learners' academic development since they help improve the retention process and the knowledge that students need. In the same way, games motivate students since they connect learning with gamification, making the class much more interactive. When discussing entertainment methodological techniques, it is understood that they help achieve the objectives the teacher proposed and set. For that, we ask ourselves how games can improve academic performance. First, we consider that teachers are the central axis and the necessary characters who must make rigorous decisions and focus on what has to be taught in the classroom. Therefore, learning through dynamic games, strategies, or activities that promote interaction helps students to feel more comfortable and, above all, more open to learning a second language (Sochetra, 2017). Apart from that, gamification in the classroom helps to make academic performance more effective by using various didactic resources and tools. As a result, not only is content being taught but students are also being motivated, thus favoring the acquisition of skills and knowledge and improving students' attention and production.



According to several studies, using games from an early age enhances intellectual, emotional, and physical development; that is, it is essential to expand knowledge and understanding through games (Sochetra, 2017). So, in this way, the language exposed to the learner is developed in an appropriate classroom environment, making the learning practical and meaningful for the student (Ahmed et al., 2022). For this reason, we must generate a connection in all our classes to intensify the purpose that games play in education; then, in this way, all children will enjoy learning through games (Saleh & Ahmed Althaqafi, 2022).

2.8.3. *Pictionary Game*

Throughout the years, there have been various playful ways to teach vocabulary, which is a vital component of English as a foreign language. For this reason, teachers can use methods that can help students improve their vocabulary since, without the use of relevant materials, English becomes ineffective in the teaching process (Robin & Aziz, 2022). Consequently, the Pictionary game is a game that provides academic words to intensify the dynamism through the use of English. This game uses teamwork, either in large or small groups, and each member becomes a protagonist while playing. Accordingly, the Pictionary game has a crucial role in learning since it encourages individual and group participation through gamification. As a result, this game has become popular and applicable in the classroom. The rules are simple: First, the teacher will divide the class into groups. Then the teacher gives a simple example of the rules explaining how the game works. The teacher will ask the students to draw a picture; then, the teacher will



describe the image simulating how to play it. Following this, the teacher will proceed to have the students play the game; after asking a student to draw the word during the established time (30 seconds), in turn, the opposing team will have to guess by taking turns synchronously (Mutmainah, 2021).

Moreover, the Pictionary game is a valuable and fun tool that can be used in an English class to encourage oral communication, improve vocabulary skills, and promote teamwork. The game involves students drawing words or phrases on a paper or whiteboard while others try to guess what they represent. This activity helps students practice using language in real-life situations and allows them to explore new words and expressions in an interactive way (Teryzzeta, 2018). The importance of Pictionary in the educational context lies in its ability to stimulate creative thinking and linguistic problem-solving. By drawing and guessing, students are required to use the vocabulary and grammatical structures they have previously learned, allowing them to apply their knowledge practically and meaningfully. In addition, the game encourages communication and interaction among students, creating a collaborative and motivating learning environment.

According to Teryzzeta (2018), Pictionary can be easily adapted to different levels of language proficiency. At beginner levels, students can draw simple objects and practice basic vocabulary. In contrast, they can tackle more abstract concepts at more advanced levels or even act out entire situations and dialogues. In addition, this game can be used to review and reinforce any specific topic being worked on in class, whether it is vocabulary related to food, sports, or animals. By employing Pictionary in the classroom, students also



develop active listening and observation skills, as they must pay attention to the details of the pictures and the contextual clues they are given. In addition, the game builds confidence and self-expression, as students have the opportunity to communicate in English in a nontraditional way without the pressure of the formal structure of a conversation. Hence, the Pictionary game is a valuable educational tool that allows English language learners to practice and consolidate their vocabulary, improve their oral communication skills, promote teamwork, and develop their creativity. By incorporating this playful activity in the classroom, teachers can create a dynamic and participatory learning environment where students feel motivated and engaged in their language acquisition process.

2.8.4. Advantages and Disadvantages of the Pictionary Game

Magfirah (2019) conducted a thesis titled: The Effect of Pictionary Technique Upon the Students' Intensive Speaking Skill. This study showed that the Pictionary game promotes students' active participation, which helps with vocabulary improvement through practice. Therefore, through the practice of the game, it was found that students participated more during class sessions and, in turn, improved their speaking skills. Therefore, many researchers explain that the Pictionary game is a good technique that can be used in teaching. By using images, students will be more interested in learning and enjoy it through gamification (Magfirah, 2019).

Thus, it can be said that the advantages of using Pictionary help to promote creativity in the classroom because it allows students to reflect their imagination through



drawing. Likewise, it enriches logical thinking as it helps to remember and use cognition to guess the assigned word. Also, it generates memory retention in such a way that the student has to be able to represent the word as an image, and for this, the student has to visualize to organize his ideas. In addition, it promotes teamwork since students have to work in groups to guess the word. In addition, it motivates students to healthy competition, i.e., it does not matter if someone loses or wins as it demonstrates competition in a fun way. However, there are some disadvantages, mainly focused on speaking skills. In general, some students tend to remain silent and not participate in class, but this may be due to possible factors that prevent the activation of this skill, such as shyness from speaking or the fear of making a mistake in class (Magfirah, 2019).

2.9.Oral Participation in the EFL Classroom through the Pictionary Game

When we talk about education, we refer to values, recognition of skills, opportunities, and more. Therefore, education can contribute to human development and constitute different parameters that lead to a successful education, which are crucial to better academic performance. Therefore, participation plays a vital role in the classroom since it promotes the opportunity to generate ideas that help students to be the protagonists of the teaching-learning process. Following the same order of ideas, class participation is an instructional learning strategy used in educational practice to improve the motivational part of students. Considering those mentioned earlier, it should be emphasized that it is challenging to put oral participation into practice since some students need better



communicative skills and short attention spans, which generates a setback in developing oral participation (Echiverri et al., 2020).

Thus, oral participation is vital in encouraging and recognizing the different capacities to innovate, reflect and express what students want to say. For this reason, participation implies the active response of students as it allows them to demonstrate the skills learned. According to Adiyanto (2017), participation can be influenced by three crucial factors such as (1) openness and enthusiasm, (2) students' attitudes and behaviors in class, and (3) the formality of the class. Thus, one must be aware of inconsistencies in class that may be associated with vulnerabilities to class participation (Adiyanto, 2017).

Through studies conducted, it was possible to determine that through the Pictionary game, students demonstrated a better use of speaking skills. Likewise, it helped to develop collaborative participation within the classroom by promoting oral involvement participation. Therefore, it is not very relevant for students to learn other skills without first learning vocabulary to reinforce it. We must take into account that when learning a second language and even to be able to express it, we must take into account the extension and variation of meanings; therefore, vocabulary connects all English skills to achieve success in learning English (Kartini & Kareviati, 2021).



CHAPTER III

Research Methodology

3.1.Paradigm, Design, and Type of Research

During the pre-professional practices in a public institution in the city Cuenca, it was evident that there was a scarce use of vocabulary techniques, which created difficulties in the language learning process of the students. Due to this, a proposal was made to encourage the use of English through an interactive game, thus intensifying the practicing of English in order to meet the proposed objectives.

The implementation of the research project will be developed through an Exploratory Action Research (EAR) process, which focuses on exploring real classroom situations and improving classroom teachers' practices based on their findings (Burkholder, 2022). In my EAR process, I used the Pictionary game several times in a natural context as a proposed technique to rise participation and to collect reliable data. Likewise, the application of this game will allow me to answer the stated research questions. In addition, it will be possible to discover, the shortcomings of the students and generate new knowledges obtained on this approach, which are open and natural. For that, a constructivist paradigm based on the construction of interest of a specific group (1st year high school level) will be employed.

Exploratory action Research is a type of practitioner research that encourages on exploring a classroom issue before going straight into the action part of action research. It may be called a gradualist approach, and it constitutes the first phase of research; therefore,



it helps to solve problems that emerge within a classroom (Dikilitaş et al., 2015). This procedure will allow me to analyze, understand and reflect on the problems, the needs and resources of a group identifying factors in the teaching-learning process of speaking skills. On the other hand, it provides an opportunity to develop actions to transform the investigated problem based on the combination of theory and practice, enabling learning. Finally, it has components that are based on systematic reflection on a type of study in which reality intervenes to propose possible solutions and, ultimately, it will involve the entire community that interacts with the researchers, in order to transform reality.

The purpose of this study is to investigate the influence of the Pictionary game on oral participation using a qualitative design for interpretation and validation. For this reason, three first baccalaureate groups of 124 students were selected to explore their oral development through the Pictionary game.

Socio-constructivism is a paradigm in education that emphasizes the social and cultural factors that shape knowledge and learning. This approach sees learning as a collaborative process, in which learners construct their understanding by interaction with others and their environment (Akpan et al., 2020). In this paradigm, students work cooperatively to solve problems, share thoughts, perspectives, ideas, etc. The role of the teacher is a facilitator, guiding students' learning rather than simply transmitting knowledge (Akpan et al., 2020). Therefore, learners can create new bases based on their prior knowledge, which helps them to build new understanding through dialogue and



reflection. Hence, socio-constructivism seeks to foster deep, meaningful learning that could be grounded in students' experiences and context.

