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TECNOLOGIAS  
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES  
Y EXTRANJEROS**

**TITLE OF THE RESEARCH WORK**

“Educational games as a strategy to strengthen motivation in students from Octavo año de Educación Básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” in city of Riobamba, Province of Chimborazo, during the Academic Period 2021-2022.”

**Graduation Thesis for the Degree of Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.**

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**Riobamba, Ecuador. 2022**

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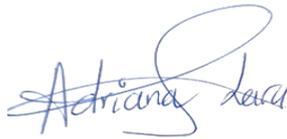
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## FAVOURABLE REPORT OF THE MENTOR PROFESSOR

I, the undersigned, Adriana Carolina Lara Velarde, professor in the Facultad de Ciencias de la Educación, Humanas y Tecnologías, hereby certify that I have guided and reviewed the development of the research work entitled **“Educational games as a strategy to strengthen motivation in students from octavo año de educación básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” in city of Riobamba, Province of Chimborazo, during the academic period 2021-2022”**, under the authorship of Hinojoza Pilamunga Ruth Stefanny, for which it is authorized to execute the legal procedures for its sustentation. This is all to inform in honor of the truth; in Riobamba, 9<sup>th</sup> March 2022.



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## COMMITTEE MEMBERS CERTIFICATE

We, the undersigned, professors appointed Members of the Degree Tribunal the evaluation of the research work “**Educational games as a strategy to strengthen motivation in students from octavo año de Educación básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” in city of Riobamba, Province of Chimborazo, during the academic period 2021-2022**”, presented by Hinojoza Pilamunga Ruth Stefanny, with ID number 0202674479, under the tutorship of Mgs. Adriana Carolina Lara Velarde; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with the applicable regulations, we sign, in Riobamba on 16<sup>th</sup> August 2022

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## PLAGIARISM CERTIFICATE

# CERTIFICACIÓN

Que, **HINOJOZA PILAMUNGA RUTH STEFANNY** con CC: **0202674479**, estudiante de la Carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros**, Facultad de **Ciencias de la Educación, Humanas y Tecnologías**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"EDUCATIONAL GAMES AS A STRATEGY TO STRENGTHEN MOTIVATION IN STUDENTS FROM OCTAVO AÑO DE EDUCACION BÁSICA FROM "UNIDAD EDUCATIVA INTERCULTURAL BILINGÜE MONSEÑOR LEONIDAS PROAÑO" IN CITY OF RIOBAMBA, PROVINCE OF CHIMBORAZO, DURING THE ACADEMIC PERIOD 2021-2022."**, cumple con el **6%**, de acuerdo al reporte del sistema Anti plagio **Original**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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## **DEDICATION**

*I dedicate this present work firstly to God who was and is my guide throughout my career and life, who has accompanied me and has been my calm in the midst of the storm, to my parents who have supported me during my career and despite my mood changes they have never left me alone. They have always been there to encourage and love me, to my siblings who have always trusted me, to my grandparents who have been part of my entire life. I love you all with my life and you will always be my reason and inspiration to continue.*

***Ruth Hinojoza***

## **ACKNOWLEDGMENTS**

*I greatly appreciate my God, who is my engine, my friend, my support, my rock, and my father without you my life would have no meaning and thanks to you I am who I am. There are no words to describe how grateful I am to you. To my parents who have done everything possible for me to fulfill my dreams. To my siblings for supporting me at every stage of my career, to my best friend Lis who has encouraged me to continue despite the obstacles, and my tutor Adriana, thank you for guiding me and teaching me with patience.*

*“The Lord is my rock, my fortress, and my savior” Psalms 18:2*

***Ruth Hinojoza***

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## RESUMEN

Las estrategias aplicadas dentro del aula de clases cumplen un rol fundamental en el proceso de enseñanza y aprendizaje por ello la implementación de juegos educativos es una estrategia innovadora y divertida la cual ayuda en la motivación de los estudiantes al momento de adquirir un nuevo conocimiento mucho más si se trata de un idioma extranjero. Los juegos educativos rompen la tensión que existe dentro del aula o entre el maestro y el estudiante, además, ayuda a que los discentes tengan un buen momento mientras aprenden consciente o inconscientemente. Por ende, este proyecto de investigación busca analizar como los juegos educativos como estrategia fortalecen la motivación de los estudiantes de octavo año de educación básica de la “Unidad Educativa Monseñor Leonidas Proaño” de la ciudad de Riobamba en el periodo académico 2021-2022. Para lo cual, se aplicó la investigación exploratoria que permitió conocer como los juegos educativos aplicados en clases de inglés motiva a los estudiantes a aprender y desenvolverse libremente mientras juegan. Los resultados de la investigación indican que las estrategias innovadoras como son los juegos educativos impulsan a la creatividad, autonomía, uso espontaneo del idioma, y pensamiento crítico del estudiante.

**Palabras claves:** juegos educativos, motivación, estrategia, enseñanza y aprendizaje, diversión, fortalecer.

## ABSTRACT

The strategies applied in the classroom play a fundamental role in the teaching and learning process, which is why the implementation of educational games is an innovative and fun strategy that helps motivate students when acquiring new knowledge, especially if it is a foreign language. Educational games break the tension that exists inside the classroom or between teacher and student, and help students have a good time while learning consciously or unconsciously. Therefore, this research project seeks to analyze how educational games as a strategy strengthen eighth grade students' motivation from "Unidad Educativa Monseñor Leonidas Proaño" of Riobamba city in the academic period 2021-2022. For this purpose, exploratory research was applied in order to know how educational games applied in English classes motivate students to learn and develop freely while playing. The results of the research indicate that innovative strategies such as educational games encourage creativity, autonomy, spontaneous use of language, and critical thinking of the student.

**Keywords:** educational games, motivation, strategy, teaching and learning, fun, strengthen

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## CHAPTER I

### 1.1.INTRODUCTION

Educational games have become an essential part of English language classes. This helps students have fun while learning. At the same time, the application of various educational games in the classroom helps to strengthen motivation. Gozcu & Caganaga (2016) state that games are fun and engage students' interest, unlike traditional lessons. The implementation of educational games in the classroom is crucial because it creates a dynamic, interactive, and relaxed environment. The use of games allows students to feel safe while playing. Students will not feel fear or nerves when participating instead they will feel free to express their feelings, thoughts, and creativity during the learning process.

Educational games bring advantages to both teachers and students. Thus, communication skills, cooperation, and the desire to learn more will be enhanced allowing the teacher to intervene in the spontaneity and autonomy of the student through the use of educational games. The teacher will use the situation to make the class interactive and enjoy it together with the students. Syafiqah & Yunus, (2019) points out that when students play, they do not realize that they are also learning a foreign language.

