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TRABAJO DE TITULACIÓN

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**MAESTRÍA EN PEDAGOGÍA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

TRABAJO DE TITULACIÓN

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN PEDAGOGÍA
DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

TEMA

**Language games to describe events in past tense
for A1 level students in High School**

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Dedication

I dedicate this research work to my family who have been there throughout this master's program. Their supporting words have given me the strength needed in moments of discouragement and despair. To my dear husband that with his patient has helped me with the children and allowed me to achieve this goal; to my mother in her unconditional love, who is always worried about me; to my daughter Litzy and her bear hug that always make me feel better; to my son Edrick and my little princess Kamilah that are always willing to help mom. I could not have made it without your support.

By Ana Cedeño.



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Resumen

El propósito de este estudio fue determinar si el uso de juegos de lenguaje para enseñar el idioma inglés como lengua extranjera en una escuela pública en la ciudad de Puyo, región amazónica del Ecuador tiene algún beneficio en el estudiante. El problema previo al estudio de acuerdo con el investigador ha sido el bajo rendimiento del estudiante en las evaluaciones en el idioma inglés, la falta de motivación y muy poca participación durante las clases, siendo estas las causas principales del problema. Las calificaciones de exámenes, observación de clase por parte del docente, conversaciones con otros docentes que imparten la asignatura y la experiencia del profesor enseñando inglés como lengua extranjera fueron usados para documentar el problema de estudio.

Esta investigación usa un método mixto para lo cual se aplicaron entrevistas, observaciones de clase y una evaluación previa a la intervención.

Los resultados obtenidos de la evaluación cuantitativa previa al estudio nos llevan a determinar la necesidad de un refuerzo en la descripción de eventos usando el pasado simple. La muestra para el estudio son 26 estudiantes de noveno grado y 2 profesoras de la asignatura de inglés. De esta manera se recopiló y adquirió la información requerida para esta investigación

La evaluación posterior a la intervención nos permite decir que la enseñanza del idioma inglés usando juegos de lenguaje son útiles para los estudiantes. Los juegos de lenguaje pueden ayudar a los estudiantes a una buena relación con el nuevo lenguaje. Los resultados favorables de este estudio incrementado el aprendizaje significativo en el estudiante al practicar verbos en pasado simple nos sugiere el incorporar suficientes juegos de lenguaje dentro del esquema de clases.



Abstract

The purpose of this study was to determine whether using language games to teach English as a foreign language in a public Schools in Puyo city, Amazon region in Ecuador has any benefits in the students' learning. The study's issue was that, according to the researcher, a low student performance in English language evaluations, a lack of motivation, and a weak students' participation in class are the main causes of the issue. Exam scores, teacher's classroom observation, conversation with other English teachers, and the researcher's expertise teaching English as a foreign language were used to document this issue.

This research has a mixed methodology in which an interview, class observation, and a pre-test was applied. The quantitative results obtained from the pre-test guides us to determine students' reinforcement in describing events and the use of the simple past tense. The sample study consists of 26 students in ninth grade and 2 English Language teachers. In this manner, the data required to carry out this research was acquired.


A post-test intervention allowed us to say that teaching English using language games is useful for EFL Learners. Language games might help the students build up a good relationship with the new language. The study suggests incorporating enough language games to practice verbs in simple past tense within the syllabus based on these findings which were favorable increasing students' meaningful learning.

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INTRODUCTION

English nowadays is a language which is spoken and understood by people all over the world. Today it is essential to learn English, to be bilingual. English has become the fastest increasing language in this modern world, and it occupies the status of a commercial language, and it is used in many fields (Rao, 2019).

In Ecuador, English language has been regulated by educational policy makers and it is seen as an important factor to move forward in the globalized world in many different aspects and areas and this is present in the “Curriculo lengua extranjera (2016)”. This curriculum gives standards that students need to accomplish to graduate from high school. It is required that these students must reach an intermediate or B1 English level according to CEFR companion (2001). But the reality in Ecuador about English language is different because, despite those requirements and the efforts of the Ministry of Education in Ecuador, the level of English language in High School hasn’t reached the desired mastering level.

Data obtained in completed research done by Educational First (2023), shows that Ecuador is currently in a low-level English language domain. It is ranked 80 out of 100 countries around the world in the English Proficiency Index (EPI) and our country is in the 18th position out of 20th compared with the other countries in Latin America.

This research will help the students enhance their English language knowledge and improve their motivation in learning. It will be done in “Unidad Educativa Andoas” a public school in Puyo-Pastaza with students in ninth grade. To learn English as a foreign language it definitely is a challenge for students that the majority of their time are surrounded by their native language, as in our country just Spanish is heard and spoken everywhere. Therefore, it is essential to improve learners’ motivation and get them engaged as an active part in their learning process. Besides, the need for students to increase their vocabulary knowledge, understand grammar tenses, and be able to use those more complex language structures.



Several studies highlight the use of educative games to improve grammar tenses understanding, because they also increase motivation in learners (Krisbiantoro, 2020; Chandra & Hashim, 2022; Galvis. 2021; Pham, 2023; Idris et al., 2020). These researchers make emphasis in using gamification and language games that together work well to improve learners' motivation according to several of these researchers' studies.

These researchers give priority to gamification and language games as an educative tool or strategy used in classroom to increase learners' motivation and develop more interest in learning while understanding the English language has been enhanced. However, more attention must be paid to grammar, as mastering grammar is a fundamental part of learning a language. In this respect, as appointed by Rafiqah et al. (2019), many students agree to gamifying their learning because it is beneficial to their motivation and to better comprehend English grammar concepts.

Moreover, theoretical grammar analyzes the structures considering broad linguistic principles, current schools and methods, and other factors, practical grammar provides guidelines for using language structures everyday situation in real life contexts (Valeika & Buitkienė, 2003). For any English language learner to be able to make a sentence or a statement is essential. Hence, grammar needs to be understood and comprehended by students in focusing on the structure of the sentence as well as on subject and verb agreement rules that is one of the most common mistakes within a sentence structure.

During the first trimester, as a ninth-grade teacher it has been observed that there are several difficulties for students' affecting level A1 in High School such as:

- Difficulties in analyzing and producing grammar structures
- Misunderstanding the verbs and the verb tenses especially past tense.
- Low students' motivation in learning.

These manifestations permit to identify the **scientific problem**:

How to improve verb tenses for level A1 students in ninth grade?



The main **topic** of this research “The use of language games to describe events in past tense for students in level A1 in High School” is aligned with the research lines of pedagogy, didactics, and management of education, also with the research topics of research, evaluation, and application of the educational model and pedagogical innovations, both established by Universidad Bolivariana del Ecuador. It helps the pedagogical and didactic understanding of language and explores the application of pedagogical innovation and gamification in the context of improving how students’ use the past tense.

The research done in this project is aligned with the broader objectives of improving educational practice, evaluating instructional models, and promoting pedagogical innovation in education. Implementing gamified classrooms involves game elements, motivation, joyful and interaction aiming to enhance engagement to improve students' learning with a focus on cognitivism theory, which suggests that learners actively construct their own knowledge (Yilmaz, 2011).

The **object** of investigation is the English teaching learning process of level A1 students in High School. The use language games, during the development of this process helps increasing the students’ motivation and getting better English language understanding in order to acquire the required level (B1) at the time of their high school graduation. Language games as an innovative pedagogy will be used in the classrooms to help students overcome those learning difficulties and encouraging them to enjoy the process.

The methodological intervention will be conducted for three weeks. Before commencing the study, the students will take a pre-test that will be taken again once the study culminates as a post-test to compare and find differences that let us know the improvement. Also, during this study the students will be observed by the teacher to analyze their performance. And an interview to other English teachers that work in the same school will be developed to know their perspectives and their knowledge of the use of language games within a classroom.



During this study students will enhance their knowledge about how to differentiate regular and irregular verbs, and their different structures to form past tense, and when it is used; the simple past tense is used for finished past action. Lastly, students will be capable to describe events in past tense, personal good experiences, for example: what they did in their last vacations or family trip.

GENERAL OBJECTIVE

To determine a set of language games for improving description of events in simple past tense in A1 English learners.

SPECIFIC OBJECTIVES

- To analyze the theoretical foundations that support the English teaching learning process for level A1 in High School and the use of verb tenses.
- To diagnose the students' current difficulties in using vocabulary, verbs, and basic grammatical structures while describing events.
- To elaborate the methodological proposal through determining language games which can best improve description of events.
- To validate the methodological proposal.

Hypothesis that emerges is the application of a set of language games that implies effective methodological interventions will favor the English language learning for A1 level students during the development of description of events in English.

Research variables include the set of language games as an independent variable and students' description of events as the dependent variable.

Theoretical methods

-Inductive – deductive: to analyze the investigations and literature about the theme, to indicate generalizations and deductions of conceptual judgements about the object, drawing conclusions and recommendations.

-Analysis -synthesis: to analyze the sources consulted and provide synthesis supported by reasons and necessary arguments about the content and main variables of the investigation.



Empirical methods

-Class observation to assess how effective is the use of language games in ninth grade learners to enhance their understanding of past tense in English also their motivation and interest to learn this language.

-Interview to know about the teacher's comprehensive understanding approach in using language games for past tense instruction, as well as their overall pedagogical effectiveness in this area.

-Pre-test to evaluate students' prior English language knowledge concerning the simple past tense.