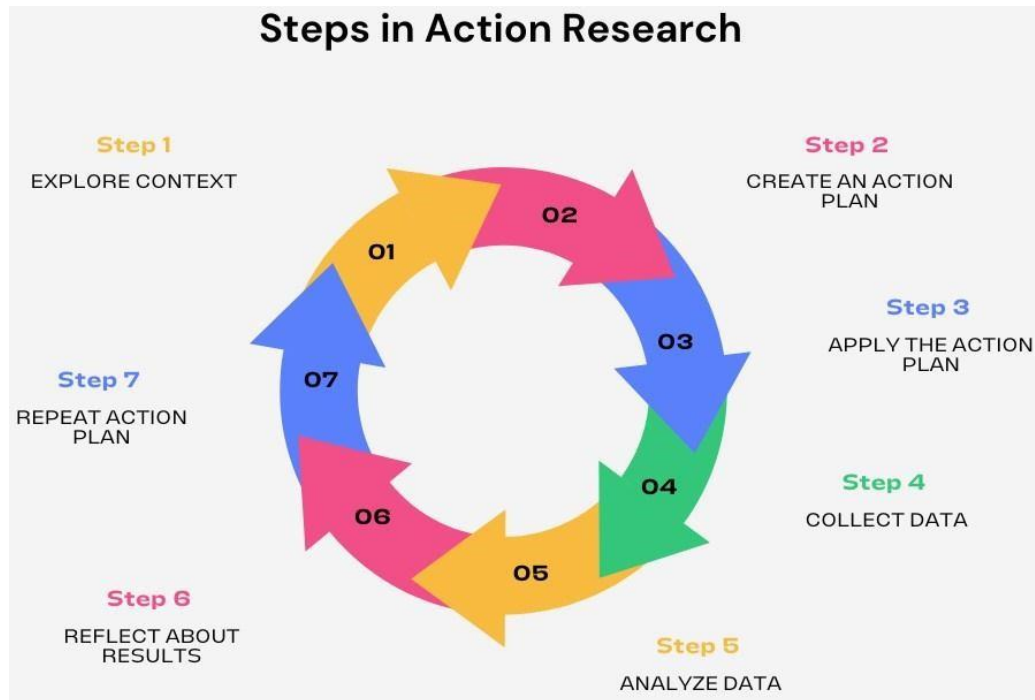
3.2.Respondents/Participants

Bearing this in mind, a sample of 122 students in first baccalaureate level will be used among female and male students of three different parallels at a public institution in Cuenca, Ecuador, which is an urban city. The participants for this action research study will be high school students who should have an appropriate English level and I will be working with 3 different groups in the same level Accounting A (42 students), Accounting B (40 students) and Science A (40 students), which is first baccalaureate. Students must have a B1 level according to the Ministry of Education and the words that will be chosen for teaching must be related to the level. The estimated age of the students goes around sixteen or seventeen years old and they are currently enrolled in the first baccalaureate. Besides, during the intervention I will work with both genders. Hence, I will work with these students on face-to-face classes, facilitating the teaching learning process and the implementation scheduled to be undertaken.

The following illustration will help us to understand the steps that must be accomplished in an Exploratory Action Research project and its process to conduct it successfully. Each point will be explained in detail and how it is developed and organized in this research:

Figure 2

Steps in Action Research



As mentioned above an exploratory action research will be used in my work, for that I will take the following steps:

Step 1 Explore the Context- To implement the Pictionary game the first step will include asking the students' parents to sign the consent form and making sure that the requirements of the high school are fulfilled. Also, the director and the tutor of first baccalaureate will be informed about everything that will be carried out during the research. Moreover, during the first week I observed whether students participate or not actively in English lessons allowing me to gather more information about the context and the class environment to avoid bias. On the other hand, this played an important role since I was



been able to identify the current English level that the students possess according to the CEFR levels or even the range of vocabulary they have and to see what type of activities they feel more engaged to do. All the issues that come up during the lessons will be key to prevent future problems in the intervention.

Focusing on the previous explanation, I observed that students did not participate actively during their English lesson due to the lack of dynamic activities. At the end of the lessons, they did not retain all the meanings of the words they had learnt, which is not good for them since at this point, they should have a B1 level.

Step 2 Create an Action Plan - Once the issue poor vocabulary retention has been established by observing I started designing the lesson plans that I used in class and gathered all the required materials to teach the students. Besides, I mainly focused in teaching vocabulary using the modules from the Minister of Education. In every lesson ten words were explained by using games, images, crossword puzzles, worksheets, notebook, cardboards etc. In order to obtain more information whether students participated or not, I used the Pictionary game to substantiate if oral participation had improved. Students received carefully drafted explanations and techniques employed corresponded to their proficiency level. Therefore, each student was able to complete all the required activities that were assigned to them in the classroom. In some cases, students were grouped and at other times they worked individually depending what activity they were carrying out. They are going to develop. Likewise, this intervention had a duration of one month to notice if



time can influence the investigation and to find out if the longer the tool was used, the more effective it became or not.

Step 3 Apply the Action Plan – Pictionary was used in order to discover if the use of this game helps learner to improve their vocabulary level.

First of all, every lesson was conducted with a specific amount of time (forty minutes) Then, ten words were chosen to be taught with a variety of content and brief explanation of every word. After that, students carried out some activities regarding to the words they have learnt. Finally, they played the Pictionary game in order to establish how this game influenced oral participation.

Moreover, in this project one (1) technique was used for the timely collection of information, this one technique is the observation checklist to monitor if through this technique there was an improvement in oral participation, which was evidenced (van Meerkerk et al., 2019) by other authors. This allowed me to evaluate the oral participation that the students have after and during the application of the Pictionary game

Step 4 Collect Data – To gather data a video camera was used in every single class and a rubric was created, which allowed me to register how many times students participated in class. This rubric was designed in Microsoft Excel and it was used every single class filling properly and completing all the criteria and parameter established.

The checklist instrument was designed to control through a draw line how many times they participated according to the list of the students. In this list, participation was



taken into consideration because it enabled to gather data on a daily basis, during the intervention. In the same way, I observed how students perform in the class and I used a video camera to gather data about the oral participation of each student.

Step 5 Analyze Data. - The data analysis, will be carried out by using Microsoft Excel, which will allow the detailed tabulation of the data on each student. Then we will proceed with the development of descriptive and inferential statistical tables and graphs so that through these representations, we will be able to demonstrate the findings according to the proposed objectives.

I will analyze the data collected using the recorded videos for triangulation so I can determine whether my intervention will be effective and whether students' participation will increase.

Step 6 Reflect about Results - After a carefully analysis of the data, I will reflect on the results in order to establish if the intervention had a positive or negative effect. Based on the results, a new Action Research cycle will be designed and, in due course, implemented.

Step 7 Repeat Action Plan – In second cycle, I will focus on some of the weaknesses that have been identified in the first stage. Through the obtained results, I can replan and focus on new aspects to make more effective English lessons in order to get better results. To finalize, I will collect new data to interpret it and reflect on it.



3.3. Research Procedures

In order to carry out the research project described above, there were a few administrative steps that needed to be taken in order to observe the regulations that are pertinent to ethical conduct in educational research. This included the putting together of a project timeline detailing the research objectives and the steps involved in the research process. This document was prepared in order to obtain consent from the high school principal and the cooperating teacher. The students' parents were also requested to sign an informed consent form, which detailed the pieces of information sought, for example, agreeing to make recordings in class.

The techniques that are essential to the proposal to control our action research are observation and checklist.

Observation – The purpose of the observation is to analyze the main points that could be improved in the English lessons such as the activities and if students feel motivated by learning new vocabulary. Apart from that, the first week of observation will intend to help and complete the instrument that will be used in every class. Furthermore, observation helped to report reactions, attitudes, behaviors, etc. This must be taken into account to notice the influence of the Pictionary game in order to find out if students participate in class and probably to make some future changes that will be presented in the classroom.



Checklist – The purpose of using checklist is to measure oral participation by making lines depending how many times students participated in the class. Also, the checklist helped to respond one of the objectives proposed in the AR. Likewise, this technique was useful to focus on the criteria that were evaluated such as oral participation with correct use of vocabulary, oral participation with incorrect use of vocabulary, correct pronunciation, and incorrect pronunciation (See **Appendix 1**).

Speaking Quiz – The purpose of the speaking quiz is to discover how many words students retained after the whole implementation. The quiz allowed me to know whether students learnt or not. It is also crucial that students learn the content (vocabulary words) and to identify the effectiveness of the implementation. In this way, students were tested to know the level of retention that students possess. Hence, they will be capable of using the words taught in real-life situations (See **Appendix 2**).



CHAPTER IV

4.1. Designing Teaching Proposal

Title: The influence of the Pictionary game on oral participation in an EFL classroom

for 1st - year high school students in Cuenca, Ecuador.

Objective: This implementation proposal aims to increase students' oral participation in an English as a Foreign Language (EFL) classroom setting through the influence of the Pictionary game.

Introduction:

Pictionary encourages individuals to think critically, collaborate, and interact in classrooms. Moreover, this game enables learners to participate and communicate effectively and actively. For that, Pictionary has demonstrated its ability to enhance oral participation, making it an indispensable tool for improving English proficiency (Mutmainah, 2021). This proposal focuses on how incorporating Pictionary, a popular visual guessing game, into language learning activities can enhance students' oral communication skills and encourage active participation. By implementing the Pictionary game in English lessons, students can learn B1 vocabulary words. Also, they will work cooperatively to contribute to their knowledge and a practical pedagogical socioconstructivist approach for fostering oral proficiency and student engagement in language learning.

Cooperative work is a powerful tool that drives success and progress in many areas of life.



By joining forces and combining individual skills, people can achieve outstanding results and overcome challenges that would be difficult to tackle individually. Cooperative work fosters collaboration, effective communication, and mutual trust, creating an environment conducive to creativity and innovation. It also promotes the building of solid and lasting relationships, as it is based on respect, empathy, and recognition of the value of each team member. Through cooperative work, ambitious goals can be achieved, complex problems can be solved, and a positive impact on society can be generated.

In order to foster oral competence in students, they must acquire knowledge and adopt a practical social-constructivist pedagogical approach. This approach is based on the idea that learning occurs through social interaction and the joint construction of knowledge. Students should actively participate in activities that promote dialogue, debate, and collaboration, allowing them to express their ideas, listen to different perspectives, and construct shared meanings. In addition, teachers must provide a trusting and supportive environment where students feel comfortable expressing themselves orally without fear of making mistakes.

This proposal will use seven activities, and each activity will have a duration of 45 minutes per class, which makes a total of 70 hours of English classes since it will be used with three different parallels of the first high school level. The beneficiaries of this proposal will be the students because they will use their creativity to convey their ideas by drawing. Communication skills will also be promoted to enhance language proficiency; teamwork and collaboration are strengths since they can support each other to reach a common goal.



Moreover, teachers will also be beneficiaries of this proposal since it will help teachers to adapt and adjust to any level of cognition. It is also essential because learners develop various mental processes simultaneously, such as quick thinking, linguistic abilities, memory recall, and visual perception.

The following activities are proposed to implement cooperative learning strategies in the EFL classroom.

Activity 1: Pictionary Game: Dinosaurs and Fossils

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: flashcards that contains the word and the type of speech, images/ pictures related to the words, markers, eraser, worksheets, tape.

Words:

Hatch	(verb)
Roam	(verb)
Seed	(noun)
Spread	(verb)
Mammal	(noun)
Rodent	(noun)



Huge	(adjective)
landscape	(noun)
Footprint	(noun)
decay	(noun)

Procedure:

- The teacher will put the images in the whiteboard and they will be placed randomly and the words will be on the table.
- Students will select one flashcard and they will put in the image they think goes according to the meaning. Feedback will be given after that.
- Every flashcard (word) is going to be explained, so students can identify the words.
- Meaning and real examples are going to be taught.
- After that, students will have to complete a crossword puzzle and letter soup. The time is controlled, so if students do not finish, they have to bring next class to check.
- Finally, the teacher will divide the class in groups (5,6) students per class. It depends the number of students. The rules of the Pictionary game will be informed.
- Each student must participate in the game. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select. Then, they will come back to the classroom to start drawing the word, while the rest of the class may guess.
- Every student will have a time limit to draw their visual illustration.