This research gives information regarding how the educational games as a strategy strengthen the motivation of the students of the eight year of Basic General Education from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” located in Chimborazo province, in the city of Riobamba.

The present research has a qualitative approach since it allows to collect relevant information about the use of educational games and the influence on motivation. In addition, ethnographic research is used in this research and the observation guide was applied as an instrument.

The purpose of this research is to know how educational games as a strategy strengthens students' motivation. Motivation is an important factor in the student's academic life and this should be applied during the teaching and learning process.

The general content consists of five parts, and these are:

**Chapter I:** It comprehends the referential framework, which includes the research problem, problem statement, problem formulation, and objectives.

**Chapter II:** This chapter has the theoretical framework

**Chapter III:** Methodological framework, approach, research modality, type of research, population, sample, techniques, and instruments for collecting data are explained.

**Chapter IV:** Results of the observation guide are presented.

**Chapter V:** It presents the conclusions and recommendations

## **REFERENTIAL FRAMEWORK**

### **1.2 RESEARCH PROBLEM**

The students of the eight year of Basic General Education from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” are unmotivated when learning English because the strategies applied in classroom are limited. In addition, there is no interest in the learning of a new language. For that reason, students present shortcomings and gaps in the use of English.

### **1.3 PROBLEM STATEMENT**

English is the most spoken language in the world, with 2 million of speakers. It has become the essential key in education and in the social context that surrounds us. For that reason, mastering a foreign language is substantial because it will lead to good development and performance in the academic and professional fields. Moreover, nowadays English is important within our context because it provides many opportunities in this globalized era. Therefore, when teaching English is crucial the use of innovative strategies to encourage student’s learning as for example educational games that is an excellent option at the time of teaching. However, educational games in the classroom have not been applied to encourage students’ motivation.

In most Latin American countries, the level of English demonstrates a low average proficiency in the language. According to the research carried out by EF (Education First) English Proficiency Index, in 2020. It places Latin America below the world average. Traditional methodologies applied in the classroom affect the performance and motivation of students. In addition, Sánchez (2010) mentions that boredom in the classroom causes students to feel incapable or uninterested in learning a second language. However, with the passing of time, it is evident that traditional teaching has ceased to be the center of teaching and learning, this gives way to the use of new strategies, such as educational games, which are intended to transform the learning process. Silalahi (2019) mentions that with educational games, learning English becomes more exciting, fun, and not boring. This strategy allows to get attention, improve self-esteem. Consequently, significant learning will be achieved.

Learning English in Ecuador has been affected by low proficiency and deficiencies in the four basic skills: listening, speaking, reading, and writing. In other words, the appropriate level acquired in a language has not been reached. Consequently, EF (Education First) English Proficiency Index research ranked Ecuador 93rd out of 100 countries worldwide with a score of 46,90 /100. Therefore, the level and performance in the English language in Ecuador is very low. The Ministry of Education of Ecuador has difficulties in promoting foreign language learning due to the lack of technological resources, obsolete strategies, traditional methodologies, and the few hours designated for English language learning. Consequently, the lack of motivation and low performance in the classroom is presented. Therefore, these causes deficiencies in several areas of English such as grammar, vocabulary, and pronunciation.

Vaca (2017) points out that there is little use of innovative strategies such as educational games in our country, it is due to lack of knowledge, incomplete preparation of teachers, or little integration of parents in the educational process. In addition, the classes are repetitive, rigid and do not encourage interest in learning the language. Additionally, the usage of educational games is not taken as an option to strengthen learning, even though it is a key element for a better student's performance. Thus, within Ecuadorian classrooms, educational games are not used for the improvement, retention, and critical thinking of students when learning English. Classes are based solely on memorization and repetition. According to Nuñez (2016), this is due to the lack of updated knowledge, which causes disinterest in the language, and leads students to consider it boring and difficult.

For that reason, this research is important because it enriches the field of English in the teaching-learning process in order to provide information to know the best way for using educational games with bilingual students. In addition, it will be a guide on how to strengthen motivation in students through the use of educational games to generate enthusiasm, creativity and autonomy in students.

The school of study Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño" is located in the city of Riobamba, Chimborazo Province, between Citadel La Paz and Panamericana Sur Sede Norte. It is a public and bilingual institution. Classes are taught in Spanish, Kichwa and English languages. It has about 66 teachers. However, there are only 2 English teachers. In the institution there are around 800 students, they study in the afternoon and most of the students live in rural areas of the city of Riobamba, there are around 25 to 30 students in each class. The designated classes for learning English are 2 hours per week in each eighth-grade class. Nowadays, due to Covid -19 students are receiving classes online through the zoom platform.

It has been observed that the eighth-year students of the Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas Proaño" have a low performance in the classroom. Additionally, demotivation and disinterest in learning is affected because of the lack of resources or strategies used in the English class.

First of all, the teacher's attitude plays an important role to promote the participation and motivation of learners. However, the classes developed in the institution are repetitive which makes students passive and bored with the subject matter. Consequently, students will show great deficiencies and educational gaps on the subject in this case the foreign language.

Second, L1 is influenced in the learning of a new language because most of the students speak Kichwa as their native language. Furthermore, Spanish is also spoken at home being the second language learned. Thus, English learning is affected by both languages acquired making it difficult to learn English, thus the four language skills are a challenge for them. Student's motivation is affected by a lack of understanding of the English language because at home they speak in two languages Spanish and Kichwa or even only in the mother tongue Kichwa. This is a major disadvantage for bilingual students who are learning a third language. As a result, demotivation, no confidence, and poor performance are caused in the development of the class affecting feelings and behaviors when learning. It happens due to the confusion of the grammatical structure of the three languages that are being learned. According to Aronin & Singleton, (2012) the features of the L1 affect the L2 knowledge that the learner is building, and therefore when learning a third language the L1 and L2 intervene

in this process which leads to confusion in various aspects of language use. For that reason, the use of educational games is a good strategy that encourages students to let go of fear and bring out all their foreign language skills.

Finally, in the case of students from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” are assigned only two hours per week in language training. Therefore, educational quality is affected, giving way to academic shortcomings and low performance because the hours selected for the English subject are not enough to teach a new language. In addition, students are fewer likely to participate and practice the language due to the limited time that diminishes the possibility of working with the different learning styles of the student.

#### **1.4 PROBLEM FORMULATION**

How do educational games as strategy strengthen motivation in students from Octavo Año de Educacion Básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” in city of Riobamba, Province of Chimborazo, during the academic period 2021-2022?

#### **1.5 OBJECTIVES**

##### **1.5.1 General Objective**

- To analyze the use of educational games as a strategy to strengthen motivation in students from octavo año de Educacion básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” in city of Riobamba, Province of Chimborazo, during the academic period 2021-2022.