-Post test to gather information about study results that will be analyzed and compared with the pre-test to find students' learning progress.

Statistical methods

Descriptive mathematics to understand the data collected, compare and analyze the pre and post-test while interpreting the results. The Alpha Cronbach method will be used to verify the reliability of the instruments applied.

Within this research an approach with mixed methods will be applied to analyze how effective the use of language games is while the students describe events in past tense and increase their motivation. Quantitative part will entail both the pre and post-test, and a few evaluations to gather data during the process through language games. Qualitative part will entail a class observation to understand perspectives the students' have about learning and the use of innovative pedagogics in language learning.

This research has a target group composed by twenty-seven students; sixteen boys and eleven girls that are in ninth grade in "Unidad Educativa Andoas" which is a public school in Puyo-Pastaza in the Amazon Region. These students are between the ages of 13 and 15. The learner's English language level is A1. The learning styles in the classroom are varied as their learning capabilities. Their English knowledge is basic, students have difficulties understanding sentence's structure, subject-verb



agreement, and verbs in past tense. They have problems identifying regular verbs, irregular verbs and their different ways of change from base form to past tense. Besides, the learning difficulties there is a low student's motivation that affect their learning process.

The present scientific project represents a way to find a methodological proposal to help students improve their skills in the English language through a set of language games as an innovative pedagogical tool for encouraging the teaching learning process.

The practical significance of the proposal will enrich the implementation of a variety of resources, pedagogical methodologies, and teaching methods. It will help learners enhance their knowledge, feeling more motivated and fostering their commitment to learning. It also promotes, educative gamification as a pedagogical innovation to accomplish the learning goal, making emphasis on grammar, and favoring the verb tenses while describing events.

The content of this research is contained within three chapters. Chapter one's focus is on the analyses of diverse literature and studies about using language games to improve students' understanding of grammar and past tense of the verbs. Chapter two is related to the methodology applied in this research to develop the study, as well as the analyses and interpretations of the results. Chapter three explains the methodological proposal, its foundations, structure, components, and validation



CHAPTER I: Theoretical foundations that support the variables of the investigation.

In this chapter existing literature will be reviewed in the field of language acquisition to provide some analyses based on some relevant previous studies concerning language games for describing past events. Spector, (2008) gave a definition about it “*Theoretical foundation: A related set of rules and principles that can be brought to bear as a basis for making predictions and providing explanations for a variety of phenomena*” (p.21).

The chapter establishes the basis that supports this study and identifies effective instructional strategies, materials, and approaches that were successful in previous studies.

1.1 Some fundamental theories that support the teaching learning process.

The teaching-learning process needs to be integrated and understood as a base for learning a new language (Flores, 2015). Within this process, various theories, strategies, and techniques are involved to make language learning easier and more effective. The studies and experiences that have broadened the theoretical and scientific knowledge based on how students learn and acquire a foreign language have led to a dramatic paradigm change in the teaching and acquisition of foreign languages (Moeller & Catalano, 2015). In this respect, the theories explained below help understand this process:

1.1.1 Behaviorist Theory.

The acquisition of a foreign language was historically regarded as a "mimetic" process, wherein learners were required to imitate or reproduce the newly acquired content. (Moeller & Catalano, 2015). According to behaviorism theory, the goal of teaching is to influence students' behavior so they can create written or oral work. Teachers are responsible for managing the learning environment and stimuli (Budiman, 2017). The material provided by the teacher serves as the stimulus, while the students' reactions represent their responses to that stimulus. This theory was



focused on repetition, drilling, and training which teachers used in order to reach the learning objective. Behaviorism theory with stimulus-response relationship model, seated learners as an individual passive learning (Alissa, 2003).

Moreover, Budiman (2017) states, that the theory of Behaviorism is influential in foreign language acquisition because from this theory many learning methods were implemented to teach the learning process, for example Grammar Translation Method, Direct Method, Audiolingual Method.

1.1.2 Cognitivism Theory.

Theories aid in identifying recognizing different learning styles and highlight that certain students often grasp knowledge using methods that diverge from our own (Dilshad, 2017). Cognitivist theory emphasizes the internal thought processes of a learner rather than only on merely visual behaviors.

Cognitivism theory incorporated into the lesson plan while considering the students English language levels and their different abilities and skills. According to cognitivism theory, learning is an active process that involves the learner's mental organization, storing, and retrieval of information to help learners to effectively and efficiently process the information received (Yilmaz, 2011). It includes problems solving, making decisions, retain information in our memory, students actively engaged in the cognitive learning process. The application of language games is consistent with cognitivism.

1.1.3 Constructivism Theory.

The method through which people build their cognitive structures is called learning "Construction" is a self-organized, proactive, and intentional recognition method. [...] The interaction of learners' prior and new knowledge are parts of this process (Jia, 2010). To this theory the students are the principal part in the learning process. Their experience and the previous knowledge are the baseline to acquire and generate a new knowledge. As per the principles of constructivism in the learning



theory, people create meaning and produce knowledge through their experiences (Bada and Olusegun, 2015).

The study of the essential notions of Constructivism enables understanding how it makes the students' participation in their own learning relevant and active to create their new knowledge.

The learning theories mentioned in this study are very useful for the author of the current scientific project as they permit the learners to grasp knowledge more effectively when there exists active participation in the learning process. For instance, using drills in early stages allow the students to retain vocabulary and pronunciation to produce language and construct their own language understanding. The incorporation of language games in the classroom for learning verb tenses encourages active participation from students, thereby improving their English language understanding and enhancing the overall learning experience.

Moreover, constructivism provides second language learning/acquisition with a very active participation which in the learning environment maintains constant exposure to the target language through regular daily activities (Anastasiu and Cyprien, 2021). A second language is acquired when a student is fully immersed in an environment where the target language is spoken. In the sense, Gass and Selinker, (2008) claims that second language acquisition typically pertains to the process of learning a new language that is not native to the learner, particularly in the context of an environment where that language is actively spoken.

Acquiring a nonnative language within the context of one's home language setting is mentioned to as external language learning. Most of the time the learning process of this nonnative language is done within the context of the classroom (Gass & Selinker, 2008). To learn a foreign language is very important to have in the classroom diverse strategies and keep the students motivated in learning because here is where they learn the most about the new language. Learning another language enables a person to get involved in authentic cultural contexts and communicate in an



efficient and innovative manner using the language from that culture (Moeller & Catalano, 2015).

A new language invites the person to learn about different cultures and customs besides the language itself. But the understanding of the language is necessary, being that the basic grammatical aspects are the ones that aid the students to understand the linguistic material.

1.2 Importance of grammar in the English language.

According to Dalil and Harrizi (2013), the linguistic perspectives of Grammar focus it as a branch of the ample field of linguistics. They also say: “It’s the language study part which deals with the forms and structures of words (morphology), with their appropriate arrangement in phrases and sentences (syntax), along with language sounds (phonology) and word meaning (semantics).” (p. 7)

These ideas are reinforced by Rao (2019) who said that grammar aids students in understanding what creates accurate, understandable, and engaging phrases, paragraphs, and even long essays and short stories. In fact, to learn about grammar and its English language structures cannot be ignored because rules exist that must be followed to create correct and understandable written texts or spoken utterances to produce meaningful sentences. Communication is the key when a language is learning. The knowledge of grammar enables produce sentences with sense. Three primary theoretical ideas about grammar have influenced how English is taught, as presented by Burns (2009):

- First, learners must recognize and categorize words and phrases within sentences according to their respective parts of speech because classical grammar views language as a set of guidelines.
- Second, formal grammar views language as a cognitive process that occurs in the brain and that language is innate in humans.



- Thirdly, functional grammar focuses on the practical application of language to communicate with one another in everyday situations. It is a descriptive approach. (Burns, 2009, as cited in Ly, 2020).

Besides, learning grammar is a cognitive process that when the person is learning their first native language it is unconsciously and learned without instruction but, when people learn a nonnative or second language it is a more complex process and prescriptive syntax is necessary to internalize that knowledge. So, teaching grammar in isolation is not helpful for English language learners, it is essential to incorporate it with the other language skills (listening, reading writing, and speaking) to be more efficient producing an effective meaningful communication that the students will undoubtedly recognize its importance.

1.2.1. Descriptive and prescriptive grammar

Zhuang, (2010) defines Grammar as the set of principles supporting the language's learning domains for listening, reading, writing, listening, and speaking.

It is not possible for a language to have just one grammar. Therefore, in their view, grammar is merely a linguistic framework, and knowing grammar can foster creativity (Huang, 2024). This author mentioned two distinct types of grammar, manifesting that learners using prescriptive grammar must be aware of their word choices and speech patterns. Also, people should consider what they should say, possible words to employ, and the reasons behind speaking a certain manner. For instance, you cannot use two negatives in the same statement in English (Huang, 2024). Prescriptive grammar refers to a set of norms, rules, standards that are considered when the use of a language is correct or proper. It refers to the correct and appropriate form of language use.

Descriptive grammar rather than focusing on guidelines that speakers should adhere when using language, emphasizes the actual usage of language (Huang, 2024). Descriptive grammar provides English language learners with opportunities to interact with informal forms of the language (DeCapua, 2010). This form of grammar,



rather than offering recommendations on how language should be used, looks to objectively, characterize the norms and patterns that are seen in everyday language usage, encompassing both formal and informal forms.