- The points will be count in the whiteboard. At the end, just one group will win.
- The teacher leads a class discussion on the text and the group's understanding of the material.

Activity 2: Pictionary Game: Origin of Humans through different Worldviews

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: sheets, flashcards that contains the word and the type of speech, images/ pictures related to the words, markers, eraser, tape, pieces of paper (alphabet words).

Words:

Soul	(noun)
Feather	(noun)
Clay	(noun)
Resource	(noun)
Field	(noun)
Allow	(verb)
Upright	(adjective)
Tissue	(noun)



Procedure:

- The teacher will explain the words by using flashcards and images in the whiteboard.
- After teaching the vocabulary, students will work in groups. They will play
- “Memory game” that consists in organizing the words. Every student will receive pieces of papers, so they complete the words when the teacher shows the images.
- The teacher monitors each group and provides guidance and support as needed.
- Finally, learners play Pictionary game in class. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select.
- Every student will have a time limit to draw their visual illustration.
- Then, they will come back to the classroom to start drawing the word, while the rest of the class may guess. The winner will win points.

Activity 3: Pictionary Game: Both sides of Human Intervention and Health.

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: worksheets, flashcards that contains the word and the type of speech, images/ pictures related to the words, markers, eraser, tape.

Materials: A discussion question or prompt.



Words:

Disease	(noun)
Threat	(noun)
Vaccine	(noun)
Trade	(noun)
Dump	(verb)
Commute	(verb)
Endanger	(adjective)
Persuade	(verb)
Agree	(verb)
Accomplish	(verb)

Procedure:

- Every student will receive a worksheet with the vocabulary they are going to learn.
- The teacher will guide students to complete the worksheet. The worksheet will contain matching, underlining activities, etc.
- Then, students will write in the notebook 10 sentences using the vocabulary they
- learnt.
- Finally, learners play Pictionary game in class. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select.



- Then, learners will come back to the classroom to start drawing the word, while the rest of the class may guess.
- Every student will have a time limit to draw their visual illustration.
- The winner will win points.

Activity 4: Pictionary Game: Protect Nature

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: worksheets, flashcards that contains the word and the type of speech, images/ pictures related to the words, markers, eraser, tape, Mini whiteboards.

Words:

Argument	(noun)
Support	(verb)
Trash	(noun)
Nowadays	(adverb)
Throw away	(Phrasal verb)
Agreement	(noun)
Treaty	(noun)
Concern	(verb)



Subscribe	(verb)
spill	(verb)

Procedure:

- To start the class the teacher will teach the vocabulary with images. Students will pay attention and write the vocabulary in the notebook.
- After that, each student will be provided with mini whiteboards to do an activity.
- For this activity, the teacher will show an image, in which students have to write with a marker that word they learnt, relating to the vocabulary.
- Finally, learners play Pictionary game in class. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select.
- Then, they will come back to the classroom to start drawing the word, while the rest of the class may guess.
- Every student will have a time limit to draw their visual illustration.
- The winner will win points.

Activity 5: Pictionary Game: Invisible but Powerful Actions

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: Worksheets, pencil, pen, markers, eraser, flashcards that contains the word and the type of speech, images/ pictures related to the words, tape.



Words:

Reinforce	(verb)
Speech	(noun)
Ship/vessel	(noun)
Nest	(noun)
debris	(noun)
shortage	(noun)
Ban	(verb)
Village	(noun)
Due to	(linker)

Procedure:

- The teacher will give a worksheet to every student. In this case, they have a reading text with the 10 words they must learn that day.
- Each student takes a few minutes to reflect on the reading. Then, students were selected randomly to read until a period.
- Students will interpret according to the context of the reading text. This activity is individual.
- The text will be explained sentence by sentences, so students can understand the text better. After, students have to draw the scenario regarding to the reading text.



- Students are encouraged to share their own ideas and the ideas of their partner during the class discussion.
- Finally, learners play Pictionary game in class. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select.
- Then, they will come back to the classroom to start drawing the word, while the rest of the class may guess.
- Every student will have a time limit to draw their visual illustration.
- The winner will win points.

Activity 6: Pictionary Game: Recycling and Cause and Effect

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: worksheets, flashcards that contains the word and the type of speech, images/ pictures related to the words, markers, sheets of paper, eraser, tape.

Words:

Profiteering	(noun)
Take out	(noun)
reusable	(adjective)



Greenhouse	(noun)
Growth	(Phrasal verb)
Go back	(Phrasal verb)
Avoid	(verb)
crop	(noun)
Increase	(verb)
Melt	(verb)

Procedure:

- The teacher will introduce the class with some questions and students must respond according to what they believe.
- At the beginning of the class some pictures and sentences will be placed randomly in the whiteboard and the vocabulary words will be taught. Each student takes a few minutes to reflect on the question and write down their thoughts.
- Then, the teacher will divide the class in groups to do a short activity. A worksheet will be used, so they will solve some exercises such as matching, multiple choice, and writing sentences.
- Finally, in the same groups, students will play Pictionary game in class. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select.
- Then, they will come back to the classroom to start drawing the word, while the rest of the class may guess.



- Every student will have a time limit to draw their visual illustration.
- The winner will win points.

Objective: To promote students' oral participation through the Pictionary game to improve pronunciation and enhance linguistic competence.

Materials: Worksheets, markers, eraser, flashcards that contains the word and the type of speech, images/ pictures related to the words, tape.

Words:

Tiny	(adjective)
Matter	(noun)
Dust	(noun)
Spin	(verb)
Evolve	(verb)
Remain	(verb)
Release	(verb)
Bony	(adjective)
Shell	(noun)
amber	(noun)

Procedure:

- The teacher will show the flashcards to the students with the respective images.



- Then, students will work in a short activity. The activity called #dice game” consists in answering a specific question when the students throw the die. The rules of the activity will be explained.
- Finally, students will play Pictionary game in class. Everyone has to take turns to participate. Learners will go outside the classroom with the teacher and they have to draw the word or flashcard that the teacher select.
- Then, they will come back to the classroom to start drawing the word, while the rest of the class may guess.
- Every student will have a time limit to draw their visual illustration.
- The winner will win points.

Pictionary game proves to be an invaluable tool for enhancing students’ oral participation in English lessons. This game stimulates active engagement, fosters creativity, and promotes effective communication skills by challenging participants to express their ideas through visual representations (Mutmainah, 2021). The proposed activities are designed to engage students in learning and promote active class participation.



CHAPTER V

Results

The result section aims to examine in detail the analyzed data obtained during the intervention and all the findings obtained during the research focused on oral participation using the Pictionary game as a strategy. It will be explored according to the order of the corresponding objectives of the present research, and each of them will be analyzed in detail to clarify the descriptions of the student's participation in this ludic game. Also, it will be shown using graphs, tables, to explain the statistics of the quantitative analysis, which was represented with numerical numbers and percentages by using the checklist instrument to be capable of counting the number of times that students participate in English lessons. In addition, to describe the qualitative analysis, figures will be presented for a better understanding, and all the events that occurred during the intervention through the videos recordings that were collected in every class. This section will formulate quantitative analysis, followed by qualitative analysis to demonstrate the reliability of the investigation and provide a better explanation. As a first instance, the oral participation before the intervention will be explained, followed by the oral participation after the intervention. Finally, the advantages and disadvantages of the game will be presented.

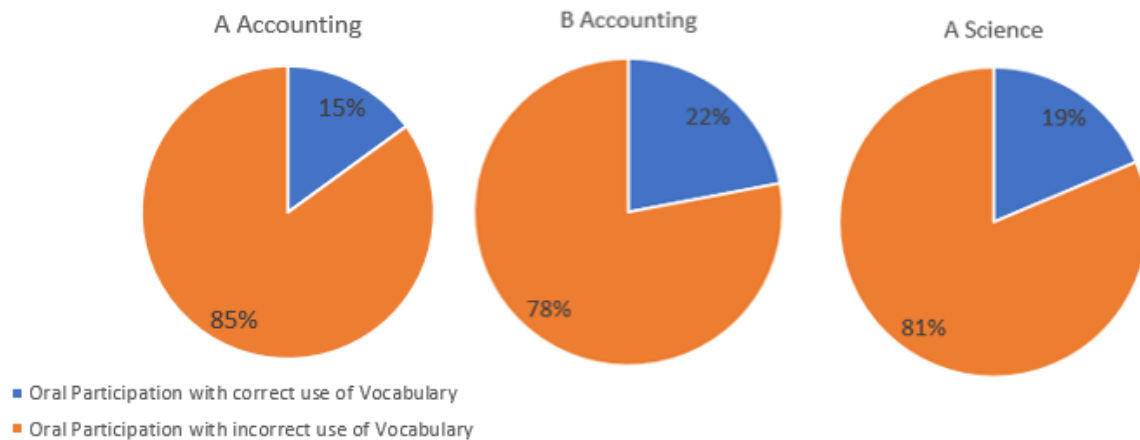
5.1.Oral Participation prior to implementation

Through participant observation, it became evident that the total number of students in each parallel presented an extreme shortage in terms of Oral Participation in class, for which the checklist instrument was used. Using the checklist instrument was invaluable

within the participant observation approach since it allowed us to systematically record the relevant behaviors and characteristics observed during the students' oral interactions. It was also possible to accurately identify critical aspects of oral Participation, such as frequency of interventions, quality of responses, and equitable Participation prior to implementation. Likewise, the checklist instrument provided a clear and objective view of the dynamics taking place in the classroom and thus gathered data to support the findings.