##### **1.5.2 Specific Objectives**

- To identify which kinds of educational games are used when teaching English.
- To describe the process for applying educational games when teaching English.
- To determine how educational games strengthen student's motivation when learning English.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 RESEARCH BACKGROUND

Educational games allow students to become interested in learning a new language. This causes the student to be motivated when learning a foreign language in this case English language. Furthermore, when applying educational games students feel relaxed and encouraged which creates a dynamic environment within the teaching-learning process. For that reason, there are some researches that focus on the use of educational games to strengthen the student's motivation as a very useful strategy in the academic field.

First, this research works related to educational games that were conducted by Mania Moayad Mubaslat (2012) with the topic: The Effect of Using Educational Games on the Students' Achievement in the English Language for the Primary Stage. Firstly, the general objective of this research was to know the effect of using educational games on learning a foreign language. Second, it was an experimental research that was applied to three groups of different ages (4-7-10) classes, the time was five months. Third, it was concluded that educational games can increase student's attention and motivation within the class. Besides students show interest in the topic covered allowing that the teacher presents a dynamic and original class. Finally, as results of the experimental group were that educational games help on student performance, also create an interactive environment and student's attention and motivation were increased. Furthermore, the researcher states that games creating a rich environment.

Secondly, the other research found is titled: Analysis of playful activities such as teaching strategy in learning the English language in the students of Segundo de Bachillerato "A" at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo Province, During the academic Period February -June 2016 done by Verónica Alexandra Aulla Cauja (2016). First, the general objective was to analyze the playful activities used as teaching strategy in learning English language in the students of Segundo de Bachillerato "A" at Unidad Educativa San Gerardo, in the Guano Canton, Chimborazo province, during the academic period February -June 2016. Second, qualitative methodological approach was applied because the researcher used observation to obtain information to explain the reality of the problem of study. The investigation was applied to 20 students of Segundo de Bachillerato "A" and 1 teacher. Third, the research concluded that different types of playful activities were used in the class and gave positive results as teaching strategy. Furthermore, students could develop the listening and speaking skills spontaneously. Moreover, they were motivated because playful activities caught student's attention during learning and teaching process becoming a positive strategy when teaching English.

Finally, another relevant research was developed by Mery Silalahi (2019) with the following title: Improving Students' Interest in Learning English by Using Games. First, the main objective was to provide an experience of learning English using games to increase the learners' interest in the study of English subject. Second, it had experimental research that

was applied to students of the 5th Elementary School of Panti Budaya Kisaran with 40 participants. Third, the results about the project were that students respond positively to the use of educational games because they feel more comfortable and free when the teacher applies it. Besides, the researcher mentions that the use of games in class is easier and more enjoyable, but it is necessary consistency and focus when the teacher presents and applies games in the classroom.

## **2.2. THEORETICAL FOUNDATION**

### **2.2.1. WHAT ARE EDUCATIONAL GAMES?**

Educational games are strategies that help students to be encouraged and active when learning a new language. Furthermore, they provide a positive, dynamic, and fun environment allowing a meaningful learning. Godwin-Jones (2014) claims that educational games can provide an immersive environment in which target language is used extensively.

Educational games create autonomy and through it student's motivation will increase when performing various educational games. Students can participate without fear of making mistakes when they participate. According to Baharudin & Yunus (2018) point out that games promote autonomous learning in classes consequently, motivating them to be more self-confident in learning.

Teachers have implemented the use of educational games which are of great help when teaching in order to motivate and provide class in a fun way. Harfield (1999) states that a game is an activity with rules, a goal, and an element of fun. This kind of activity is a useful resource within the teaching-learning process.

Educational games are considered an effective alternative against traditional teaching because this inspires students to learn, teaching them to love learning, and making learning fun. Students are dynamic and innovative, so they prefer to do activities that involve movement and real experiences. According to Kang (2006), young learners tend to have short attention spans and a lot of physical energy. In addition, children are very much linked to their surroundings and are more interested in the physical and visible things. For that reason, educational games are one of the most entertaining ways to learn because students' attention will be captured, and they will be both entertained and engaged when playing.

### **2.2.2. CHARACTERISTICS OF EDUCATIONAL GAMES**

Educational games have specific characteristics such as:

- Interest in the topic being learned increases.
- There is motivation on the part of the students.
- Provides significant learning
- Knowledge is dynamically strengthened.
- Active student
- All four English language skills are developed.
- Creativity in the development of the games.

- Challenge when applying educational games.
- Foster cooperation

According to Ke Ma (2018) “Educational games have the characteristics of flexibility, inquiry, and interaction, which can solve the single and boring problems of College English teaching”. As a result, it is a good option that encourages and creates a happy atmosphere when the teacher is teaching.

### **2.2.3. IMPORTANCE OF EDUCATIONAL GAMES**

Educational games provide the opportunity of increasing knowledge of a subject or something that you want to acquire becoming in a useful strategy to learn a new language. Furthermore, they enhance students' ability to participate and use the language while having fun. Constantinescu (2012) mentions that students can improve the understanding of the skills through games because they will unconsciously use the language that allow them learning new words or phrases that can be used to express themselves in another language. Students enjoy and love learning by playing. Children need to take part in a lot of activities that help them to enhance and foster learning, so they prefer to be in constant movement and involve with activities that develop the creativity and innovation of each one.

To learn English is necessary that the topics developed in classes will be of interest to the students, making learning more attractive and motivating. For that reason, it is important to apply the correct strategies within the classroom because it is necessary to motivate the learning process. This is why educational games should be applied before, during and after the class. Godwin-Jones (2014) mentions that “the strong motivational factors involved, game playing can be a powerful agent for student autonomy, a potential resource for long-term language maintenance, and an entry-point for gaining interest in learning new languages”. Emotional factors are also part of the acquisition of knowledge because it will promote autonomy as well as give way to long-term learning.

### **2.2.5.HOW DOES EDUCATIONAL GAMES CAN BE USED INTO THE CLASSROOM**

Sehgal (2017) argues that educational games are fun and beneficial for learners. They can be used to teach different topics and practice the foreign language.

1.To teach vocabulary because the students learn new words and expressions while they are playing and participating.

2. To introduce the grammatical part. This helps students to review topics that they know and have studied.

3. Communicative competence. Students begin to lose fear and speak fluently because it allows students to participate and be active during the game, the teacher will always be attentive to be the guide and help as necessary. It will also encourage work in groups or pairs.

## **2.2.6.THE PROCEDURE OF APPLYING EDUCATIONAL GAMES**

Hensley (2007) express that teacher have to stablish a specific procedure because this created a more productive classroom. For that reason, educational games should contain the following steps.