Bakka (2018) stated that “prescriptive grammar as well as descriptive grammar play essential roles in grammar teaching” (p. 54). Both aspects are important to this current research, but descriptive grammar will benefit more the intention to make the learners describe events in past tense.

1.2.2. Teaching and learning verb tenses.

Learning a new language, the majority of the time is difficult, English language to Spanish speakers is not an exception. Mastering the English language can be quite difficult since it has complex grammatical structures and rules. Also, it is complicated when the learner must be capable of choosing when and why to use a particular form in writing and how to pronounce it in speaking.

According to Listia and Febriyanti (2020) tenses are one of the grammatical components. It is well known that mastering tenses is crucial for English as a Foreign Language (EFL) learners. This ability to generate proper sentences is closely linked to grammar, thus learners must be capable to articulate sentences in the appropriate tenses. The learners' ability to employ the correct tense in a sentence demonstrates their level of language skill. One of the two or three hardest things for anyone who is developing their skills in English to get right is the usage of verb forms (Cowen, 2008).

Certainly, English language tenses are related with use of the verbs in a sentence and to master them is primordial to advance and enhance the language proficiency.

The skill's level of difficulty, the complexity of the target language's sentence structures, and the degree of resemblance between L1 and L2, among other factors. Students' cognitive styles might contribute to the debate over the relative merits of the inductive and deductive approaches.



DeKeyser expresses that: “The deductive approach teaches grammar rules to learners by a very systematic method. In contrast, the inductive approach requests students to discover or infer grammar rules based on examples provided” (DeKeyser, 1995 mentioned in Wang, 2012, p.19)

The notions given above suggest, that the inductive approach places a strong emphasis on learning discovery, having learners reduce rules from a vast number of supporting instances. After students have engaged in exercises that require them to detect the goal qualities of the language, the teacher takes on the role as a counselor and provides grammar rules (Wang, 2012). However, the deducting approach according to Wang (2012) involves teaching grammar and it demands the teacher to explain grammar rules to the class before they engage in language practice; it goes from general grammar rules to more specific rules about language uses. It is vice versa inductive approach does.

1.2.3 The simple past tense

Tanjung (2014) stated that Simple Past Tense is an action or activity that has been carried out by a subject in the past, at any time before now. The simple past tense, whether or not that time is specified, denotes a previous action that has happened at a certain point in the past, according to Narius (2014). The main characteristics of simple past tense are past verbs and past expressions. The most utilized expressions are yesterday, last, and ... ago. Within the English language structure, the most grammatical errors found in learners were using regular or irregular past tense verbs.

Schramper (2003) mentioned that the simple past tense of regular verbs is formed adding “**ed**” at the end of the verb. On the other hand, past tense forms of the irregular verbs are different. Because learners will employ both regular verbs and irregular verbs when studying the simple past tense, they are closely related to the learning. Both regular and irregular verbs are difficult to learn and comprehend (Tifani, 2020).



There is a variety of regular verbs and irregular verbs that learners must learn and memorize to minimize errors. Ellis see Luow (2016) indicates that there are various methods to identify errors in grammar. These methods include classifying them into three categories: mis-formation (using one grammar form incorrectly), omission (removing parts of a sentence that are necessary in the simple past tense), and mis-ordering (words placed in the wrong order).

The errors mentioned by the previous author as omission, mis-ordering, or mis-formation using the regular or irregular verbs have direct interference developing productive language skills including writing and speaking. To produce language, it is vital to develop language skills and abilities as fluency, coherence, improve pronunciation, develop correct grammar structures, to ensure the message is understood clearly facilitating the ability of students to express themselves assertively and effectively through oral and written communication.

The above assumptions reaffirm the importance of the knowledge of verb tenses for productive language skills. As stated by Graham, et al., (2013), “writing is an obligatory gadget for learning and communicating. We utilize writing as an inductor to collect, maintain and extend information”. (p. 5). Besides, writing and speaking as productive skills are basically necessary to master the language. For instance, writing abilities enable students to write independently, coherently, fluently, and creatively. These are critical skills which help students to organize their thoughts coherently and approach the subject in a suitable matter (Ariana, 2010).

Writing in a nonnative language comes out with many difficulties than writing in the native language. Learners are challenged to improve writing skills to enhance communication and language proficiency. This author, Ariana (2010) considers that a student's education and self-esteem might suffer greatly when they struggle with writing in a nonnative language. A student will not be able to write as quickly and fluently as necessary to succeed as these demands rise if he does not acquire some fundamental skills.



From another point of view, according to Rosa (2019), speaking is the act of making a sound and then uttering one or more words to communicate and express ideas or emotions. Speaking in a second or nonnative language could be difficult for learners as, additionally to learning grammar, speaking a language involves employing it in real-life situations (Ratnawati, 2018). This language skill is considered among the most useful abilities that a learner must seek to achieve to communicate effectively in a foreign language.

Students' poor pronunciation, grammar, and vocabulary are the principal causes of their speaking difficulties. To put it briefly, word choice, sentence structure, and word pronunciation are the three main speaking problems that students face, and they all make it challenging for them to explain an idea in front of the class (Pratama, et al., 2022). Put differently, fluency difficulties can affect a speaker's ability to express their thoughts and describe what occurs in day-to-day interactions with people, places, and things.

For the purpose of the present research its author concentrates further on the speaking skills and the knowledge of grammar and verb tenses that learners need to communicate and describe events in the past. The use of linguistic games often serves as a useful resource to express their thoughts and describe what has occurred in their lives.

1.3 Language games

Goodman and Goodman (2014) express that: "Children acquire language best in an environment rich with opportunities to explore interesting objects and ideas." (p.197). These ideas can be expanded upon by the ones expressed by Syafiqah, et al., (2019) as he supports that using language games as a tool for teaching is an enjoyable change from tedious grammar lessons, so it turns to keeping the students engaged and motivated to study English.

The notions presented above are useful in the context of the current investigation as it considers the implementation of language games in English



teaching to help the students enhance grammar acquisition. Language games come in two varieties: digital and non-digital, or physical games. Both are frequently used to supplement language instruction.

Traditional board games like Snake and Ladders, Grammar Monopoly, Dominoes, and Wheel of Grammar (WOG) continue to be popular among educators and students. Quizlet, Edmodo, Frogplay, and Massively Multiplayer Online Role-Playing Games (MMORPG called) are a couple of the options available to schools that have the necessary infrastructure in place to permit students to play digital language games (Syafiqah, et al., 2019).

Games in the classroom are enjoyable activities that encourage communication, critical thinking, education, and problem-solving techniques. A feature that allows players to generate information quickly is often found in games. Certain games demand that the players perform an exercise or clear a mental puzzle (Kostikova, 2017). This previous author also mentions that “language learning is a hard task which can sometimes be frustrating. Continuous dedication is necessary to understand, produce, and manipulate the target Language” (p. 179)

As to this, traditional activities and overuse of textbook activities make the students decrease their interest- motivation in learning and participation in class activities. Then, the necessity of including sort of activities, as linguistic games, are necessary to maximize positive results in English language learning, according to their learning styles. Learned vocabulary and grammar, for instance, should flow naturally into sentences, enabling language learners to communicate.

Although students are always willing to play games, teachers occasionally use lessons to complete annual planning by using traditional strategies that aren't engaging enough for the learners. Foreign language educators must seek alternatives to traditional instruction.

Kostikova (2017) mentions that there exist numerous benefits of incorporating games into the classroom: 1) Games provide a nice change of pace



from the language class's typical schedule. 2) They provide inspiration and challenge. 3) It takes a large amount of work to master a language; games encourage and support students in their learning efforts. 4) Playing games helps with speaking, writing, listening, and reading language proficiency. 5) They promote conversation and interaction among the kids. 6) They give language use a purposeful context.

Learning English as a foreign language is a difficult task for the students because they are not immersing in the target language, besides if they do not have enough motivation or interest in learning, this process would be frustrating and without success. Playing games in smaller groups gives students the opportunity to speak in front of a smaller audience rather than having to present their ideas in front of the entire class, which is very beneficial for shy or low-confidence pupils (Sigurðardóttir, 2010). Therefore, the application of more active and joyful activities in the classroom might improve those attitudes against learning to achieve the desired students' learning effectiveness.

1.3.1 Language games to motivate the learners.

Learning a language takes efforts, and sometimes this can result in frustration for the learner. The word "motivation" itself refers to an individual's inner power and serves as the basis for their actions (Lubis, et al., 2021). So, the selection of games that allow kids to practice language skills while also providing a break is beneficial.

Games tend to be motivating since they are both entertaining and challenging (Ersoz, 2000). Games can be highly motivating because they are amusing and interesting. Some characteristics of a student who is fascinated in something involves the increase of attention, concentration, pleasant feelings of applied effort, and willingness (Krapp, 1999, as cited in Yusnita & Yuniarti, 2020).

In a variety of games, teams of students must cooperate to achieve a common objective whether if this objective is to solve a puzzle, earn points, or attempt to win, cooperating requires that the students communicate with one another in order to



support, encourage, share, correct, and even challenge one another (Guterres & Soares, 2017).

As expressed by Kostikova, (2017): “Playing language games increases motivation for learning a nonnative language by bringing the learning process closer to real-life settings” (p. 177). Additionally, to fostering a welcoming and upbeat environment, engaging in games within the classroom can also lead to variations in seat arrangements between games, which can be very beneficial in maintaining an engaging learning environment (Sigurðardóttir, 2010). It implies that instructors can inspire their students and increase their interest in learning the new language (foreign language) by stimulating the students in different ways. Language games create a friendly atmosphere in the classes increasing students’ motivation in learning and making the process more attractive and interesting.