Figure 3

Oral Participation with correct and incorrect use of Vocabulary Before the Intervention

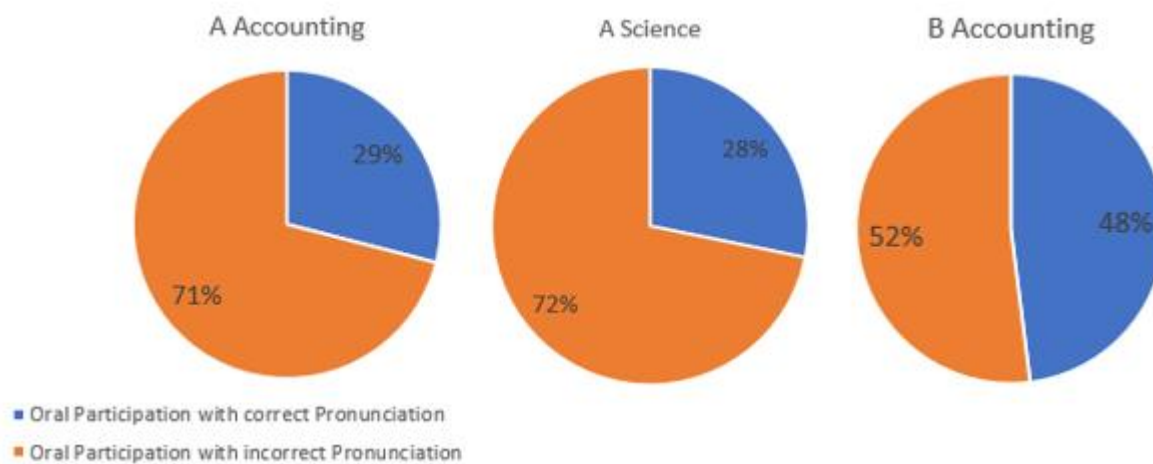


Concerning those mentioned above, it was evident that the students who participated before the intervention in Accounting Parallel "A" there are 42 students, of which 15% participated actively, while 85% participated with errors. On the other hand, in accounting parallel "B," there are 40 students, of which 22% participated actively, while 78% participated with errors. Finally, 40 students in science parallel "A", in which there were a 19% of participations actively, while 81% use the improper vocabulary taught (See

Appendix 7). The instrument was an essential tool in the methodology as it provided a structure and systematic approach to collecting and analyzing data, contributing significantly to the research.

Figure 4

Oral participation with correct and incorrect use pronunciation Before the Intervention



In the previous chart it can be noticed the results gathered by students regarding to the correct and incorrect pronunciation. The chart shows the percentage of each parallel, in which Accounting “A” had a total of 42 students, in Science “A” a number of 40 students and Accounting “B” a total of 40 students. In the first parallel of Accounting “A”, 29% of students pronounced correctly, while 71% pronounced incorrectly. Likewise, in science parallel, students got 28% in pronouncing accurately, while 72% struggled in pronunciation. In summary. To finalize, in the last parallel of Accounting “B”, 48% of students pronounced correctly, while 52% pronounced incorrectly (See **Appendix 7**).



These results of this section are connected to the findings of Castrillo. They are similar to the present investigation with the use of the Pictionary game, in which the improvement of participation and effective communication in the classroom was noted. In the study of Castrillo (2021), it is evident that for the increase in oral participation, Headsup games were used, evidenced by utilizing a checklist and class planning. According to the results in the first observation, some factors were present during the learning process stage, such as the proposed objective was not achieved.

In the second observation, figures and songs were planned to develop according to the content of the class, but many of the classes were not given due to lack of time and interruptions by the authorities. However, in the third observation, the use of didactic materials was an essential part of language development since, through the use of games, it was possible to see better retention of vocabulary and an improvement in oral participation.

Finally, in the last observation of the class, it was possible to determine that the help of the English books suggested by the teacher, which contained images that facilitated the understanding of the topic's content, was favorable for the students. Nevertheless, the participation is quite low because the chart shows that learners committed more mistakes mispronouncing and using the incorrect vocabulary during the intervention.

5.2.Oral participation and Vocabulary retained after implementation

The intervention of the proposal consisted of using the Pictionary game as a strategy to encourage students' oral participation in the English class. This dynamic allowed student to develop communication and oral expression skills in a fun and

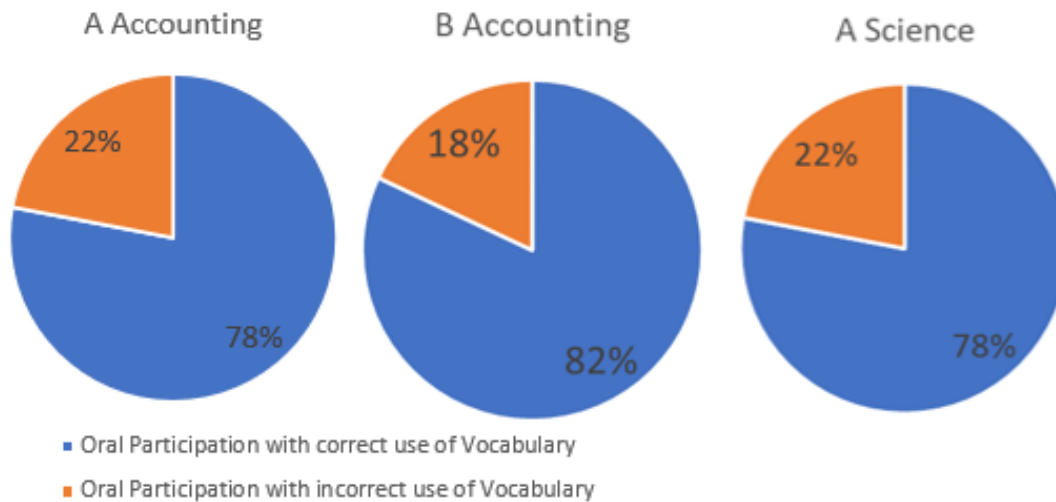


participatory way. First, several activities were used in each class to enhance, clarify, and contextualize the words taught each week. A total of 70 B1 level words were taught, which were selected from the Ministry of Education module. These words were taken in sections, which were categories of different topics according to the English module. At the end of each class, the students learned ten words among adjectives, verbs, adverbs, and nouns with a duration of 45 minutes per class, and the intervention was carried out with three different parallels of the same level in the first year of high school. Likewise, a time limit was established for each activity in order to control the time limit for each section according to class planning.

Within the Pictionary game, the basic rules and the objective of the game were explained. In addition, teams of 4 members were formed, and roles were assigned to take into account the person in charge of portraying the word by taking turns while the others participated actively.

Figure 5

Oral Participation with Correct and Incorrect Use of Vocabulary After the Intervention



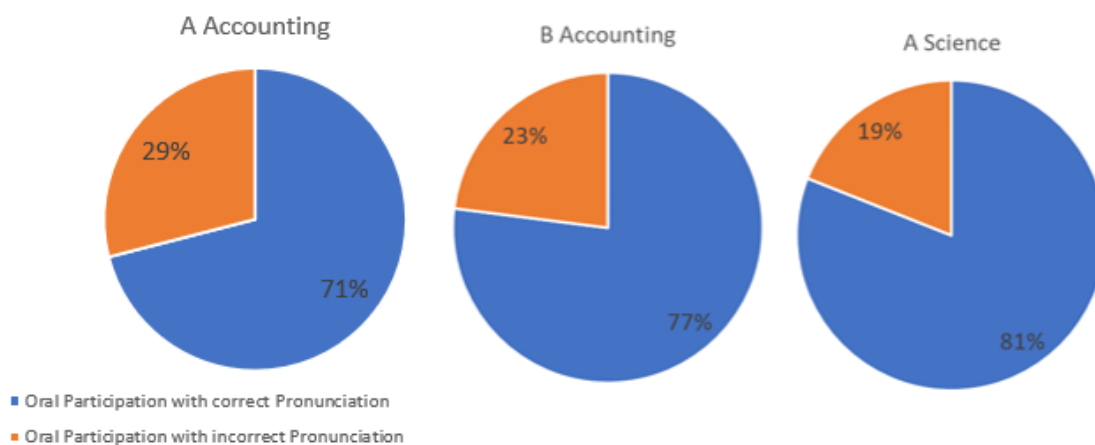
As we can see, the previous table and graphic represent the findings obtained on oral participation based on the videos recorded in each class with which data could be collected, which are explained below. The research was carried out with a representative sample of 124 participants, who were evaluated with the appropriate use of the words taught correctly and incorrectly; likewise, the pronunciation was an essential part of this intervention since data were also collected concerning the correct or incorrect way of pronouncing the words taught.

The data collected revealed that 78% of the students in accounting parallel "A" participated actively in class; however, 22% participated with errors. In the same sense, 82% of the students in parallel "B" of science participated effectively in the English class; however, 18% participated with errors. On the other hand, the parallel "A" of Science

showed a remarkable improvement in their oral participation during the intervention. So, according to the percentage and data collected, students participated 78%; however, 22% of students participated with errors.

Figure 6

Oral Participation with Correct and Incorrect Pronunciation After the Intervention



The chart shows the correct and incorrect pronunciation gathered of the three different parallels. The results were collected after the implementation of the Pictionary game. Firstly, in Accounting “A” in pronunciation, 71% of the class showed a clear intangibility of oral production; on the contrary, 29% had poor pronunciation. Also, in Accounting “B”, regarding pronunciation, 77% of the students presented a clear oral production; on the contrary, 23% had poor pronunciation. Lastly, in science parallel, 81% of the students pronounced correctly, while 19% had low pronunciation.



In the same context, it was also possible to note an increase in oral participation in the first three years of high school compared to the previous participation before the intervention. The students participated effectively and dynamically, as the results show. In addition, a positive relationship could be observed between oral participation and the level of self-confidence, where those individuals with higher self-confidence showed a more outstanding performance in this skill. On the other hand, it was identified that the use of nonverbal communication techniques, such as teamwork and gamification in English classes, significantly impacted the effectiveness of oral participation. These results provide a solid basis for recommending teaching and training strategies that foster the development of oral participation skills in various academic and professional contexts.

According to Guido's study (2021), he points out that gamification plays an essential role in education since the use of the game "ClassDojo" as a strategy was critical to the improvement of the student's oral skills. Also, the author highlights that the treatment of the students influenced their academic performance since the students had better oral production, thus improving the use of vocabulary, grammar, and even pronunciation. Of the 29 selected students, 5% were evaluated to find out the level of knowledge that the students had before the intervention. Of the 29 students selected, 3.10% showed a shortage in the correct use of grammar and vocabulary, 2.82% represented the total percentage that the students obtained concerning pronunciation, and 3.4% in terms of interaction. However, using the "ClassDojo" game in the classroom showed results of 5% in each of the evaluated criteria, which helped the students have more appropriate control and mastery of the language. This is reflected in the present research in which gamification



is related to improving communicative interaction in the classroom, determining the similarity between both investigations. In which it was noted that with the application of the Pictionary game, the students improved their correct use and pronunciation of the vocabulary taught.

Subsequently, a Likert scale was used to determine the exact oral participation during the intervention, which was rated according to the number of participations obtained in the recordings. In the table, we can see that from 0 to 4, participation represents abysmal participation. Then, from 5 to 9, participation represents harmful participation, while from 10 to 14, participation represents regular participation in the classroom. Likewise, from 15 to 19, participation represents good participation. Finally, if students participated 16 or more times, it represents a fairly good oral participation.