**1.**First, teacher must provide an explanation and the purpose of the game. How and what will help to strengthen the application of this game

**2.**Second, the teacher explains the steps to be performed in the chosen game. How the game will be played, how many members will play and how long the game will last. This part specifies as many details as possible so that the student do not get confused while playing the game.

**3.**Third, an example is presented by the teacher in order to make the activity clearer to the students.

**4.** After that, it is time to practice. According to the game chosen and explained. The student puts into practice. Then, teacher take into account which are the strengths and weaknesses of the student through dynamic and fun interaction to help them improve.

**5.** Finally, the teacher monitors the students while they are playing in order to correct them or give feedback according to the games played.

## **2.2.7. EDUCATIONAL GAMES ACTIVITIES FOR STRENGTEN MOTIVATION**

Educational games that strengthen and help students' motivation are:

Klimova (2015) states some educational games.

- **20 Objects**

The memory is tested. Listening and writing skills are improved. To do this, it is necessary to gather 20 objects from the classroom and place it in a visible part for the students. After explaining each one and showing the objects are covered. Teacher asks the students to write as many words as they can remember on a sheet of paper. Finally, the words are written on the board for the students to correct the words.

- **What Am I Thinking Of?**

This game is fun and encourages collaborative work. It consists of forming pairs and asking each one to write five or ten words that describe an object. For this, a time limit is established. When time is up the pairs must exchange the sheets and the first team to guess the object is the winner.

- **Last man standing**

This game encourages students to be creative when thinking. Everyone learns new words because all students without exceptions must participate. Bahang, Wijaya, and Karua

(2019) argue that the last man standing game is a successful strategy that makes students enjoy, have fun and increases motivation when learning vocabulary. The whole class group have to form a circle and in the center a ball is placed. The first participant takes the ball and mentions a word that they encompass in a whole such as food, cities, colors, animals. The student says it and throws another classmate to continue answering. Words cannot be repeated. Finally, the person standing wins the game.

- **Charades**

Charades is an interactive and fun game that promotes a dynamic atmosphere when students are learning. Charades help students to interact and improve the speaking and writing skills. Students can practice and review new vocabulary. Bafadal, Muhammad & Humaira (2019) state that Charades is an innovative and practical game because students can easily understand and grasp the spelling, meaning and pronunciation. The game consists of dividing into groups, each group will select a representative to act out the words or phrases chosen by the teacher while the other members of the group will have to guess. The team that gets the most hits is the winner.

- **Hot Seat**

Afifah (2020) points out that hot seat is a role-playing activity that encourages and promotes student autonomy. This consists of writing a word on the board. A representative sits up front to guess what was written. The other students must say synonyms or related words in order for the other student to guess the word written on the board.

- **Chalkboard Acronym**

Wilson (2019) argues that Chalkboard acronym game is fun and easy to do in class. To do this, word is written vertically on the board and students must write a word related to the first letter. **Example:**

**P**oor

**E**lephant

**T**ool

If you want to make it more difficult, ask them to write words related to what is written vertically.

- **Letter Scramble**

Saniti (2017) points out that letter scramble can create a useful and meaningful class environment. This game help to review the words learned in class. The apply is easy, so a word is written in disorder and the students must order it and thus guess which is the correct meaning.

## **2.2.8. THE TEACHER'S ROLE AND THE STUDENT'S ROLE WHEN USING EDUCATIONAL GAMES**

### **TEACHER'S ROLE**

The teacher is an essential member of the classroom therefore must fulfill different roles at the same time. Hanghøj, Thorkild & Brund (2010) state four roles of a teacher

#### **TEACHER AS INSTRUCTOR**

The role of "instructor" refers to the fact that the teacher must plan, instruct, and communicate what goals the students should achieve with the proposed game and the planned objectives of the class. In this regard, it is important that the student maintains an active and creative role at the time of playing.

#### **TEACHER AS PLAYMAKER**

Teacher has control of the whole class and for the execution of the educational games must communicate what are the roles of each student around the chosen game, what is the objective and how to perform it explaining it through easy and comprehensive instructions so that later the student does not have problems (Hanghøj, Thorkild & Brund, 2010).

#### **TEACHER AS GUIDE**

The role of "guide" is developed when the teacher supports his/her students in the middle of the application of educational games. Students may have difficulties in doing the activity so, the teacher is there to support and intercede when students get quiet, get lost in some instruction, or do not know what the next step is, so that the objective is successfully accomplished. In addition, it creates a safe and safe environment in the midst of laughter or motivation from the teacher while playing.

#### **TEACHER AS EXPLORER**

When playing the games, it is also important that the teacher plays the role of explorer to comprehend, evaluate and offer answers or concerns of the students when applying an educational game. To do this, the teacher must put him/herself in the shoes of his/her students and see how the games are working from another perspective that is a good option to understand the student's world (Hanghøj, Thorkild & Brund, 2010).

### **STUDENT'S ROLE**

Students are the other essential member of the teaching and learning process. It is very important to take into account that an individual has different learning styles and skills to develop because each student is unique when learning. Moreover, it is crucial the age and student's needs for developing the activities giving the best opportunities to learn and

motivate them when acquiring knowledge. According to Juan Rubio, Antonio & Conesa (2013) these are some of the student's role.

**Follow the rules:** Students show an active role. However, to maintain discipline and a good atmosphere, it is necessary to follow specific rules by the teacher according to the educational games that will be carried out in class without prohibiting the decision-making, freedom, and creativity of the students.

**Maintain discipline while playing:** The discipline of the students is important when applying educational games otherwise it will not be developed in a correct way, and it will not be effective in the learning of the learners.

**Working as a team:** It is essential for the student to be able to work in a team and adapt to the different ways in which each of his or her classmates interact. Cooperation, creativity and discipline as a group should be promoted with the objective of having fun and learning at the same time.

**Correct behavior:** Students must demonstrate values and respect when teacher is applying the game. Therefore, discipline and good behavior should be highlighted while they are playing.

**Creative:** The games applied need the creativity of the students. Creativity is necessary to improve and stimulate the classroom atmosphere. Students with their witticisms brighten up the learning environment with educational games. Avila (2015) states that creativity fosters attention and curiosity while learning something new through play.

## **2.2.9. ADVANTAGES AND DISADVANTAGES OF EDUCATIONAL GAMES.**

### **ADVANTAGES**

Educational games are an essential part of English language teaching. For that reason, Moayad (2012) claims some advantages these are the following.

- Reduce anxiety when students are learning
- Enhance communication skills
- Student is the center of the class
- Increase motivation in the teaching-learning process
- Spontaneous use of the English
- Cooperative learning
- Active Students
- Desire for self-improvement.
- Educational games allow a break

- Allows practicing the language
- Fun learning
- Students remember better
- Encourage the use of the four skills, listening, writing, reading, and speaking.
- Immediate feedback by the teacher
- Educational games are easy to understand and use
- Clear objectives when playing

This shows that games are tools that strengthen creativity, spontaneity, motivate, entertain, and promote communication skills when developing it.