The notions offered by those authors permit to realize the role of language games in reference to motivation, as they have the potentialities to make the students be: interested in the content, concentrated, cooperative and engaged within a pleasant learning atmosphere.

Gozcu and Caganaga (2016), mention that since games are usually enjoyable for students, they hold their attention differently than traditional lessons. Moreover, Hidi and Renninger (2006) examined studies that showed teachers can support kids' development of interests. Teachers were found to positively influence students' academic interests by employing materials that promote interest, feedback that helps students stay focused, showing their own enthusiasm in the material, and generating a positive effect.

The idea argued by the authors reinforce the importance of incorporating language games activities in the lesson plan to develop and increase students’ interest and create a great opportunity for those students to improve their English language knowledge enhancing their learning skills and abilities, like concentration, retention, assimilation, and production.



1.3.2 Language games in learning simple past tense.

Grammar serves as a crucial component of language rules, it is important in language acquisition and instruction. When grammar teaching is concerned, language games become a medium to teach English language learners both grammar structures and the use in communicative and everyday context (Syafiqah, et al., 2019).

Language is a tool which aids the students and enhances grammar knowledge and language skills. According to Zhuang, (2010) “All the languages have symbols of identity, and they are differed by two elements: time and space”. (p, 1) But also, this author states that the tense, which is determined by verb inflection, is a grammaticalized description of position in time. It usually denotes the current specific moment that something occurred rather than the duration of the event (Zhuang, 2010).

For the author of the current research work the simple past tense is chosen when it is assumed that the event, state, or action took place within a finished period of time; this is extremely important in correspondence of the scientific problem of investigation.

Language games and collaborative learning stand out as an aid for less motivated students who frequently exhibit bad behavior, attention deficit disorder, and disciplinary issues in specific learning environments (Yusnita & Yuniarti, 2020). Hence, playing language games could be a useful strategy for acquiring irregular verb tenses (Çiftçi, 2010). Games encourage children to interact in genuine and meaningful ways because of their cooperative and competitive elements. Games are also an excellent way to enhance teaching and learning language (Çiftçi, 2010).

The application of language games to teach simple past tense is a strategy that has positive effects in the classroom. Teachers need to assess whether the level of difficulty of the game is appropriate for the students. If a game is too easy, the students may become disinterested, but if it is too difficult, they may have difficulties (Mansoori, et al., 2024).



In this case, it is advisable to select language games in correspondence with the students' educative needs and main interests to let them feel much motivated in learning. It is deemed effective to implement the work in small groups for enhancing the collaborative work and improve the students English learning language skills.

The difficulty is a game's most important component. Although most of the games are competitive and need cooperation or teamwork to solve challenges, the term "challenge" does not always imply competition (Saha & Singh, 2016). This author refers that an activity in class that challenges the students does not implement individualism. Instead, these kinds of activities increase peer support, improving positive relationships based on valuing their differences and focused on accomplishing their task providing advantages to the whole group.

In an educational English language classroom, implementing language games as a strategy for collaborative learning is considered as a learning-centered activity that allows students to practice and use languages for useful purposes along with applying their creative skills in a great environment.

1.3.3 Types of language games to practice verb tenses.

Adeng and Shah (2012) expressed that "grammar teaching is too dependent on rules and memorization that makes learners lose their interest and motivation" and they added that "games are the most suitable to learn the grammar of a second language" (p.23). These concepts indicate that games serve a purpose that is more than just fun; they require following rules, which demonstrates a thoughtful and deliberate approach to the development and delivery of education.

Numerous language games exist that can be used to learn or practice grammar tenses, as simple past ten se to enhance both fluency and language skills. Which games should be played? When choosing games for instructional reasons, teachers must select them very carefully to make sure they are in line with their intended goals, an effective class organization is crucial for the success of a game.



Many games involve dividing the class into small groups or pairs. Pair work is also beneficial to enhance communication skills (Mansoori, et al., 2024).

Teachers can use a set of language games with different levels of difficulty and at different stages searching for which is more appropriate for different types of language learning.

Before beginning the game, teachers must also make sure they have thoroughly explained the rules and made sure all instructions are understood. Teachers should watch and be available to assist during the game, but they should avoid interfering too much as this could disrupt the fluency of the activity and discourage the students from joining in.

According with the students' needs and the purpose of this study a set of language games has been selected. The first language game selected aims to develop students understanding and application of the simple past tense with regular verbs and irregular verbs through an online jeopardy style-game to challenge students and promote learning. The students in this game will be challenged to achieve the highest score to win, they will have to work in groups of five people to get correct answers and be the winning team.

A board game aims to improve description through correctly spoken and written sentences using simple past tense. This is a competitive, linguistic, and didactic activity. For example, students will work in small groups. Each group has a board for the game, this board has a sort of questions about past situations or past events. Afterwards, students that are using a dice will move throughout the board answering the questions according to the dice numbers. They will continue until all the students have reached the exit.

Memory game helps the student to identify and use simple past tense, creating sentences. For instance, five students will make a circle. Then, the first learner chosen randomly will talk about any personal event or experience that has happened the day before. After that, the following student will retell the previous sentence said by the



classmate and then, this student must add a new personal event with another sentence increasing the difficulty and improving learners' fluency, they will continue until the five students in the group have participated.

Photo story games is a variation of the storytelling game with the objective of improving narrative and speaking skills describing a family picture or a personal event from any trip or vacation. The students will share with their classmates about the event occurring in the picture, describing their own pictures and also taking notes from the other students' stories to share experiences their later. A story behind each picture.

Post card game; the objective of this language game is to allow the students to practice the use of simple past tense in narrative to improve their writing skills by creating postcards. For example, the students will imagine travelling to any part of the world and observing printed images, from the chosen place they will write a postcard to a friend or family member. This activity encourages students' creativity while they enhance description abilities using simple past tense.

Overall, language games are used to keep the student participation active in the classroom and the use of these activities allows them to have more creativity, enhance their individual learning increasing motivation in learning, while they develop collaborative work abilities and cooperative learning uniformly. There are several considerations for why games should be included in language classes. They are, first and foremost, enjoyable, which is crucial since it can spark students' interest and encourage those who may have previously been inactive (Sigurðardóttir, 2010).

Teachers should give top priority to educational language games that involve movement, social contact, competitiveness, an active student's participation, as mentioned by the author, when the students feel a positive environment their motivation, their attitude against learning English as a foreign language changes enhancing their interest in learning, getting as result improvement in their language understanding.



CHAPTER II: Research methodology

This chapter explains the methodology that was applied in this research project to accomplish the objectives of the study, as well as the benefits of implementing language games in teaching-learning English and the analysis of the diagnostic stage.

2.1. Paradigm of the project.

Quantitative method analyzes the student's prior knowledge and improvement following the implementation of a set of language games through a pre-test and post-test, measuring simple past tense describing personal events. The independent variable which is the use of language games and the dependent variable enhancing the use of the simple past tense and their relationship. Creswell (2012) states as a major characteristic of quantitative research the analysis of tendencies, group comparisons or variables using statistical analysis. Also, a survey will be designed to get to know the students' perceptions, and post-experience that was received during this study.

Through the qualitative method an interview will be done to other teachers that impart English as a foreign language in the same institution to know about their points of view in the use of language games to improve English language learning. Besides, students' observation while they will be developing class activities to measure students' interest for the task. Qualitative method allows to learn more from participants through exploration. It analyzes the data to describe using text analysis (Creswell, 2012).

Combining these paradigms, insights from both qualitative and quantitative studies will help with a better analysis. As the principal aim of this research study is to analyze the advantage of the use of language games describing past events, the mixed methods will help providing a deeper understanding of the benefits and efficacy of language games improving simple past tense narrative. Creswell and Plano Clark (2011) express that this method makes it possible to construct a higher level of comprehension than a single method applied to certain research. This



integration of findings provides the study validation and enriches the final results from each methodological approach.

2.2. Conceptualization and Operationalization of Main Categories

This research project is categorized into two relevant variables for this study to organize and analyze previous studies and the data collected through the research process. The variables are the use of language games as the independent variable and describing events in past tense as the dependent variable. (See Annex 1, Tables 26-27)

The main categories identified for this study are to analyze:

1. Language Games: refers to a group of language games to use in the classroom during individual, pair work, or small group activities to increase the learners' interest in learning and improving their written and speaking skills.
2. Describe events in simple past tense: it refers to the use of language to share by writing and speaking personal experiences or describing events that have happened in the past.

2.3. Justification of data collection methods

The students at the beginning of this new school year were into a diagnostic period where it was detected the English level proficiency and their English language learning needs. So, this study started with a pre-test that provided with the basic information about the use of past tense, regular verbs and irregular past verbs, and correctness in sentence structures finding out the current knowledge about language skills levels while they describe events in past tense. These findings guided the development of this set of language games tailored to their specific needs.

Classroom observation allowed to collect more data about students' motivation, participation, and interest in English language learning. A perspective of the effectiveness of language games activities in learning. A post-test applied at the end of the study to analyze the overall result on students' English language knowledge. This study has been completed in 3 weeks, 6 hours per week with a total

of 18 hours of 45 minutes each one, and interviewing the English teachers' colleagues who are working in the same institution about to include some language games into the classrooms.