Table 1

Rating Scale of oral participation

Scale	Meaning	Criteria
1 a 2	Poor	0 a 4 participations
3 a 4	Bad	5 a 9 participations
5 a 6	Regular	10 a 14 participations
7 a 8	Good	15 a 19 participations
9 a 10	Very good	20 a 26 participations



Based on the above, we proceeded to create a chart that shows in a more specific way the total oral participation in the classroom, being a visual representation based on the participation in each synchronous session during the intervention. The Likert scale chart is represented by two items that describe whether the students used the vocabulary taught correctly and whether they pronounced it intangibly, allowing them to express the total average according to the active participation in the classroom.

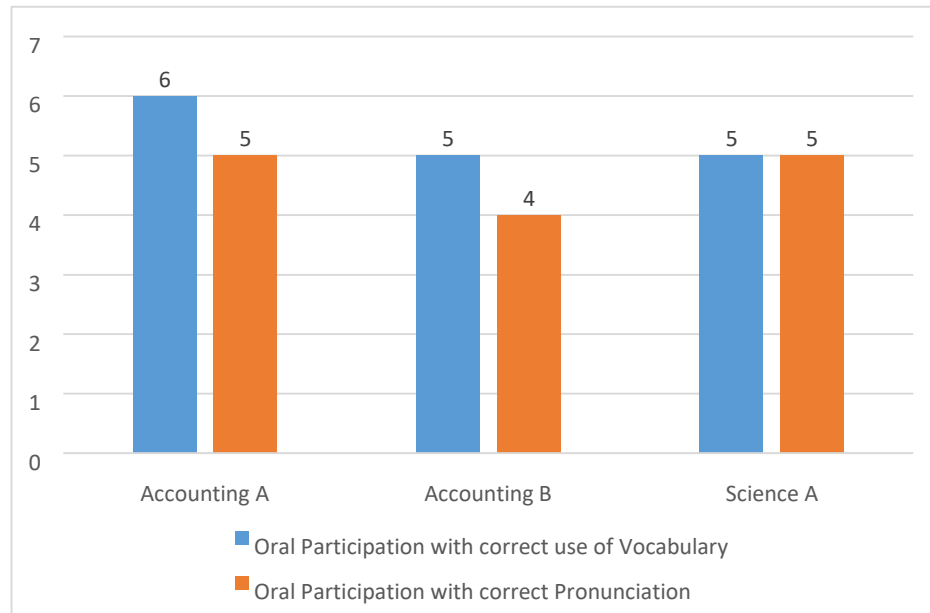
Table 2

Overall grade point averages of the correct use of vocabulary and pronunciation

	Average	
	Oral Participation with correct use of Vocabulary	Oral Participation with correct Pronunciation
Science “A”	6	5
Accounting “A”	5	4
Accounting “B”	5	5

Figure 7

Overall grade point averages of the correct use of vocabulary and pronunciation



Based on the figure, the students of Science "A" showed a correct use of the vocabulary represented with the value of 6 and the appropriate pronunciation with the value of 5, indicating regular classroom participation. As for the Accounting, "A" parallel, it can be observed that the students had a value of 5 with the correct use of the vocabulary, indicating that the students had regular participation; however, in the pronunciation, they obtained an average of 4, which indicates that the students did not present an appropriate command, their pronunciation being wrong. To conclude, the Accounting "B" parallel obtained an average of 5 in oral participation and, in turn, an average of 5 in pronouncing the words, indicating that the average is regular. These statements provide a solid basis for evaluating the level of regular participation of students in the English class, offering



valuable information for analysis and continuous improvement of the educational process. It is worth mentioning that despite obtaining the rating of Regular at the general level, participation was generated in all students compared to the participant observation before the intervention. In addition, within the students' participation, some specific students spoke more than 16 times correctly during the intervention. Therefore, the Pictionary game allows students to improve pronunciation in English lessons through the intervention.

Serrano's (2019) findings reveal several patterns and characteristics of vital importance concerning vocabulary. First, the author observed a positive correlation between the vocabulary level and the participants' parallelism. In this thesis, games were applied as a methodology for vocabulary improvement and retention, as it is understood to be a fundamental component in the students' linguistic development. Students showed higher motivation and engagement during the gamification activities compared to the traditional methods used before the intervention. Likewise, using activities such as crossword puzzles, riddles, and word games allowed them to practice or consolidate their knowledge playfully. Those activities let students to learn better the vocabulary that was taught during the intervention. This research work offers an ingenious way to get students to work and learn through the game's dynamics without losing the class's focus. Therefore, this research is associated with the research topic since they seek to enhance vocabulary through didactic resources such as the Pictionary game in both cases.

Finally, to analyze the number of vocabulary retained of the application of the Pictionary game, a Speaking evaluation was developed to show the amount of vocabulary



retained throughout the intervention, considering that 70 words were taught. For this purpose, a rubric with 16 points was established, in which five flashcards and five random images were provided for them to relate them to each other, pronounce the word that represents the image and its meaning in Spanish, taking into account that all the questions were asked in English (See **Appendix 2**).

Table 3

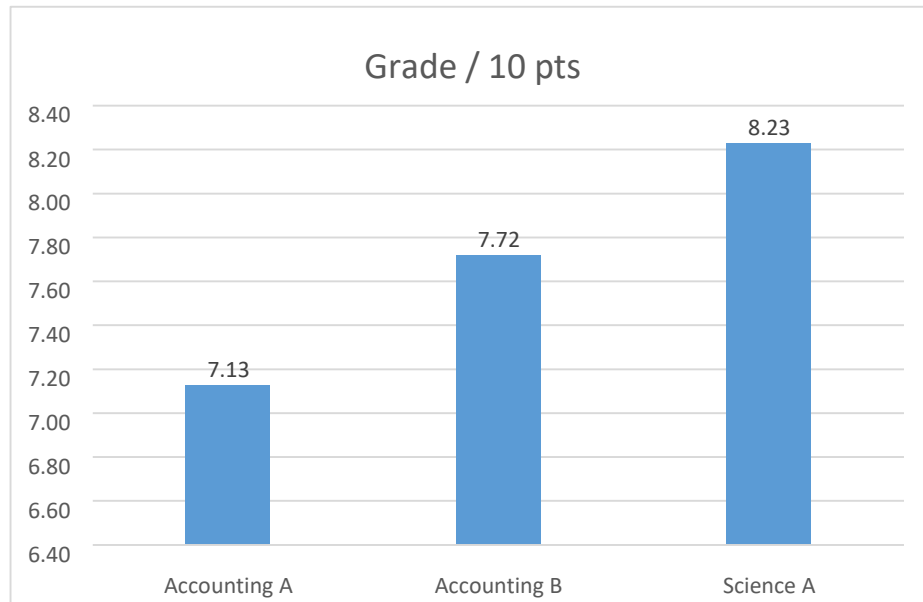
Average evaluation score speaking after implementation

	Accounting A	Accounting B	Science A
Grade / 10 pts	7,13	7,72	8,23



Figure 8

Average evaluation score speaking after implementation



The following table of results represents the total Speaking test scores for the English class with each of the three parallels, accurately showing the students' performance during the intervention, which shows that students mostly achieved minimum scores. At the top are the parallels, and at the bottom are the scores on the assessment out of 10 that was conducted in the classroom. Each column shows the grade obtained by the students in general, where First Accounting "A" indicates an overall average of 7.13, denoting that the students have a minimum average. First Accounting "B" represents an average of 7.12 which represents a minimum average too, and First Science "A" denotes a grade of 8.23, which indicates an outstanding grade.



This chart provides a clear and concise picture of students' participation, allowing teachers to identify those who excel and may need further support quickly. The orderly arrangement of grades in the English class grade results chart is a valuable tool for assessing student progress. However, it should be noted that most students obtained minimal grades due to the limitations presented within the intervention; these include time and lack of creativity. These issues should be addressed as it is fundamental for improving student performance and thus promoting successful learning for the students. The rows are arranged so that overall trends for each student can be seen about their participation.

On the other hand, Guido (2021) demonstrated that the retention of words taught after the intervention was positively retained within the research context. The research used a KET test designed by Cambridge at the A2 level, which reflected higher retention and concentration during the oral test. The total score was 80.91% out of 100%, which shows that the students obtained good grades. This research is aligned with the present research, as there is a similarity between the oral exams taken for the contribution of this research.

5.3. Advantages and Disadvantages

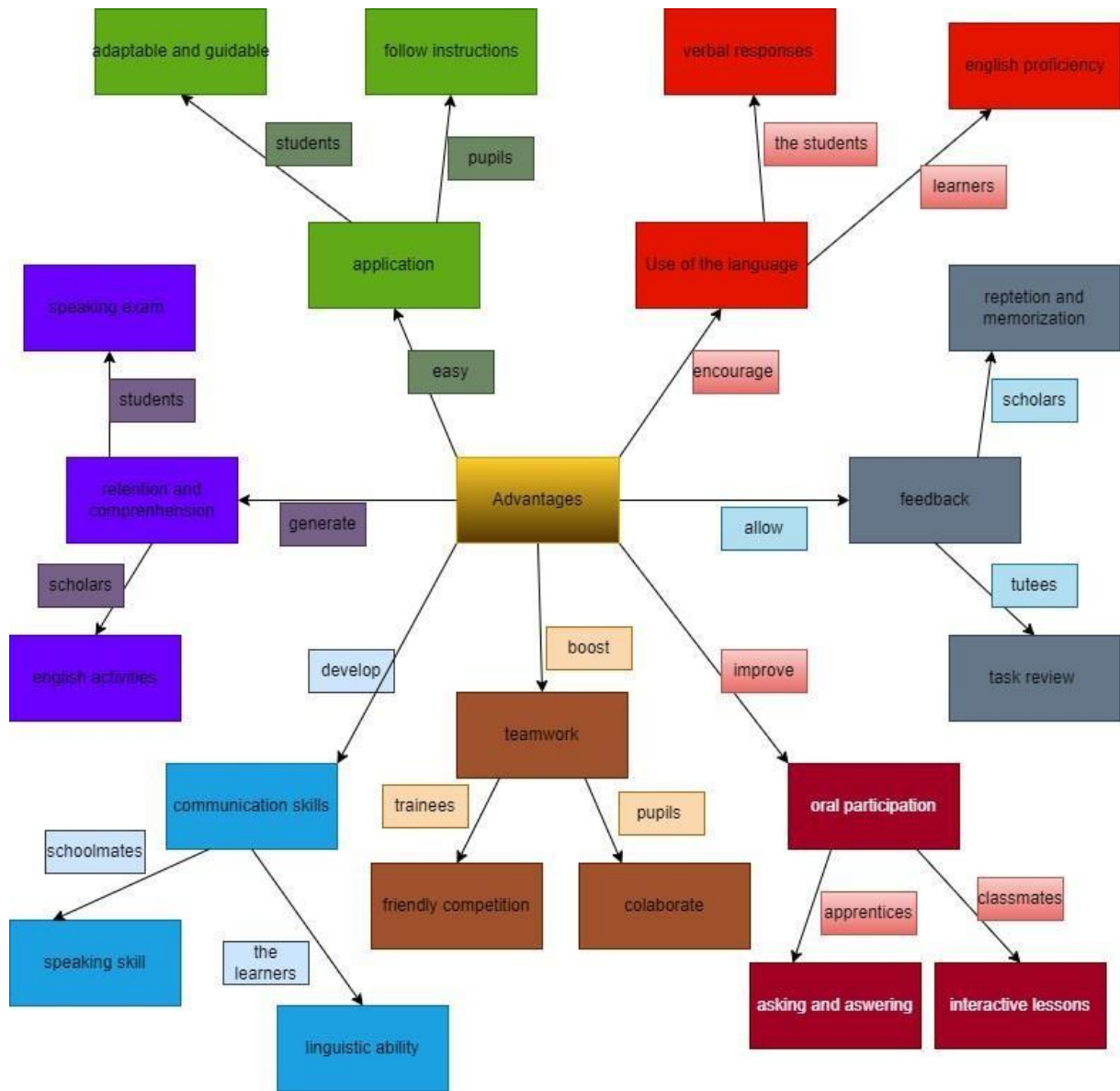
To conclude the intervention, the objective was to analyze the advantages and disadvantages of the Pictionary game in oral participation. It should be emphasized that the 17 recordings collected in each class session were used for this purpose. This way, more veracity was provided based on what was observed during the English classes. The recordings of the class sessions allowed objective data to be collected and to observe in