## **DISADVANTAGES**

On the other hand, educational games also show us difficulties when applied in teaching, Stojkovic and Jerotijevic (2011) state some disadvantages:

- Shy students feel nervous
- Noisy class
- Takes a long time
- Easily distracted
- Confusing grammar using educational games.
- Deviating from the objectives because while playing the students will not focus on the real objective which is to learn.
- Negative behaviors
- Some students consider boring and childish
- The use of the same games results in disinterest.

Lastly, is necessary to take into account that educational games should be used at the beginning of a class, as a warm-up, but it is also important during and at the end of the class. However, the teacher must find the right moment to apply it.

## **2.2.10 EDUCATIONAL GAMES AS STRATEGY TO STRENGTHEN STUDENT'S MOTIVATION**

### **EDUCATIONAL GAMES AS STRATEGY**

Strategies are resources or procedures used by the teacher into the classroom to promote meaningful learning. Prieto (2012) claims that strategies are instruments used by the teacher for the implementation and development of student competencies.

The strategies that are developed in class should be well planned in other words based on the students' interests, age, learning pace, learning styles among others in order for the student to enjoy and take advantage of the valuable time in the classroom. The strategies developed in class are essential to motivate the student and foster long-lasting learning. If the teacher varies and apply innovative strategies, it will be evident the change and improvement in the acquisition not only of the English language but also of the attitude towards the language.

For that reason, the game is considered a fundamental strategy for the development of students' skills. Therefore, educational games have been implemented in the classroom in order to create fun, entertainment, curiosity, creativity and therefore a meaningful learning.

According to Minerva (2016) points out that play in the classroom is useful to facilitate learning and this in turn helps to foster interest, companionship, commitment, creativity and motivation to learn a new language while having a good time. Moreover, it can be easily developed because the teacher takes the role of animator and guide, making the student the protagonist. In addition, Cannovas (2018) states that the learning of English and the usage of games go hand in hand as they are a key element that catches the attention and motivation of the students because through it they can check the acquisition of their knowledge and make use of the language to communicate.

#### **2.2.10.1. HOW EDUCATIONAL GAMES HELP STRENGTHEN STUDENT'S MOTIVATION**

Educational games have been considered as a key element for the quick development of learning. In addition, it is a different alternative that will facilitate the teaching-learning process. Consequently, students will present an intrinsic motivation that will help to learn the foreign language. Caicedo (2019) claims that motivation is positively influenced by educational games as it allows students to acquire meaningful learning. Also, students will learn not to pass the subject but for life.

According to UNICEF (2018) the educational game is:

**Fun:** When playing, students laugh and share openly. In addition, they will show pleasure, motivation and excitement. This will make it easier for them to develop and understand the subject matter presented in class.

**Useful:** This will connect them to what they learned previously. The topics covered through the game will encourage the student's safety and therefore their active participation.

**Invites active participation:** Regardless of whether they learned or not, students will try to actively engage in the game because they find it fun and dynamic to strengthen their knowledge through motivating activities.

**Socially interactive:** The use of educational games allows students to express their ideas freely, through social interaction. It also strengthens the communication and relationship between their teachers and classmates.

**Iterative:** The dynamic game allows them to practice their skills, discover, explore and review their learning. In addition, there are some characteristics of how educational games help in motivating students.

**Improves learning:** Grammar and vocabulary will greatly improve with the use of different games that encourage spontaneous use of the language.

**Companionship:** The educational games will permit all students, regardless of their preferences, to get involved. Thus, teamwork and collaboration will be evident in the environment in order to meet the objectives set.

**De-stress:** When the environment becomes boring, tiring and not very dynamic, the game is a good option to motivate the student to continue learning. It breaks the daily monotony turning it into a fun and free class.

**Four skills:** Through educational games students can practice listening, writing, speaking and reading. This in turn helps in strengthening their motivation because they will master the language without realizing it, which makes learning more interactive and useful.

**Losing fear:** Many times students do not interact or express their ideas for fear of failure but the games help to autonomy and to lose the fear of participating when the game is developed. This motivates the student to get out of their comfort zone.

**Take risks:** Students are motivated to take risks regardless of whether the topic was difficult because through interaction they will learn and improve.

**Student's attitudes:** Attitudes toward learning change radically. Students feel joyful, motivated, active, and eager to learn.

### **2.2.11. WHAT IS MOTIVATION?**

Motivation is a feeling that leads, activates, and maintains actions or decisions towards certain goals. It also can be defined as the reason behind someone's actions or behaviors. For language learner the motivation plays a fundamental role within the class in order to predispose or reject to carry out the different activities proposed by the teacher. Astuty (2013) argues that it plays a decisive role in individual's lives. It must be promoted by the people around the student, these can be positive or negative. Being positive, the student will feel and show interest in the things that have been done.

However, if the students receive poor motivation from the environment in which they are related, it also will affect their performance and personal relationships within the educational environment. For this reason, it is important that the teacher encourages communication and motivation effectively in the class. Dornyei (2005) claims that motivation must be applied to promote student's participation, encourage talents or different ways of learning and support the difficulties faced by students daily.

### **2.2.12. TYPES OF MOTIVATION**

In education, motivation is important and must be applied to encourage and promote safety when the teaching and learning process is developed. Thus, it is divided into two types

### **2.2.12.1. INTRINSIC MOTIVATION**

Intrinsic Motivation occurs in the inner part of each person leading to carry out activities without the need to obtain internal stimuli but simply by the need for self-improvement. According to Legault (2016) intrinsic motivation is defined as a natural tendency; in other words, people will strive to do things they find interesting or pleasant and is associated with several benefits, including satisfaction, perseverance, and psychological well-being. This type of motivation is beneficial in the academic field and much more in the classroom because intrinsic motivation allows students to show more interest and spontaneity in what they are doing.

Students experiment intrinsic motivation because they have interests and goals set within them. In addition, motivation is supported and driven by the people around them. Social environment influences autonomy and competence. Finally, students have to receive support of teachers, classmates and people with whom they interact.

### **2.2.12.2. EXTRINSIC MOTIVATION**

Extrinsic motivation refers to the action of carrying out activities in order to obtain rewards such as money, job, attention, recognition, certificates, approval, bonus points, and several more types. Filgona (2020) points out that extrinsic motivation is a kind of reward, social approval, or appreciation. It means that it comes from external part of the people in this case by the student and is moved by factors that they do not like or enjoy but they do because they will have benefits when they complete the activities.