2.4. Delimitation of population, sample, and sampling.

The population at “Unidad educativa Andoas” located in Puyo, consists of 1130 students. However, the sample selected for this work are 27 students. According to Creswell (2012) **population** is a group of individuals who share similar characteristics, and a **sample** is a subset of the target population that the researcher intends to examine in order to draw conclusions about the target population as a whole.

The sampling which was employed in this specific study is a purposive sampling from non-probability sampling approach. Non-probability sampling technique is essentially based on researcher judgement (Sharma, 2017). This author also describes the purposive sampling, referring to as judgmental, selective, or subjective sampling, it is a category of non-probabilistic sampling methods that depend on the researcher's judgment in choosing the units.

The criteria used to choose this sample is based in the following considerations:

- 1) This group of students belong to the same school.
- 2) All of students from this group fit into A1 English level proficiency.
- 3) The students are in the same grade and have the same English classes schedule.
- 4) These students as a whole group were exposed to the similar strategy used in this research.
- 5) The ages of the students from this selected group are between 12 to 14 years old.
- 6) The parents from these students have given the consent and permission for their children to participate in this study.

Table 1: *Sample Population*

participants	Sample Population	Percentage
Women	12	41.38%

Men	15	51.72%
Teachers	2	6.90%
Total	29	100%

Elaborated by: Ana Cedeño (2024).

2.5. Research context

The chosen place for this study is the “Unidad Educativa Andoas” High school level. It is a public school which is in city of Puyo that is located in the Amazon region in Ecuador. The school is located in the urban area in Francisco de Orellana Street and Cumandá Avenue with a population of 1130 students. The students who assist to this institution have different social-cultural and economic backgrounds. The students who are in the sample group for this study are from ninth grade and their ages are between 12 to 14 years old. The different means and didactical resources used in this study were not provided by the institutions, but they were the teacher’s responsibility. The interaction with the students during the study was face to face class modality because they were in mandatory instructional classes.

2.5.1. Research stages

The investigation was divided into six stages (See Annex 2, Table 28): delimitation of the problem, theoretical revision, elaboration of the instruments, application of the instruments, data analysis, and redaction of the conclusions and recommendations. The first stage was developed during the diagnostic period at the beginning of the school year to gather information about gaps in English language students’ performance. In the second stage, the researcher gathered information about previous studies and researchers who had conducted several projects about this research topic. In the third stage, the instruments were elaborated to be submitted to the students that participated in the research.

The instruments applied were a pre-test, a post-test, a class observation, and an interview. These instruments must be reviewed and approved by the tutor. In the fourth stage, the instruments were applied to obtain data to be analyzed providing result of the study. In the fifth stage, data was examined to produce findings that



made it possible to see the students' progress. In the sixth stage, a final report containing the data gathered during the study was delivered, along with the findings, conclusion, and recommendations.

2.5.2. Research scope and purpose

Language games set applied in this work was developed by using explanatory and descriptive research since it explores the research problem, the sample size, the duration, the criteria, methodology, and the effectiveness of language games strategy to help the students with learning English language focused on past tense to describe events among ninth grade students in Andoas School.

The research is a field study. Its features imply gathering empirical data directly for the school environment, including students' participation, and classroom activities. Field research allows the interaction with students, observe the interactions among them and while a language game is implemented. It provides with the opportunity of collecting data through a pre-test: assessing the current English language knowledge about the simple past tense and describing events in past tense to understand their needs and abilities.

During the intervention, a class observation will be developed completing a rubric about students' reactions to these language games. Also, an interview to other English teachers will be given in order to collect data and provide a comprehensive view of the research question and also aligned with qualitative and quantitative methods the ones that were chosen for this study. A post-test is applied to explain the impact of these activities on students' English language understanding.

This research also had an experimental aspect as it investigates the efficacy of language games improving English language knowledge about simple past tense to describe events, developing speaking skills among ninth grade students.

The experimental design aimed to evaluate the influence of the language games in the classroom improving the use of the English language while the students make descriptions about a personal or family events occurred in the past. By using



qualitative and quantitative data collection and applying pre-test, post-test, students' observation, and an interview to English teachers in the school. Researcher looked for finding cause and effect relationships and draw conclusions about the effectiveness of language games improving students' language understanding to describe events in past tense.

2.6. Description of the Instruments Based on the Selected Research Approach

The instruments meant to collect the study's data are discussed in this section. The tools used in the study were carefully chosen to support the goals of the investigation and collect detailed information about how well language games activities helped the ninth-grade students to better their abilities describing events in simple past tense.

2.6.1. Pre and Post-Tests assessments

The pre-test and post-test assessments were developed with a focus on the past tense students' understanding a written task conducted in a controlled setting. These two instruments are centered on the students' ability and understanding of past tense in English. The method that was used to verify reliability of these quantitative instruments is Alpha Cronbach. (See Annex 6).

During the pre-test the students will complete some sentences and a short story using the correct verb in past tense. This test aimed to know the current knowledge about past tense in English. Also, the post-test measures the students' progress learning English past tense, after the three weeks intervention of language games activities which were focused on vocabulary usage, regular and irregular verbs in past tense, correct sentence structures, and describing familiar events in past tense.

2.6.2. Students' observation on the use of language games within the classroom to learn the past tense.

The main purpose of observing the students in the classroom provided with insight about how effective can be to use language games to enhance learners' grammar understanding and the past tense. By observing how students respond to



different activities, their attitude and interest to get involved in peer assignments, and how well they get engaged in learning. Then, the teachers can adjust their teaching practices to better support student learning. Overall, classroom observations can be an essential tool for teachers to gather information, provide positive feedback, and make informed instructional decisions to support students learning and development.

2.6.3. English teachers' interviews.

These interviews were elaborated to provide a comprehensive understanding of the teacher's approach using language games teaching grammar structures as the past tense, challenges or limitations faced, as well as their overall pedagogical effectiveness improving the students' English language skills.

In order to get expert validation of the instruments and the operational matrices of the variables used in the study a thorough expert revision was made to all of the instruments applied. The tutor, an experienced language educator, Ph. D. Marisela Jimenez, who is the tutor designed to this project provided the most appropriate guidance and approved the instruments which were a pre-test, a post-test, a class observation rubric, and an interview.

2.7. Description of the Data Processing and ethical considerations

The data processing involved a meticulous and systematic procedure for collecting, organizing, and analyzing the information gathered from pre-test, post-test, students' observation, and interview. During this process, the intervention generated meaningful insight about the learners' language proficiency, needs, and improvements.

2.7.1. Ethical considerations

In order to commence the pre and post-test on students from 12 to 14 years old, to develop the following research instruments within the public school's choice, and to include it in this project, ethical considerations must be taken into account, by requesting an authorization from the school's principal asking for permission to take quantitative evaluations and furthermore to develop this study (See Annex 3). As well



as a written parents' consent was hand in. It is very important for this research to receive permission for the children to be part of this project as they also have the right to refuse or withdraw their participation whenever needed (See Annex 4).

2.8. Data Collection and Interpretation.

The data process for this project started with the raw data collected manually from pre-test, class observation, and teachers interviewed. After the instruments were applied, the results found from the pre-test were recorded, tabulated, and interpreted using graphs created by computerized statistics, which supported the idea and served to confirm the investigation's goals. Similarity, the results gathered from the observation and interviews involving opinions, attitudes, and experiences, were collected, and organized for furthermore analysis.

2.8.1. Descriptive analysis

The first stage in analyzing the quantitative data was descriptive analysis. To compile the results found from the pre-test, basic statistical measures like frequencies and percentages were computed. These evaluations gave a quick overview about the students' strengths, areas for development, and language competence levels before to start the study.

2.8.1.1. Description and Analysis of the first Stage.

The first stage was carried out in order to provide information for the development of the methodological proposal, which comprised a thorough evaluation of the language abilities from “Andoas” School ninth grade students. The design of the pre-test intervention and its customization to the individual needs and abilities of the participants were greatly aided by the diagnostic phase.

The Pre-test was administered to determine the students' strengths and weaknesses before developing the study and seeking to select an asserted amount and type of activities throughout the study (See Annex 5). In order to analyze the results found on the pre-test, it was necessary to consider the qualitative and quantitative

grading scale provided by the Ministry of Education based on Article 194 of the Reforms of the General Regulation to the Organic Law of Intercultural Education. This scale governs the evaluation system in Andoas School. Each test was quantified according to this following scale:

Table 2: *Grading scale*

Qualitative Scale	Quantitative Scale
Master the required learning	9.00 – 10.00
Reaches the required learning	7.00 - 8.99
Is about to reach the required learning	4.01 – 6.99
Does not reach the required learning	≤4

Note: Retrieved from the General Regulation to the Organic Law of Intercultural Education. Art.194

It is very important to specify that in this evaluation system it is stated that the minimal grade a student needs to obtain is 7 out of 10 which corresponds to reach the Required Learning in the qualitative scale. In case a student does not reach this minimal grade, the teacher has to do a reinforcement activity with the learner. This will be the impetus to analyze the quantitative results of each question of the vocabulary pre-test. During the day of the pre-test application, 25 students were present. The results are the following:

2.8.1.2 Results of the Simple Past Tense pre-test. Quantitative Analysis.

(Statistical information is reflected in Annex 7)

Question 1. Choose the correct verb in past tense to complete the sentence.