detail the verbal interactions, students' pronunciation, responses, and all the events that occurred during the intervention. These recordings provide valuable material to analyze and evaluate the impact of the Pictionary game on the oral participation of first-year high school students and identify its strengths and limitations. To describe the advantages and disadvantages, figures are presented as evidence of each session was generated since they were recorded, thus facilitating the collection of data and the explanation on oral participation to show everything to be analyzed and not to overlook anything (See **Appendix 3**). In this way, it was possible to contemplate that within the advantages and disadvantages the following stand out.

Figure 9

Advantages of Pictionary game





As can be seen in the figure, an appreciation of the results that were obtained based on the recordings that could be collected in each of the sessions of the Pictionary game is presented. Keywords collected during the intervention and representing the advantages of using the Pictionary game to increase oral participation in an EFL class are shown. Seen in the figure are the seven factors that were highlighted during the intervention that facilitated and enriched learning. To summarize the figure better every advantage that occurred through the collected videos will be clarified in detail (See **Appendix 3**).

Relating the application category, we can see that The Pictionary game is straightforward to incorporate into any classroom, as it does not require many materials to be able to use it within the classroom. In addition, it is a game that can be used for any age, where the content can be varied and adapted; in this case, it was the selected words of level B1. In the intervention, the students quickly assimilated the instructions and rules of the game; however, in the first class, they needed to see an example to understand it better. Subsequently, in the following classes, the students understood what the game implied, and it was much easier to apply it, even though they no longer needed the instructions to be repeated.

Also, talking about communication skill category we can say that the Pictionary game involves communicating effectively through drawings. Therefore, players must find ingenious ways to represent abstract or complex concepts, thus improving their ability to convey ideas clearly and concisely. At this point, the communication between students was very noticeable, which helped with participation and interaction within the classroom and



fostered the improvement of speaking skills. In each synchronous session, students communicated with each other to generate an assertive response to the word they drew on the blackboard.

In addition, through teamwork category players collaborate to guess the words or phrases drawn on the board. Also, it promotes cooperation, coordination, and collaborative thinking among the members of each team. In the videos, one can observe the team participation generated by the use of the Pictionary game and how the students look for a way to guess the word by asking the members of each group in order to obtain victory in the game. In this way, all students participated actively and cooperatively in the game.

Active participation category, it was observed that it generates a commitment to the subject. That is, there is a high probability of retaining and better understanding the information. Suppose there is interaction between a student and a teacher. In that case, there is the opportunity for students to ask questions, clarify doubts and discuss concepts that allow them to deepen the topic and obtain a more detailed understanding. In each class, individuals participated regardless of whether the answer was correct or not, as well as the pronunciation of each word. The game helped motivate them to win since if a word was intentionally mispronounced, it helped generate this eagerness to participate to win.

Moreover, comprehension and retention category involve listening attentively, asking questions, discussing ideas, and contributing relevant comments that help the class. It fosters a greater understanding of the words or topics discussed and helps to retain



information more effectively. During the intervention, it could be demonstrated that in each class, most students retained many words, allowing them to participate in the game actively.

Likewise, immediate feedback category was observed since students can receive direct feedback from the teachers and classmates by actively participating in class. Besides, the game allows students to strengthen what they have already learned to improve their academic performance. It was concrete, demonstrating that students possessed feedback on all the words they learned each week.

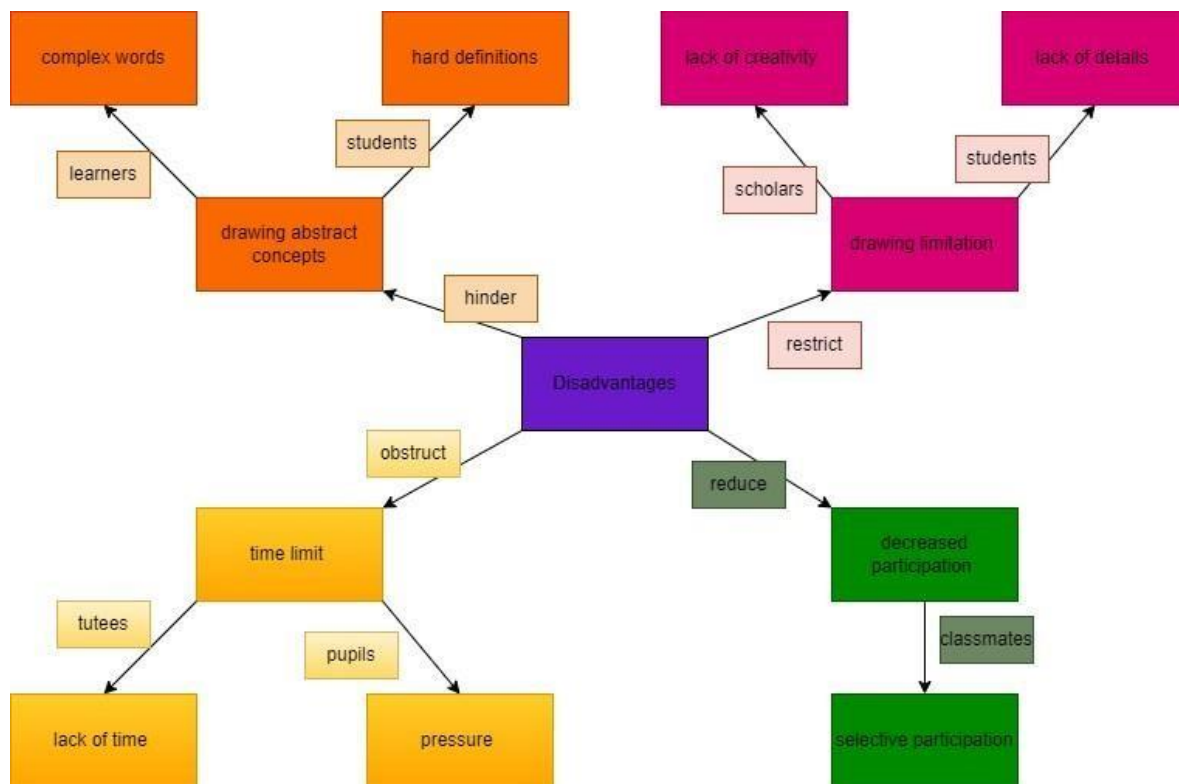
The study conducted by Akrimah (2017), in which a pre-test and post-test was designed. The research focused on fostering the students' vocabulary, for which a pre-test consisted of 27 multiple-choice questions for 45 minutes. For the post-test, the author used the same questions as before, only that these were changed in order. The test focused on taking students' adjectives and nouns before and after the intervention. This research aimed to probe which items should be eliminated and which should not be eliminated for the pretest and post-test. The results indicate that before applying the Pictionary game, students scored low marks representing (56.68), but after the intervention, students scored medium and high marks symbolizing (74.88).

On the other hand, the game's advantages were exposed in that they demonstrated that the Pictionary game develops the students' communication skills, allowing them to express their ideas creatively. Also, the game helped reinforce and practice the vocabulary taught in each class and the creativity to draw sketches associated with the word pair that

the rest of the team could interpret. These data correlate with the present research since it was intended that students learn vocabulary by participating in class and learning the vocabulary taught in each class. At the same time, the advantages of using the Pictionary game in the educational environment are presented (Akrimah, 2017).

Figure 10

Disadvantages of Pictionary game



As can be seen in the figure, the disadvantages that were presented through the review of the videos are shown, in which four factors stood out during the review of the videos, and that determined the limitations during the intervention of the Pictionary game in the oral participation of an EFL class can be appreciated. Therefore, keywords that were



evidenced in the delivery of English classes were collected through the collection of the videos.

Mentioned the above, through drawing abstract concepts category it was possible to see that some words in the game may be abstract or difficult to represent visually. Drawing can generate frustration in the players and hinder the guessing process. It could be evidenced through the recordings that a small group of individuals had difficulty representing some words that had a degree of complexity.

Besides, drawing Limitations category we can see that drawing is the form of communication in the Pictionary game, there may be limitations in conveying complex or detailed ideas through simple drawings. Therefore, drawing can lead to misunderstandings or incorrect guesses. In the videos, it could be seen that some of the students had difficulty with the drawing, which affected and hindered the other team members since there was no elaborate appreciation on the part of the drawer.

Through the observation, it was possible to determine that time limit was another limitation due to the pressure that students felt and the lack of time during the intervention. The Pictionary game is played with a time limit for drawing and guessing. If players feel pressed for time, they may make mistakes or need more time to complete the drawing or correctly convey their ideas. In the intervention, a small group of students had problems with time, making it difficult for their peers to guess the word drawn.