Students are driven by extrinsic motivation and to achieve it they fulfill roles that are not to their liking. However, at the end or during the academic work they receive good grades, recognition of being a good student and even passing the year is based on extrinsic motivation. Finally, using incentives and rewards to encourage can affect that genuine interest and self-generated motivation will progress and persist.

### **2.2.13. IMPORTANCE OF MOTIVATION**

Motivation is an internal state that directs the human being to complete or continue with the proposed actions. So, in students the motivation is the engine to carry out different activities with emotion. If there is no motivation learning is unattainable because motivation can help in student's attention and energy to complete various tasks. Elliott & Dweck (2005) mention that motivation inspires learning and is therefore one of the essential tasks in teaching.

Motivation in academic area plays an important role because is the internal and positive attitude towards the acquisition of new learning. Therefore, motivation has an impact on how students give up or continue learning. The deeper the motivation is given, the more willingness the students will show to move forward. For that reason, the teacher must pay attention and give all the necessary attention by capturing the attention, awakening the interest, and promoting the desire to learn with the help of motivation. This is possible if

the teacher demonstrates confidence in the subject matter, teaching through practice, respecting, teaching problem solving, encouraging participation, showing enthusiasm, and utilizing communication. Saqlain & Najeebus (2014). For instance, motivation helps in:

- Critical thinking
- Creativity
- self-confidence
- Curiosity

Students who receive motivation will show more desire to learn and overcome barriers to the difficulties that are presented. Bakar (2014) states that motivation is manifested in student's choices like time and effort dedicated to academic activities, persistence and facing obstacles that they encounter in the learning process. Because of that is important the presence of motivation within the classroom. It will help turn a boring and frustrating class into a dynamic and fun one.

#### **2.2.14. MOTIVATION AND LEARNING**

Motivation and learning go hand in hand because they play a transforming role that makes them acquire in a better way something new, in this case a new language. According to Broussard & Garrison (2004) It is necessary to consider the type of motivation of the students in order to find ways to help modify or adjust the content being taught. A knowledge will be meaningful if a student has clear objectives and is guided by intrinsic motivation since what he/she does will be more interesting and encouraging but if his/her motive is external rewards or interest, he/she will lack interest in the content taught and therefore the learning will be affected. Hadre (2007) claims that in learning, motivation greatly determines success or failure.

Students who are driven by motivation and approach a task with the goal of learning are those who want to take ownership of knowledge and relate it to previous knowledge to strengthen it is based on the fact that what is learned enriches the quality of life and thus be prepared for the challenges in daily living.

#### **2.2.15. FACTORS INFLUENCING MOTIVATION**

There are many factors that favor or affect the motivation of each student, depending on the environment in which they grow up and interact daily. According to Cavas (2011) there are many factors that affect student's motivation.

##### **Classroom atmosphere**

A fun and joyful classroom environment encourages the student to feel complete, safe, competent and security when carrying out school activities. Teacher must motivate and create activities that increase a positive environment.

## **Relations with peers**

The school is the second home, therefore the relationships that students maintain with each of their classmates is important because if they are rejected, they will not feel security or confidence to express themselves or interact in class, but if they have a good relationship with their classmates, security and motivation will be evident.

## **Home**

Tashlanovna ( 2018) claims that the home where the student grew up is essential in helping or hurting both performance and self-esteem in the classroom. A student who comes from a home filled with love, patience, responsibility, respect, and other values will be reflected in the educational environment. However, not all students receive that. On the other hand, students who are receiving hate, anger, disrespect, violence, resentment, depression, injustice, and other conflicts will be less likely to perform adequately in the other places they interact, so this means unmotivated students and poor academic performance. For that, is necessary support and motivation inside and outside the classroom.

## **Teacher's role**

The teacher must be patient, understanding, and flexible in the situations presented because if the student feels fear, disgust, or stress this will also negatively affects the subject learned. A good teacher is fair, does not look at the economic level, does not humiliate and does not have preferred students but focuses on helping everyone equally despite the circumstances. Therefore, the role of the teacher in the classroom can decrease or increase motivation.

## **Learning styles**

Each student has different ways of learning, therefore many times the application of a single learning style negatively affects self-esteem and academic performance. Silva (2020) points out that motivation is not enough if the way of learning is affected because even if there is motivation students will not feel confident to perform if they do not feel comfortable in the way they learn.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. APPROACH**

The qualitative approach was used for this research due to the fact it was based on the analysis of the events to be investigated, in this case, it allowed us to naturally observe how students interact when using educational games and how motivation is influenced by that. The main objective was to observe the reality that occurred between the teacher and the students when learning English through the use of dynamic strategies such as educational games in order to motivate the learner.

Baptista, Collado & Sampieri (2010) mention that the qualitative approach performs a non-numerical data collection in order to discover or clarify questions that were raised in the research. On the other hand, Gonzalez (2013) states that the qualitative approach aims to know the social reality in a subjective way. Therefore, it must assume the beliefs, feelings and mentalities of others. In this context, through the use of this approach, relevant information about the use of educational games to strengthen motivation was collected.

#### **3.2 RESEARCH MODALITY**

The research was Micro-Ethnographic due to the fact it permitted us to collect information and identify how educational games strengthen students' motivation in a certain class of students, in this case in eighth grade. Micro ethnographic modality was based on the observation of a particular phenomenon or institution, allowing the research to be quick and concise, also this can be carried out by a single person. Streeck, & Mehus (2005).

A bibliographic-documentary search was performed using reliable sources such as Google Scholar, Redalyc, and Dialnet that allow to select, interpret and analyze information about how educational games influence students' motivation. According to Aksel (2013), the literature review may contain information on experiments, facts, opinions that contradict, confirm, or explain the investigated problem.

#### **3.3. LEVEL OF TYPE OF RESEARCH**

This research was exploratory because it allowed knowing how educational games were used in classrooms in order to motivate students when they were learning English.

Weiers (2014) claims that exploratory research refers to the researcher becoming familiar with the problem to be investigated, identifying the most important variables that help to obtain information quickly and efficiently in order to collect information on the investigation problem. Instruments such as observation tools and surveys are often used for this purpose.

### 3.4. POPULATION

The population was a group of 30 students of Octavo Año de Educacion Básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” from city of Riobamba, Province of Chimborazo. Parallel “A” was chosen for the research.

This research was based on three fundamental ethical principles when working with a group of students such as respect for people, beneficence and justice.

**Respect for people** was based on autonomy and free participation in the research. In addition, the ideas and comments of the teacher and students were respected.

**Beneficence** consisted of empowering the students' abilities and reducing difficulties when working. The researcher allowed the students to perform to their full potential in order to obtain beneficial results.

**Justice** the research was developed in an equitable and fair manner taking into account the age, needs, context, gaps and difficulties of each student.