Table 3: *Question 1. Pre-test*

Category	n	%
Master the required learning	7	28%
Reaches the required learning	0	0%
Is about to reach the required learning	2	8%
Does not reach the required learning	16	64%

Total	25	100%
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Elaborated by: Ana Cedeño (2024).

Out of 25, 7 students completed the sentences with the regular or irregular verbs in past tense correctly. Meanwhile, 18 students did not reach the minimum grade required 7 out of 10. It is possible to determine a necessity to reinforce this content learning.

Question 2. Rewrite the following sentences in the simple past tense.

Table 4 *Question 2. Pre-test*

Category	n	%
Master the required learning	0	0%
Reaches the required learning	0	0%
Is about to reach the required learning	2	8%
Does not reach the required learning	23	92%
Total	25	100%

Elaborated By: Ana Cedeño (2024).

As can be observed in the previous table the 100% of the students were graded with the lower score, which is the minimum required, students were not capable to develop a correct grammar structure. This must need to be considered as an important aspect to develop in the intervention, writing skills.

Question 3. Complete the sentence with the correct form of the verb in simple past tense.

Table 5 *Question 3. Pre-test*

Category	n	%
Master the required learning	0	0%
Reaches the required learning	2	8%
Is about to reach the required learning	16	64%
Does not reach the required learning	7	28%
Total	25	100%

Elaborated by: Ana Cedeño (2024).

This table indicates a big gap between the students that reach the required level for learning and those who couldn't get that score needed. There are 23 students that are below the minimum grade that students need, it is 92% of the students compared with the 8% of the students that have less problems with regular verbs in past tense.

Question 4. Multiple choice. Which sentences are in the simple past tense.

Table 6 *Question # 4. Pre-test*

Category	n	%
Master the required learning	13	52%
Reaches the required learning	0	0%
Is about to reach the required learning	0	0%
Does not reach the required learning	12	48%
Total	25	100%

Elaborated by: Ana Cedeño (2024).

In this question, the students who were able to identify the simple past tense sentences were 13 that represent the 52% of the class. Almost half of the class, the 48% had problems answering this question.

Question 5. Choose the correct form of the verb to complete the sentence.

Table 7 *Question # 5. Pre-test*

Category	n	%
Master the required learning	11	44%
Reaches the required learning	4	16%
Is about to reach the required learning	0	0%
Does not reach the required learning	10	40%
Total	25	100%

Elaborated by: Ana Cedeño (2024).

The current table illustrate that, there are only 10 students whose grades did not reach the minimum required which is 7 out of 10; it represents 40% of the whole class. Contrastingly, 15 students that are the 60% of the class obtained a grade of 7 or higher.

Question 6. Story completion.

Table 8 *Question # 6. Pre-test*

Category	n	%
Master the required learning	0	0%
Reaches the required learning	0	0%
Is about to reach the required learning	0	0%
Does not reach the required learning	25	100%
Total	25	100%

Elaborated by: Ana Cedeño (2024).

As we see in the table, there is not any student that has reached the score required. The whole class need reinforcement in using irregular verbs to describe an event, since 100% of their grades were below the minimum score which is 7 out of 10.

2.8.1.3 Analysis of the pre-test results.

From the obtained information throughout its simple past tense pre-test, it is possible to determine that there are topics about simple past tense grammar and its uses that need to be improved, specifically with regular and irregular verbs. The analysis of the qualitative and quantitative data is the starting point that allows the design of this set of language games activities to apply with the convenience sample that afterwards will be evaluated to determine the incidence of them for improving motivation and the use of past tense describing events.

2.8.2. Analysis of the results of the interview applied to the teachers in the school.

Interviewed: Lcda. Victoria Borja and Angely Ocaña **Charge:** English Teachers

The interview to teachers reveals the following results:

In reference to the students' grammar levels, both teachers coincide that their current students have a low intermediate level of grammar, they already know the basic structures, but students require more time to practice and use their English language knowledge to improve it (See Annex 7).



Describing their experience using language games to teach grammar in the classroom, according to the teachers', they consider it as a great strategy to increase motivation and a way to challenge students to learn new language content.

Furthermore, the games help to reinforce grammatical concepts in a practical way.

Based on both teachers' experiences there are some language games which they have found be more effective for reinforcing simple past tense. Teachers mention the following:

-Bamboozle, which is great app to reinforce past tense especially regular and irregular verbs.

-Team competition games that improve collaborative work, students work together to strive answers correctly. Besides competitions, it makes classes more engaging and dynamic.

Both teachers recommend Jeopardy Lab because this has many games like puzzles, crosswords, competition games, storytelling, hangman and more. There, the students can be challenged by themselves to get the higher score. It helps engaging the students and facilitating their learning. They stated that this type of games, can also be created using the power point app.

In reference to the challenges or limitations they have encountered while using language games in the classroom are the noise of the excitement that games produce specially in big classes. Also, in crowded rooms a limitation is the space to move around and the lack of the internet access in all classrooms which does not allow the use of great learning online language games. Teaching a foreign or a second language is always a challenge was stated by the teachers.

Teachers have highlighted as best strategies to support the students with English language learning; the implementation of games to improve learning with fun and interactive activities focused on student's learning needs and their different learning styles like visual, kinesthetic, and auditory, they also suggest overall

strategies that foster learning autonomy and students' centered activities to enhance engagement and motivation.



CHAPTER III: Presentation and validation of the research proposal

This chapter explains the foundations, characteristics, and requirements of the methodological proposal. It also explains its structure and components and finally the validation of the intervention of a set of language games in the classroom.

3.1 Foundations of the methodological proposal.

The set of language games prepared for this study to develop the different classroom activities presented within this chapter aims to motivate and improve on twelve to fourteen-years old students in ninth year of General Basic Education parallel “B” in a public school which is in Puyo city to use simple past tense to describe events in order to communicate, express ideas and improve their English language knowledge as part of the learning process. By providing motivation, meaningful learning of grammatical structures and tenses could be easier to reach goals, as people create meaning and produce knowledge through their experiences. (Bada and Olusegun, 2015).

The activities used through the language games have linguistic basis because the students are dealing with the past tense and its structures as well as didactics implications with a teaching process in level A1 in high school and its importance.

Moreover, the contribution of these language games is communicative since the students will describe and narrate personal or family events using simple past tense through a written or spoken final product. This intervention has a methodological character, based on all the lessons have an objective, a warm-up activity, development, evaluation, and feedback. Warm up activity is applied to stimulate the students’ brain and prepare them to the new topic. According to Akther (2014) the principal objective of a warm-up activity is to provide students with an engaging work at the beginning of the class to help them become more comfortable in the classroom and begin thinking in English.

Furthermore, from a psychological perspective, learners might be high motivated to learn and have interest in every activity with a more engaging and



helpful manner. Eventually, this can help students continuously develop confidence in their ability to grasp English language.

The language games selected have the following features:

- Communicative: these games promote interaction in a natural way of talk encouraging the students use the simple past tense in a meaningful context. For example, describing past events based on their own family pictures, describing a personal story from those photos. In memory circle game, the students take turns to participate, they retell the event said by the classmate adding a new own past event encouraging careful listening and improving the use of past tense growing in narrative.
- Motivating: a primordial feature of these language games is to create engagement and motivation by the practice of the language in a fun and competitive manner. Board game motivates the student by moving ahead on the board often requesting to describe past experiences or answer a question. For example, “What did you did last weekend?” The visual material used in photo story game motivates the learners to create stories increasing imagination while practicing the past tense. The time pressure and the motivation to win more points in Jeopardy game encourages the students to think faster and getting the correct answer, it involves an active participation in classroom activities with more enthusiasm and interest in learning.
- Competitive: one of the principal features of language games is to encourage competition among the students, which develops excitement and focus. Earning points in the Jeopardy game is a competitive aspect that boosts the students to be focused on the task. In the other language games, Memory circle, they must remember the classmate’s sentence otherwise they are out of the game or have to face a penalty. In board game racing to the finish pushes the students to describe the event correcting mistakes along the way. Or in the post card game the competition comes from creating the best description of a place that they have visited before using the simple past tense and correct grammar structures.



This set of language games aims to:

- Develop students' understanding and application of the simple past tense.
- Change irregular verbs from base form to simple past tense.

To achieve these aims the following requirements determined by the author of this methodological proposal are:

1. Adequate resources:

- Human resources: teacher and students
- Material resources: whiteboard, marker, notebook, and pencil
- Technological resources: computer and projector.

2. Time

- It is relevant to mention that the games are going to be developed in one entire lesson class, which has only forty-five minutes. Though, it is a big size class, it is expected get all students to participate, it also will depend on the student's activity performance.

3. Age:

- This activity will be applied with students at high school. Although it is appropriate to be applied at other school levels, these could be implemented in lower grades or higher grades as bachelorette. These language games activities can be enhanced to suit younger students.

3.2 Structure and components of the proposal

The set of languages games are going to be applied in the class as part of this research project, it consists of five language games, each one with a specific objective focused in describing events using simple past tense, the correct use of the simple past tense within a sentence using regular verbs and irregular verbs, sentence structure, and grammar. The key components of the language games activities in the classroom are: a warm up activity to prepare the students with the topic and to learn about their current knowledge, the presentation by the teacher of the grammatical content or the specific grammar structure used in the game, the development of the

game will be done in small groups or individually and followed by a short activity to evaluate the students' language improvement. After the game to finish the class, adequate feedback is provided about their improvements and needs.