To finalize, decreased participation category was also presented and it is important to note that not all people have the same facility to participate in a class or generate links between team members. Several factors may be crucial which determines why students participate more than others. The recordings showed that some students participated more than others, scoring higher in oral participation than those who spoke 6 or 4 times during the entire intervention. With the help of the recordings, this can be reflected in the simple fact that certain students are shy or can be concluded to have a certain shyness of being judged, which prevented these students from not speaking in class, and their participation is exceptionally scarce.

According to the author Teryzzeta (2021), the Pictionary game is a helpful tool within the educational environment since it encourages oral participation and improves collaborative work, allowing students to develop their communication skills and language development. As evidenced by the results, before the intervention, a pre-test was taken in which only 20% achieved a good grade, while 80% failed. After the intervention in the post-test, the students were exposed to the Pictionary game and vocabulary, in which 40% passed, and 60% failed. It could also be observed that 80% paid attention in class, 60% answered questions in class, 68 did homework, and 80% actively participated. In this study is evident that the Pictionary game has more disadvantages than advantages since students do not achieve good grades and more than 50 percent failed. Likewise, in the previous analysis of Akimah (2017), states that using the Pictionary game also has limitations, generating disorder in the classroom. Also, he argues that using the game can be difficult at the time of drawing since everyone has drawing skills. Finally, the author highlights that



using the Pictionary game can generate a noisy classroom, which leads to the classroom needing a conducive working environment.

5.4. Ethical Considerations

Before conducting the research, a meeting was announced to describe all the requirements and all the activities that were written in the consent (**See Appendix 5**). It was explained to the principal about the investigation that the research pretends to do in the implementation such as record all the sessions, the number of hours, etc.

Also, it was given to the students a consent that was signed by parents, which contains all the information that was carried out. This consent explains all the important details that the researcher is going to do during the implementation (**See Appendix 6**).



CHAPTER VI

6.1. Conclusions

The present research paper explored the impact of the game Pictionary on English as a foreign language (EFL) students' oral participation. The investigation has compiled several recommendations based on the findings and conclusions obtained through the research. Also, these conclusions aim to promote and optimize students' oral participation by using the Pictionary game as an effective tool in the context of EFL teaching. They will also serve as an aid for future research that can contribute to education. The learner plays an indispensable role in the learning process. Thus, under a review of the literature, it was possible to establish that using playful activities promotes enriching learning since games promote fun and knowledge within the classroom. Therefore, the Pictionary game in oral participation is a helpful tool as a strategy in an EFL class since it strengthens communicative skills, language mastery, collaborative work, and especially oral participation; additionally, it develops the students' creative abilities.

It is concluded that the students' oral participation before the intervention was low. Through participant observation and the results, it was possible to highlight that students used incorrect vocabulary in English classes and limited participation before the proposal. The percentages indicated that there was no interaction between students and teachers, resulting in a minimal lack of interaction. In addition, there needed to be more vocabulary, communication, and confidence to express themselves verbally, which resulted in students not participating in an intensified way.



Subsequently, it was established that during the intervention in each English class through the Pictionary game, the pupils participated actively, using the vocabulary taught.

Also, the total number of pupils' lessons and the varied activities before the game were fundamental to the intervention, as they helped to make learning more conducive and meaningful. The game allowed for dynamic and fun interaction by associating words with visual pictures, which also helped to improve vocabulary retention. On the other hand, the evaluation aimed to determine that the students not only enhanced in oral participation but also learned the vocabulary taught during the lessons. Analyses show that there was more excellent retention of language after the intervention.

Besides, the evaluation was intended to determine that students improve in oral participation and learn the vocabulary taught during the classes. The analyses show that there was more excellent retention of vocabulary after the intervention. Finally, analyzing the advantages and disadvantages of using the Pictionary game in oral participation revealed several positive aspects, including the students' interest in participating actively in class. However, the present research had certain limitations that became somewhat complex, among which the time each intervention was carried out and the application of the game stood out. In addition, it is essential to ensure that the game is adequately adapted to the student's ability levels to avoid frustrations or excessive difficulties.

Finally, the advantages and disadvantages of using the Pictionary game in oral participation revealed several positive aspects, such as students' interest in actively participating in class. However, the present research had some complex limitations,



including the time taken for each intervention and the application of the game. In addition, it is essential to ensure that the game is appropriately adapted to the student's ability levels in order to avoid frustration or excessive difficulties.

6.2.Recommendations

First, one crucial recommendation is to adapt the Pictionary game to the different language proficiency levels of the students. This involves adjusting the vocabulary to be taught and the phrases or topics used in the game according to each student's skill level. Providing challenging but achievable words or phrases will allow students to develop their vocabulary and speaking skills gradually and effectively.

Another important recommendation is about using the Pictionary game to practice and develop specific oral communication skills, such as fluency, pronunciation, and expression of ideas, is essential. Therefore, it is suggested that students be encouraged to use complete sentences, detailed descriptions, and relevant vocabulary and draw or guess the words in the game. In addition, the teacher can provide constructive feedback and model examples of appropriate speaking to help students improve their communication skills.

To finalize, it could be suggested to future researchers that quasi-experimental research be conducted since if there are three large groups, an experiment can be conducted where the skills provided by each parallel can be exposed. Also, it could be explained which group performed better during and after the intervention.



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Appendixes

Appendix 1

Checklist format

Checklist					
N°	Students' name	Oral Participation with correct use of Vocabulary	Oral Participation with incorrect use of Vocabulary	Oral Participation with correct Pronunciation	Oral Participation with incorrect Pronunciation
1	Student				
2	Student				
3	Student				
4	Student				
5	Student				
6	Student				
7	Student				
8	Student				
9	Student				
10	Student				
11	Student				
12	Student				
13	Student				
14	Student				
15	Student				
16	Student				
17	Student				
18	Student				
19	Student				
20	Student				
21	Student				
22	Student				
23	Student				
24	Student				
25	Student				
26	Student				
27	Student				
28	Student				
29	Student				
30	Student				
31	Student				
32	Student				
33	Student				
34	Student				
35	Student				
36	Student				
37	Student				
38	Student				
39	Student				
40	Student				
41	Student				
42	Student				



Appendix 2

Speaking Rubric for oral participation

Speaking Rubric for oral participation

	Poor 1 pt	Fair 2 pts	Good 3 pts	Excellent 4 pts
Pronunciation & Clarity /4	Poor Student's pronunciation was incomprehensible.	Fair Student's pronunciation made understanding difficult.	Good Student's pronunciation was understandable with some errors.	Excellent Student's pronunciation was understandable with errors that did not interfere with comprehension.
Matching /4	Poor Student was able to identify few vocabulary words with significant hesitation and pauses. Answers were awkward and some incomprehensible.	Fair Pausing and hesitations sometimes interfered with the understanding of the vocabulary items. Answers were awkward and incomprehensible to understand at times.	Good Pausing and hesitations did not interfere with the audience's ability to comprehend the vocabulary items.	Excellent Student was able to identify every single vocabulary item clearly with no difficulty. Answers were clear and comprehensible.
Vocabulary / Translation /4	Poor Student recognized a minimal amount of vocabulary words	Fair Student recognized some vocabulary correctly.	Good Student mostly recognized vocabulary correctly.	Excellent Student recognized all the vocabulary items with few errors of word choice
Comprehension /4	Poor Student understood some questions but the answers were very limited to one or two words, or was irrelevant to the question.	Fair Student showed partial understanding of most of the questions. The answers were quite limited.	Good Student showed a good understanding of the questions. The answers were sometimes limited.	Excellent The student fully understood the question(s) asked and answered completely and with details and enthusiasm.

Appendix 3

Video recording analysis



<i>Video Recordings / Advantages</i>	<i>Observation</i>
Application	<p>Through the recordings, it could be observed that the students followed instructions quickly as each class progressed. However, in the first class, it could be observed that in the Science "A" parallel, it was more difficult for them to follow the game's instructions, while the other parallels did not have the same problem.</p> <p>The game did not require complicated materials since flashcards and images were used in each class session to facilitate understanding of the game and the words taught. The students showed interest in using flashcards and visual support to explain the words better since each was B1 level. Another aspect is that the same flashcards and images were used for the three parallels. Also, the game application fostered collaboration and teamwork so that the game could be adapted and used for all levels of education. In class 6, Reading material was adapted so students could understand the word's meaning using context. During class session 2, a writing text was adapted as a reinforcement activity for home. In Accounting "A," on another occasion, in class 10, projects were assigned in which a story was told through images, and students used oral skills to present the story in front of the whole class.</p>
Communication Skills	<p>On the other hand, it was observed that the Pictionary game is an excellent tool for improving oral communication visually and verbally simultaneously. The challenge of communicating concepts and words through drawing was noted during the recordings. Some Science "A" students showed a remarkable ability to convey their ideas clearly and concisely to capture their</p>



	<p>ideas. Likewise, in the first class, the Accounting "A" students had better verbal use of the Pictionary game, facilitating more accurate answers.</p> <p><i>Sure, students did well in the use of vocabulary as well as the use of grammatical rules in English. As the lessons progressed, it was evident from the recordings that the students became more confident in practicing their language skills in the classroom.</i></p> <p><i>From class 3 onwards, students in all parallels began to perform better. It could also be observed that in class number 5, the Accounting "B" students began to interact more.</i></p>
Teamwork	<p>During the 17 recorded classes, it was noticeable that there were several exciting and fun aspects. In the first lessons, it was easy to discover that the students were curious about the Pictionary game. It was also evident that the game fostered collaboration between teams, as members of each team communicated, discussed ideas, and worked together to come up with an accurate answer.</p> <p>In addition, the friendly competition in the game was a key factor within each class, as students sometimes laughed at the hilarious drawings. In class 7 of the first class of Accounting "A," it could be identified that the students competed more than the other courses to win points. From class 8 onwards, students began to empathize better with collaborative work.</p> <p><i>In each class, the students were assigned to work groups to use the Pictionary game. In each session and all the parallel lessons, the groups were randomly assigned; everyone worked in different groups. In class number 14, in the accounting parallel "B," it was possible to identify that the students wanted to continue with the dynamics instead of having class.</i></p>