### 3.5. SAMPLE

The sample was not taken because the population to be investigated is small.

### 3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

#### 3.6.1. TECHNIQUE

**Observation:** Zapata (2017) claims that the observation technique is a procedure used to directly witness the phenomenon under study. Therefore, it cannot be manipulated, modified, or acted upon.

The purpose of applying observation was because it allowed to observe and collect data about how educational games influenced students' motivation.

In addition, it permitted to observe reality closely, record, and analyze the use of educational games when teaching and learning English. This technique was applied to students of Octavo Año de Educacion Básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño”.

#### **PROCEDURE:**

In order to determine the procedure carried out to apply observation to students of eighth grade from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño”, it was based on three phases: preparatory phase, fieldwork phase, and analytical-informative phase.

## **PREPARATORY PHASE**

First, the study institution was selected in order to present an investigation based on previous experience, the researcher relied on the students' motivation to learn English. The students are bilingual and therefore they presented low motivation to learn English.

After identifying the problem focused on motivation, the researcher realized that the application of educational games had an impact on the student's motivation to learn English. Therefore, information was searched in papers and scientific articles about students motivated through the application of educational games in order to improve teaching and learning.

Then, the researcher talked with the teacher from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” and asked questions to help clarify and identify that the students participated and talked a lot when the games were played. It was determined that the games did help with learning motivation.

## **FIELDWORK PHASE**

In the previous phase, it was determined that the games motivate students, therefore the study group was selected. The chosen group was the eighth grade from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño”.

The researcher needed the authorization of the principal, the help of the teacher and the participation of the eighth grade students. For this purpose, the requested document was made and without any inconvenience it was accepted.

After that, the observation was carried out with the designated course and there were no problems in applying the observation because the students were motivated when they played. For the selection of the parameters of the observation guide was based on the objectives presented. The objectives were based on the types of games, process and how motivated the students were.

Finally, the information obtained was of great help because it was possible to determine which games are used to motivate students and how they affect the learning of a second language.

## **ANALYTICAL AND INFORMATIVE PHASE**

After collecting the information, the analysis of the results obtained through the observation guide was carried out. The results were reviewed by the tutor in order to obtain the approval of the final report. Then, the corresponding revisions were made by different authorities to successfully conclude the research project.

### **3.6.2. INSTRUMENTS**

**Observation guide:** Tamayo (2014) defines an observation guide as an instrument that leads to the systematic collection of data as well as to review the facts of the study in a clear and objective way. Therefore, a series of relevant parameters are established.

The observation guide helped to collect specific data about how educational games strengthen motivation to students of Octavo Año de Educacion Básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño”. For the application of the observation guide, the two variables (independent and dependent) will be considered. Specific elaborated parameters allowed to determine the influence of educational games on students' motivation.

**RELIABILITY:** It refers to the correct interpretation of the data to be investigated. According to Martinez (2006) reliability is when a research is confident, stable, and congruent because the realities studied in different situations lead to the same result. For that reason, it was based on the investigation of different sources that contributed to our research in relation to the educational games used in the classroom, which was analyzed through questions established in our observation guide. In addition, was based on diachronic reliability because the observation carried out in the study institution gave the same results throughout the observation time.

**VALIDITY:** Validity refers to when the results of an investigation are clear due to the precision of the findings conceived by experience. Martinez (2006). Therefore, to validate the observation guide of the research, it was based on the opinion of two experts, in this case university teachers. The items were based on the objectives of the research and the scale with which the students will be measured was presented to the experts in order to determine the validity of the instrument. The items that were not favorable in the research were excluded and the others that obtained good results were chosen for the application in the research.

### **TRIANGULATION**

It refers to obtain information from several sources in order to determine the quality. For that reason, this research was based on Data Triangulation because was used the literature review, observation and the observation guide in order to obtain reliable data that contribute to the research. Therefore, the literature review provided the parameters selected for the observation guide, then, the observation allows to know and approach the reality of the problem to be investigated and finally, the observation guide collected precise data on the fulfillment or non-fulfillment of the established parameters.

## CHAPTER IV

### 4. RESULTS

#### OBSERVATION GUIDE

The observation guide was applied to 30 students of Octavo “A” from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” from city of Riobamba, Province of Chimborazo. The classes observed were face-to-face.

The main objective of the observation was to analyze the use of educational games as a strategy to strengthen motivation when learning a foreign language, in this case English.

#### ANALYSIS AND INTERPRETATION OF RESULTS

**Objective #1: To identify which kinds of educational games are used when teaching English.**

The different types of educational games that were used in the classroom motivated eighth-grade students to engage and learn the language in a fun way. Besides, the games used for teaching and learning English were innovative and interesting for the students. Vocabulary games were used as kinds of educational games for example Charades and Last man standing. These kinds of games were applied to teach vocabulary because students enjoy and learn new words. Also because the participation of the students was notorious. As Bafadal, Muhammad & Humaira (2019) mention that these kinds of games help to better interaction and acquisition of new or known vocabulary.

Further, grammar was never introduced through games because there are specific classes in order for students to learn the grammatical part. In these classes, examples and exercises of the topic under development were provided. Moreover, games for enhancing listening and writing were rarely developed. This is because students have difficulty understanding since most of the time Spanish is used in the classes. Furthermore, games used to promote collaborative work were not introduced during the class. Learners generally work alone.

In addition, games to promote creative thinking was always developed because when students played Last man standing learners had the opportunity to be autonomous and mention the words they learned previously. Finally, spelling games were used to write their name, age and where they live. It was used when they were reinforcing the alphabet.

To conclude, most vocabulary games were applied in classes in order to facilitate the acquisition of words. Also, this creates a fun environment when the students play and learn new vocabulary.

On the other hand, the very simple act of writing about educational games changed the way of thinking because it was evidenced that students learn better when the teacher applies new strategies to encourage learning and motivation in a foreign language. The results show that the games applied in class create a fun and motivating learning environment. An advantage of the current application is that the study group showed

enthusiasm for learning while playing. Therefore, it contributes greatly to the academic field being a guideline to change the traditional for the modern.

In addition, Saniti (2017) mentions that the types of educational games strengthen motivation in students through autonomy, fun and critical thinking as well as the results obtained in the research by applying vocabulary games to a group of students.

Furthermore, there were some potential limitations in this study. First, the small sample size and the measure used to collect data because the opinions of the students investigated were omitted. This project has implications for teachers as it shows how they should motivate their students and what are the types of games they should apply in order to obtain favorable results in the classroom. Future studies should work on finding new strategies or educational games in order to develop the four skills of all students without exception.