Table 9: *Grammar Jeopardy game with irregular verbs*

Objective	The language games aim to develop students understanding and application of the simple past tense with irregular verbs	45' minutes' class.
Warm up	Ask to the students how much they remember from yesterday class...	5'
Presentation	Introduce the concept of simple past tense using a timeline to illustrate the differences between past and present	5'
Development	<p data-bbox="678 953 959 982">Jeopardy online game.</p> <ul style="list-style-type: none"> <li data-bbox="678 1003 1029 1033">-Competitive, linguistic game <li data-bbox="678 1054 1003 1083">-Small groups of 5 students <li data-bbox="678 1104 1175 1180">-Students will play with two squares of 25 verbs each one. <li data-bbox="678 1201 1170 1285">-Students will change the verbs from base form to past tense <li data-bbox="678 1306 1175 1381">-Students that get the highest score will be the winner of the game. 	25'
Evaluation	Each student in a piece of paper will write as many verbs as possible he/she could remember from the game in the simple past tense.	5'
Feedback	Review their piece of paper with the verbs and give some feedback where students need more support and celebrate their successes.	5

Elaborated by: Ana Cedeño (2024)

Table 10: Board game using one dice.

Objective	The language games aim to improve description through writing sentences correctly using past tense.	45'
Warm up	Ask to the students what they did before they came to school	5'
Presentation	Sentence structure using past tense in affirmative, negative, and questions.	5'
Development	<p data-bbox="678 772 1024 808">Board game using one dice.</p> <ul style="list-style-type: none"> <li data-bbox="678 827 1187 856">-Competitive, linguistic, and didactic game <li data-bbox="678 875 1203 1056">-Board with question about past situation or events and a few squares like; lost your turn, go back three squares, go three squares ahead. <li data-bbox="678 1075 1003 1104">-Small groups of 5 students <li data-bbox="678 1123 1159 1409">-Students will answer the questions according to the moves into the board dropping the dice. They will use the past tense about to describe a particular past event. Example What did you watch on tv yesterday? 	25'
Evaluation and feedback	<ul style="list-style-type: none"> <li data-bbox="678 1430 1175 1562">-Write at least 5 sentences to describe a family event during the last weekend. Use simple past tense. <li data-bbox="678 1581 1170 1713">- Review their written task, their structure sentences and analyze the mistakes clarifying some doubts. 	10'

Elaborated by: Ana Cedeño (2024)


Table 11: *Memory circle game.*

Objective	The students will be able to identify and use the simple past tense in sentences.	45' class
Warm up	Quick game “Would you rather?”	5'
Presentation	Past tense expression: Yesterday, two days ago, last night, last week.	5'
Development	<p data-bbox="678 688 943 722">Memory circle game.</p> <p data-bbox="678 737 1032 770">-linguistic, and didactic game.</p> <p data-bbox="678 785 932 819">-Groups of 5 students</p> <p data-bbox="678 833 1198 1115">- The students will make a circle, and the first one will say a sentence from something he/she did the day before; the next will say that sentence and add their own. (chain of sentences). If they make a mistake they are out.</p>	25'
Evaluation and feedback	<p data-bbox="678 1144 1114 1220">-Write the whole sentence from the 5 students.</p> <p data-bbox="678 1241 1208 1316">- Analyze the errors and mistakes to improve writing skill and language knowledge</p>	10'

Elaborated by: Ana Cedeño (2024)

Table 12: *Photo story game.*

Objective	Students will be able to create narrative using the simple past tense for describing a series of photos	45' class
Warm up	Teacher will ask, where did they go last vacation?	5'
Presentation	Write a list of irregular verbs and regular verbs on the board and their past tense, the most commons,	5'

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	Students will come up with more verbs and write them.	
Development	<p data-bbox="678 428 906 464">Photo story game.</p> <p data-bbox="678 478 1032 514">-linguistic, and didactic game.</p> <p data-bbox="678 529 922 564">-Group of 2 students</p> <p data-bbox="678 579 1243 711">- Students will bring a picture from a family trip and they will describe what happened in that picture. A story behind it.</p> <p data-bbox="678 726 1203 814">-The partner will take notes and tell the class about the partner's picture.</p>	30'
Evaluation and feedback	<p data-bbox="678 833 1227 963">Formative and informal assessment through observation during the activity and listening to the stories shared by students.</p> <p data-bbox="678 978 1239 1110">- Formal assessment through reviewing the written stories for correct use of the simple past tense.</p>	5'

Elaborated by: Ana Cedeño (2024)

Table 13: *Post-card game*

Objective	<p data-bbox="678 1241 1162 1329">Students will learn and practice using the simple past tense.</p> <p data-bbox="678 1344 1198 1432">Students will improve their writing skills by creating postcards.</p>	45' class
Warm up	Show sample postcards and read them aloud, emphasizing the verbs in the simple past tense.	5'
Presentation	<p data-bbox="678 1551 1235 1629">Ask students to identify the verbs in the sample postcards and convert them to their base forms.</p> <p data-bbox="678 1644 1219 1782">Discuss the formation of the simple past tense (adding -ed to regular verbs, memorizing irregular verb forms).</p>	5'
Development	Postcard game.	25'



	<ul style="list-style-type: none">-Linguistic, and didactic game.- Divide the students into small groups and distribute blank postcards and pictures of various holiday destinations to each group.-Tell the students to imagine they have just returned from a holiday at one of the destinations and they are writing a postcard to a friend or family member describing their trip. Emphasize the need to use the simple past tense to describe their activities.Encourage creativity in their descriptions on the postcard.	
Evaluation and feedback	<ul style="list-style-type: none">Have each group share their postcards with the class, by reading them aloud.-Provide positive feedback and correct any misuse of the simple past tense.	10'

Elaborated by: Ana Cedeño (2024)

3.3 Development and validation of the proposal.

Before starting the intervention, it was necessary to obtain a school authorization from its authorities to develop the project in the classrooms and also to ask for permission from the students' parents. They signed an informed consent permit. But there was only one student who didn't get that document and didn't participate during the intervention because this student stopped going to the school.

Based on the results obtained from the research instrument, the pre-test, it was identified certain English language difficulties related with the students of ninth grade parallel "B" using the simple past tense describing events, especially with irregular verbs forms in past tense, and developing grammatical structures correctly creating sentences with sense. In some cases, it was detected that these students did not have the basic knowledge to develop this type of structures and verb tense.



Considering the execution of this project featuring a collection of language games was significant to help the students overcome those difficulties and get improvement on their English language learning skills and language knowledge.

The set of educative language games used to develop this proposal was dependent from the students' needs, contents, and the development of the language skills. To reach the objectives five language games had been designed and applied to the students. Each of them is presented by describing their objectives, resources, and methodological orientations.

The final assessment of the project's proposal effects on the student's language abilities is to describe events in past tense, the evaluation was carried out using a summative approach. Students were given a pre-test and a post-test to see how much their abilities describing events using simple past tense, writing about their own past experiences, and developing correct sentence structures improved. The measure of the improvement brought about by the intervention was quantified by contrasting the pre-test and the post-test results. An overall picture of the proposal's implication illustrates the students' abilities describing personal or family events in past tense.

3.4 Components and implications

3.4.1 Grammar jeopardy game with irregular verbs.

Methodological Orientations:

- The principal objective of this activity is to provide practice identifying and using the correct verb forms in simple past tenses. This activity also adds fun and competition to increase students' motivation and engagement. During the task the students will have the opportunity of an active participation and collaborative learning to use and improve their language skills

Resources:

- Human resources: the teacher and the students
- Technological resources: computer and projector

3.4.2 Board game using one dice

This language game aims:

- To improve narrative and description through writing sentences correctly in simple past tense.
- To help to the students developing grammar structures.
- To work in groups cooperatively.

Resources:

- Human resources: the teacher and the students.
- Material resources: whiteboard, marker, notebook, pencil, boardgame, and one dice.

Methodological Orientations:

- The main purpose of this in class activity is improving students' abilities describing events using the simple past tense while they enjoy the learning process.

3.3.2.1 Development of the activity

Figure 2: Image retrieve from the internet. (Board game used in classes)



The students organize themselves and create small groups of five and rotating will drop the dice to answer the question according to the moves on the board. Each member of the group will have the opportunity to collaborate completing the activity and get extra points. Each learner did the assigned action according to the dices number until the end.



classmates' sentence and were very creative producing a new one. Overall, the students during this activity were very motivated and willing to participate.

3.4.4 Photo story game

This language game aims:

- To create narrative using simple past tense describing their own photographs from a vacation or a trip.
- To use the simple past tense with regular verbs and irregular verbs to develop grammatical structures correctly.
- To help to the students improve creativity enhancing speaking, listening, and writing skills
- Human resources: the teacher and the students.
- Didactic resource: photography

3.4.4.1 Development of the activity

In this activity the students worked with a partner to create their own story and share it to the class. The students brought a family picture from any previous trip or vacation, then they discussed the following questions with the partner. Do you remember that happened that day? Where was the picture taken? Who did you go on that trip with? What is happening in that moment in the photograph? What did you see there? What activities did you do? how do you feel there? Do you recommend to your classmates to visit that place? The story about the picture was shared orally by the partner who listened carefully the details (See Annex 9, Figure 12).