<p>Active Participation</p>	<p>The Pictionary game helped to encourage active participation in English classes, allowing students to find ways to communicate effectively and develop their confidence in speaking English among peers. At times, students could respond individually or discuss in groups.</p> <p>The game allowed us to observe how students were enthusiastically engaged, thus improving their English proficiency. There was average interaction in the first class of the accounting parallel "A," but as we had more English classes, the students began actively participating in each session. Also, in classes 4, 8, 7, and 15, questions were asked related to vocabulary words.</p> <p><i>In addition, students asked questions about the proposed activities and when they had doubts about a word or even when they wanted the meaning of a word to be repeated.</i></p>
<p>Comprehension and Retention</p>	<p>Based on the videos collected. It was evident that there was immediate retention of the words that were taught. In addition, as the classes progressed, there was a noticeable increase in the vocabulary used by the students, allowing them to expand their knowledge of the language. On the other hand, the students did not only listen to what was being taught then. Many students took notes in their English notebooks, especially the first one in Accounting "A."</p> <p>In addition, one of the techniques used in the 17 sessions was the repetition of the pronunciation and definition of all the selected words. The tasks assigned at home also served as reinforcement to practice it. It could be evidenced through class numbers 6 and 15 that the students retained most of the words since a written test was conducted to check how many words they remembered. In</p>



	<p>addition, at the end of the intervention, an oral test was conducted, which allowed evidence of the retention of the words taught in class. Concerning the oral test, it is evident that the Science "A" students retained the words. However, in the parallel of Accounting "A," 5 people achieved the highest marks. Also, another critical point that was observed in the class is that the students developed the activities appropriately.</p>
Immediate Feedback	<p>Feedback was another essential part that could be observed in the recorded videos. In each of the classes, there was a repetition of the words so that the students could remember their meanings and pronunciation. In class number 4, in the exposition of the stories, there was general feedback on the words the students used to remember the vocabulary already used in class through the expositions. After the quizzes, the answers were generally graded, allowing the students to emphasize which words were forgotten.</p> <p><i>In addition, in all classes, during the Pictionary game, when students did not guess the word and the other group did, it helped the students to remember the word. In each activity in the intervention, it was possible to give feedback since the tasks were reviewed in time. In classes 2, 4, 5, 6, 6, 8, 10, 13 and 16, the activities were taken home to grade and, in turn, give the grade and feedback. The rest of the classes were graded inside the classroom before starting the intervention.</i></p>
Use of the Language	<p>It is important to emphasize that using English was a challenge for the students since the students had to use the English language to participate in each of the sessions. Within the Pictionary game, the students could express their ideas verbally while doing it in groups or individually.</p>



	<p>Even within the oral exam that each parallel was taken, a rubric was used in which only English was spoken, and if the students did not understand, points were taken away, which was a challenge for them, and most of them answered successfully.</p> <p>As mentioned before, in class 6, the students had a reading test in which they had to interpret based on the context according to the material. The instructions were given in English, and even the designed activities used all the skills, such as writing, listening, reading, and speaking, for the students to reinforce all areas.</p>
<i>Video Recordings / Disadvantages</i>	<i>Observation</i>
Drawing abstract Concepts	<p>One of the complications that could be identified in the videos was the drawings of abstract concepts. As mentioned before, the words that were taught were of B1 level, so certain words had the complexity of not being able to be represented by drawings. This, in turn, made it difficult for classmates to guess the words.</p> <p>Especially classes 10, 12, and 13 had very complex words that, in the case of all the parallels, they could not complete the drawings.</p>
Drawing limitation	<p>Another factor was the students' limitations at the time of drawing. According to the recordings, it could be observed that some students were not creative in drawing, which made drawing difficult at the time, so their representations were challenging to understand at the time of guessing.</p> <p>In classes 7, 9, 12, and 16, some students in parallel "A" of science could not express their ideas well on the blackboard.</p> <p>While in classes 4,2, 7, 10, and 14, the students of accounting "B" could not do the representations of the selected words well. In accounting parallel "A" during sessions 5, 7, 10, 11, and 14, they had problems with the drawings.</p>



Time limit	<p>The time limit was undoubtedly a problem in the intervention, as certain students did not finish their drawings on time. This was mainly noticed in the first sessions in which the game was used. Some students did not manage to finish their drawings due to the time limit.</p> <p>In classes 2, 3, 4, and 15, it was quite difficult for the "B" accounting students. In classes 2, 3, 5, and 15, it was difficult for the "A" science students. On the other hand, in classes 1, 2, 3, 4, and 15, it was complicated for the "A" accounting students.</p>
Decreased Participation	<p>In the Pictionary game, there was active participation on the part of the students; however, the videos show that some students participated more than others. In most of the classes, some students limit themselves to participating, and another smaller group does not participate.</p> <p>In all the classes where the Pictionary game was used, it was shown that some students participated more than others, leaving aside those who did not interact and much less participated. This was noted in each of the parallels. The same students participated several times in class number 6 in Accounting Parallel A. In the science parallel "A" in class number 3, the students participated repeatedly in the game. While in the accounting parallel "B," the students the same students from the past classes repeatedly participated in class number 5.</p>



Appendix 4

Consent signed by the Principal

Econ. Paola Carrera

Rectora de la institución Educativa Herlinda Toral

Mediante el siguiente documento yo *Benjamín Arriola*, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa *Herlinda Toral*, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallo mi estudio educativo:

En la siguiente propuesta de investigación acción con el título "**The influence of the pictiornary game on oral participation in an EFL classroom for 1st-year high school students in Cuenca, Ecuador**" se trabajará en la participación oral mediante el uso del juego PICTIORNARY, en el cual se determinará cuan frecuente es la participación oral de los estudiantes; y a su vez, se identificarán las ventajas y desventajas de la misma. Para este proceso, se utilizará como técnica de observación una lista de comprobación que permitirá verificar si hay o no una mejorar en la participación oral de los estudiantes de primero de bachillerato.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Benjamín Arriola

Autorizado.

Firma: _____

Nombres y apellidos: *Susana Paola Carrera Amorosa*

Rector

C.I.: *0103568184*

Sello de la institución: _____





Appendix 5

Consent signed by parents

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Herlinda Toral

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales, 8vo & 9no ciclo**, paralelo **2** que realizan sus prácticas pre-profesionales en la institución **Unidad Educativa Herlinda Toral** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su nivel académico en relación a la materia de Inglés, misma que será clave en el aprendizaje de los educandos. Durante este tiempo, el estudiante de octavo semestre deberá colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por [Zoom](#).

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.

1. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas pre-profesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.



- 4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
- 5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¿sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sirvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

Mateo... Jose Guachón Londo

Nombre completo padre/madre/representante legal:

Wilson Osvaldo Guachón Pérez, Rosa Mercedes Londo Duchinuzzi

Cédula de ciudadanía: 9107566143

Firma del padre/madre/representante legal:

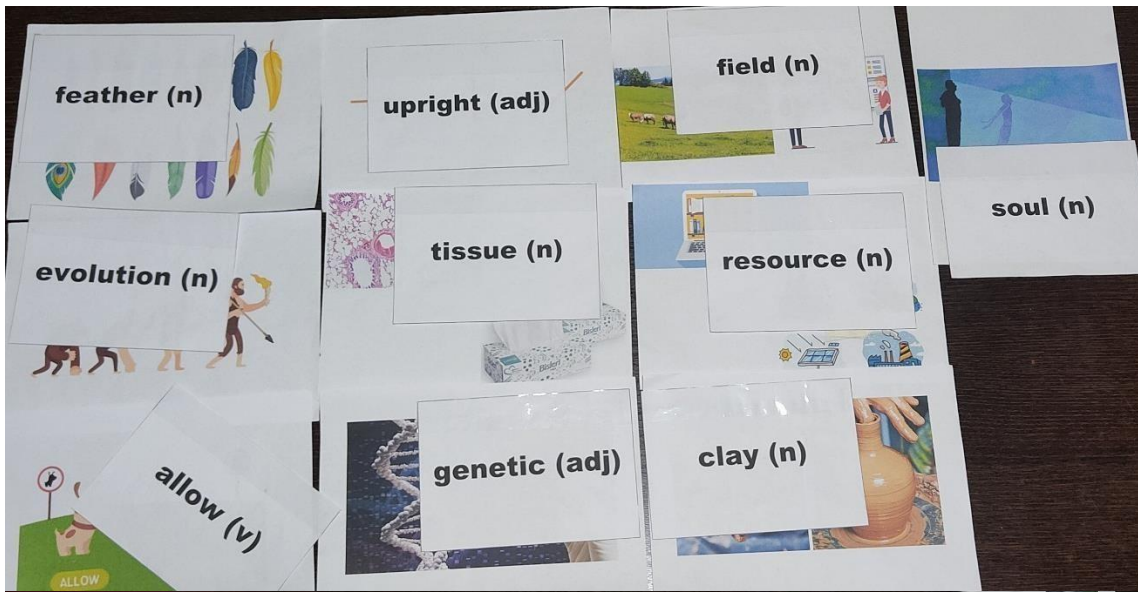
Fecha: 12/03/23

Appendix 6

Pictures and Flashcards used during the implementation









Appendix 7

Oral participation

Oral participation and Vocabulary retained after the intervention

	A contabilidad		B contabilidad		A ciencias	
	Fr	%	Fr	%	Fr	%
Oral Participation with correct use of Vocabulary	8	15%	13	22%	40	19%
Oral Participation with incorrect use of Vocabulary	45	85%	46	78%	61	81%
Oral Participation with correct Pronunciation	7	29%	34	48%	20	28%
Oral Participation with incorrect Pronunciation	17	71%	37	52%	51	72%

Oral participation and Vocabulary retained after the intervention

	A Accounting		B Accounting		A Science	
	Fr	%	Fr	%	Fr	%



Oral Participation with correct use of Vocabulary	328	78%	385	82%	459	78%
Oral Participation with incorrect use of Vocabulary	93	22%	83	18%	127	22%
Oral Participation with correct Pronunciation	292	71%	360	77%	400	81%
Oral Participation with incorrect Pronunciation	121	29%	106	23%	96	19%



DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
DEL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA

Yo, Esteban Benjamín Arriola León, portador de la cedula de ciudadanía nro. 010519807-1, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Elija un elemento. en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada The influence of the Pictionary Game on Oral Participation in an EFL Classroom for 1st- year high school students son de exclusiva responsabilidad del suscriptor de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado The influence of the Pictionary Game on Oral Participation in an EFL Classroom for 1st- year high school students en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 04 de agosto de 2023

(Esteban Benjamín Arriola León)
C.I.: (010519807-1)





CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERA DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros Elija un elemento.

Yo, Agnes Orosz, tutora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado “The influence of the Pictionary Game on Oral Participation in an EFL Classroom for 1st- year high school students ” perteneciente a los estudiantes: Esteban Benjamín Arriola León con C.I. 010519807-1. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 2 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 24 de agosto 2023

(firma del tutor)

Mgs. Agnes Orosz

C.I: 1750685305