## **Objective #2: To describe the process for applying educational games when teaching English**

The process for applying educational games was explained in an effective, clear, and concrete manner. Hensley (2007) mentions that explaining the procedure in detail creates a more productive class. Thus, the process developed was the following. First, before playing charades, an explanation was given to the whole class. Second, the instructions for the game were presented. In this case, it was mentioned that a person must act and the other guess a verb presented by the teacher, the game was played in pairs, and the time limit for guessing the words would be one minute. Third, an example was presented with two students. Fourth, the game was developed, the students used another verb to start over, in this case, it was a boy and a girl. The boy acted out the verb “walk” and the girl had one minute to guess it. Then, roles are exchanged. After that, the other students participated and so on. At the end, the students who guessed got an extra point. While the students played, they were constantly monitored.

Additionally, last man standing game was explained at the beginning, the instructions of the game were presented to the students. To play the game a marker was used, it was mentioned that they should pass the marker in an organized manner by their seats while mentioning words about the topic without repeating. Then, the following phrase was used to present an example “my ship comes loaded with colors” and the students practiced mentioning the colors. After the review, the game began with the first column saying “my ship comes loaded with”, for this time it was used personal pronouns and possessive adjectives. Students who repeated the words or did not know they were left out. A round was performed and those who remained got an extra point. The students were monitored while playing. In conclusion, instructions were properly followed before and during the activity.

It is important to emphasize that the very simple act of knowing the steps before and during the game is crucial because the teacher prepares the students so that the game developed is perfectly understood and the students will not present problems or concerns in the process. In addition, these results show that the teacher provides in a clear and concise

way the steps to follow during the game, so the students had a perfect idea of the game process. An advantage of the current research is that the teacher took into account the whole process to adequately guide his students.

Hensley (2007) points out that the teacher must establish specific steps for the development of the game to be effective. The results obtained in the research show that this agrees with the author because the teacher provided all the necessary steps before and during the game. At this stage there were no limitations because the group was small, which helped for a better understanding and application.

Finally, this research helps the teacher who is going to apply games in the classroom because it provides the necessary steps for a good application. However, future findings should take into account the time spent in explaining the game.

### **Objective #3: To determine how educational games strengthen student's motivation when learning English**

Educational games are a strategy that motivate students to learn in a dynamic and fun way when learning. Cannovas (2018) points out that the use of games in the classroom goes hand in hand with teaching because it is an essential part that allows students to catch attention and their performance can be monitored. Thus, the use of educational games can enhance the communications skills, the spontaneous use of the language, promotes fun learning, reduce anxiety when students are learning, students freely express their opinions and student is the center of the class.

In some cases, the students from eighth grade presented difficulties in developing communication skills, this is because of their native Kichwa language. Due to their difficulty in communication, the students are shy when speaking, they remain silent, they speak softly, and even when the words were repeated many times they presented difficulties.

In addition, some students were able to use spontaneously the vocabulary learned in class. They demonstrated security, trust, and motivation when playing Charades or Last man standing, unlike the other students, there was low participation because they did not know what to say or they felt lost. Nevertheless, when educational games were applied, students had fun at each stage.

Students were the center of the class when they played Charades because they were solely responsible for performing and guessing in front of the whole class. Besides, when they played they shared their ideas, acted freely and there was no space to stress. Finally, the educational game was a challenge for them because they had to be creative when participating, but they enjoyed it and through the game they were motivated to participate.

Additionally, the simple act of taking motivation into account in the teaching and learning process radically changes what students are interested in showing motivation in class.

Therefore, games contribute greatly to motivation when learning English. The use of educational games is used as strategies that increase the motivation of the learner because through the games they are free of stress, fear or shyness. An advantage of this project is that

game options are presented to motivate students in order to capture the attention of each one, taking into account their strengths and weaknesses.

Caicedo (2019) claims that motivation is positively influenced by educational games as it allows students to acquire meaningful learning. The results agree with the author because the students showed motivation, interest and significant learning when playing. However, there were some potential limitations in this study because some students were insecure in themselves which affected their performance.

Lastly, this project has clear implications for teachers because they must encourage learning motivation in order for students to feel confident and capable in the foreign language. Future findings should address the external motivation of students to learn.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- The types of educational games most used in classes are vocabulary games, such as Charades and last man standing. These games focus on memorizing and acquiring new vocabulary, this helps increase creativity and at the same time it allows the whole class to participate, so this is essential for the motivation of students.
- The process applied in the use of educational games is thoroughly provided, effective and adequate for the development of games in the classroom because all the students had an explanation of each aspect to avoid confusion. Therefore, the application of educational games showed good results in developing it.
- Educational games are a great tool that motivates and helps students to develop better, meaningful learning, free of anxiety and creativity. Besides, games are an easy and interesting strategy to apply to students.

#### **5.2. RECOMMENDATIONS**

- It is suggested that the educational games applied in class be varied in order to practice writing, listening, reading, and speaking skills. It is not feasible to focus only on a game. The educational games must be different to promote the strengthening of motivation when learning a second language.
- It is recommended that when applying the educational games, the steps presented are considered because it allows the future development of the game to be clear, organized, and motivating, also, students are able to carry it easily and will participate effectively.
- Educational games should be more dynamic and creative so that all students can practice reading, writing, speaking, and listening skills and thus have an adequate level of English since through the application of several innovative activities students will be more motivated to learn English.

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- ANNEXES

## OBSERVATION GUIDE



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**  
**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Objective:** To analyze the use of educational games as a strategy to strengthen motivation in students from Octavo año de Educación básica from “Unidad Educativa Intercultural Bilingüe Monseñor Leonidas Proaño” in city of Riobamba, Province of Chimborazo, during the academic period 2021-2022.

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<b>Objective #1:</b> To identify which kinds of educational games are used when teaching English.					
<b>Indicators</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>	<b>Observations</b>
The teacher applies games to teach vocabulary.					
The teacher introduces grammar through the application of educational games.					
The teacher applies educational games for enhancing listening and writing.					
The teacher uses educational games for encouraging collaborative work.					
The teacher promotes creative thinking in students through educational games.					
The teacher carries out spelling games to motivate students.					
<b>Objective #2:</b> To describe the process for applying educational games when teaching English					
<b>Indicators</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>	<b>Observations</b>
The teacher provides an explanation and the purpose of the game.					

The teacher explains the steps: How the game will be played, how many members will play and how long the game will last.					
The teacher presents an example to make the activity clearer to the students.					
The teacher performs the educational game with the students.					
The teacher monitors the students while they are playing.					

<ul style="list-style-type: none"> <li>• <b>Objective #3:</b> To determine how educational games strengthen students' motivation when learning English.</li> </ul>					
Indicators	Always	Often	Seldom	Never	Observations
Enhance communications skills					
Spontaneous use of the language					
Promotes fun learning.					
Reduce anxiety when students are learning.					
Student is the center of the class					
Students freely express their opinions.					

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