3.4.5 Post card game

This language game aims:

- To practice the simple past tense creating a narrative about a place visited recently and what kind of activities can people do there?
- The use the simple past tense with regular verbs and irregular verbs to create a small paragraph with at least 8-10 sentences



- To help the students improve writing skills, creativity and enhance their language knowledge.
- Human resources: the teacher and the students
- Didactic resource: post card/images

3.4.5.1 Development of the activity

Figure 4: *Post cards*



Note: Images retrieve from internet from Galapagos Island and Baños de Agua Santa (Post cards used in classroom).

This activity was developed in small groups. The students wrote a postcard for a classmate with an image brought from the teacher or about a beautiful place that the students have visited or want to visit anywhere in Ecuador. The students used a lot of creativity talking and writing about the place they chose.

3.5. Analysis of results during and after the intervention.

During the intervention the students were observed in class by the teacher to evaluate their attitudes toward learning with different activities using a language game. The rubric for this observation was designed to measure students' performance and the changes on their learning interest, motivation, and willingness to participate during class activities (See Annex 8, Table 29).

3.5.1 Analysis of the classroom observation.

Based on the instrument applied to observe the students during the performance of the set of activities proposed using language games the feedback from



the students, the English language understanding, and the past tense application showed basic results since many students have struggled with simple past tense forms requiring correction frequently. Related to the students' participation and engagement with the activity, they have shown willingness to participate from most of the students with just a few ones that still needed a little bit of encouragement, occasionally.

Furthermore, the students showed that they work well in pairs. Although, there were occasional instances of difficulty in collaborative work. However, creativity, adaptation, and the overall classroom atmosphere during the first lesson showed a basic level with limited creativity and it was a challenge to maintain a positive atmosphere. It was different in the second week, where the students demonstrate improvement while the classroom atmosphere was generally more positive increasing students' creativity, according to the rubric results. This shows that in a matter of a few days implementing this kind of activities the student's demonstrated improvement.

3.5.2 Description and Analysis of the Post Test Stage Results.

A post-test was applied to the students after the three weeks intervention with a set of language games. (See the Annex 10). The parameters to assess this post-test results were the same standards used with the pre-test analysis. On the day of the test, there were 25 students presents obtaining the following results:

Question 1. Choose the correct verb in past tense to complete the sentence.

Table 14: *Question # 1. Post-test*

Category	n	%
Master the required learning	7	28%
Reaches the required learning	5	20%
Is about to reach the required learning	0	0%
Does not reach the required learning	13	52%
Total	25	100%

Elaborated by: Ana Cedeño (2024)

As can be seen in the table # 9, there are 7 students that have completed the questions correctly that represent 28% of the class and there are also 5 students that

have reached the minimum score required. It means that 48% of the class are above 7. On the other hand, 13 students do not reach the minimum grade required. It represents the 52% of the class.

Question 2. Rewrite the following sentences in the simple past tense.

Table 15: *Question # 2. Post test*

Category	n	%
Master the required learning	1	4%
Reaches the required learning	4	16%
Is about to reach the required learning	6	24%
Does not reach the required learning	14	56%
Total	25	100%

Elaborated by: Ana Cedeño (2024)

Out of 25 students, 20 of them are below the minimum required. They represent the 80 % of the classroom. This percentage represents a majority of students. With a 20% that have reached the required learning.

Question 3. Complete the sentence with the simple past tense.

Table 16 *Question # 3. Post-test*

Category	n	%
Master the required learning	1	4%
Reaches the required learning	5	20%
Is about to reach the required learning	16	64%
Does not reach the required learning	3	12%
Total	25	100%

Elaborated by: Ana Cedeño (2024)

The previous table shows that there are 19 students who are below the minimum grade, it is 76% of the class that are about to reach the required learning, meanwhile, there are 6 students that represent 24 % of the class who have over pass the minimum score required.

Question 4. Multiple choice. Identify the sentence in the simple past tense.

Table 17: *Question # 4. Post-test*

Category	n	%
Master the required learning	19	76%
Reaches the required learning	0	0%
Is about to reach the required learning	1	4%
Does not reach the required learning	5	20%
Total	25	100%

Elaborated by: Ana Cedeño (2024)

In this question, 19 students that have identified the simple past tense sentences. It represents the 76% of the class. Compared with the 24 % of students who do not reach the minimum 7 out of 10.

Question 5. Choose the correct form of the verb to complete the sentence.

Table 18: *Question # 5. Post-test*

Category	n	%
Master the required learning	18	72%
Reaches the required learning	0	0%
Is about to reach the required learning	0	0%
Does not reach the required learning	7	28%
Total	25	100%

Elaborated by: Ana Cedeño (2024)

There are 18 students whose grade master the required learning. This represents a majority with 72% of the class. Conversely there is a 28% of the students who still has the lowest score.

Question 6. Story completion. Filling gaps.

Table 19: *Question # 6. Post-test*

Category	n	%
Master the required learning	1	4%
Reaches the required learning	8	32%
Is about to reach the required learning	4	16%
Does not reach the required learning	12	48%
Total	25	100%

Elaborated by: Ana Cedeño (2024)

There are 9 students who obtained a grade above the minimum 7 out of 10. This represents a 36% of the class. And there are 16 students that belongs to a 64% of the class that are below the standards required in learning.

3.6 Evaluation of the proposal.

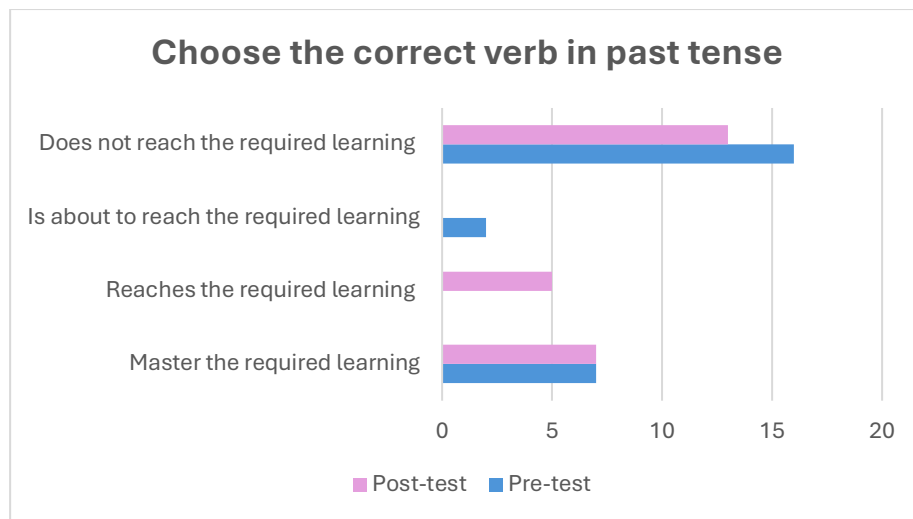
Every question on the tests taken during the intervention; the pre-and the post-test has been compared with each other data results to determine whether the students' English knowledge acquisition about using the past tense to describe events has changed.

Table 20: *Question 1. Pre and Post-test*

Category	Pre-test	%	Post-test	%
Master the required learning	7	28%	7	28%
Reaches the required learning	0	0%	5	20%
Is about to reach the required learning	2	8%	0	0%
Does not reach the required learning	16	64%	13	52%
Total	25	100%	25	100%

Elaborated by: Ana Cedeño (2024)

Figure 5: *Comparison of students' results in question 1- Pre and Post-test*



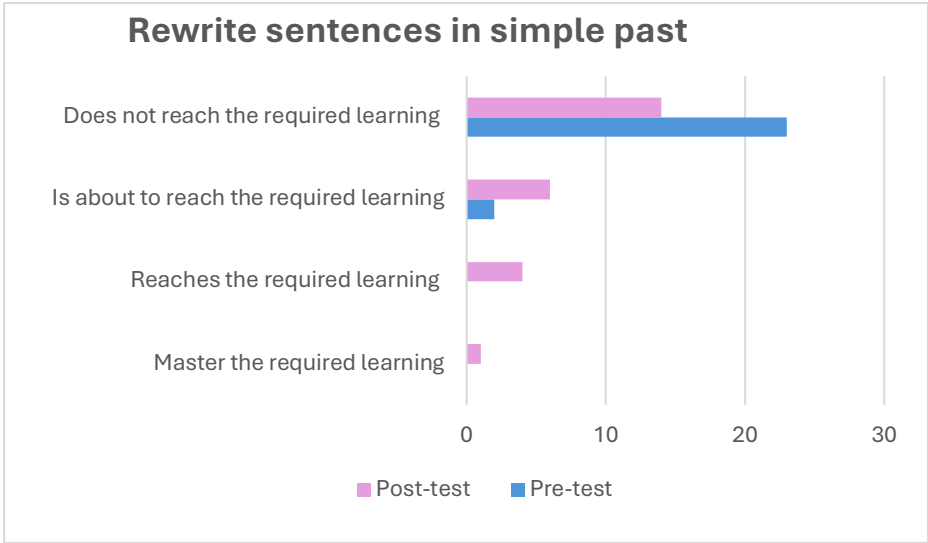
As seen in Figure 3, after the intervention took place, the number of students who master the required learning keep on the same percentage. A small change can be noticed with the students who does not reach the required learning, It has decreased from 64% to 52% and during the post-test the percentage of students graded above 7 has increased a little bit, a 10% more.

Table 21: *Question 2. Pre and Post-test*

Category	Pre-test	%	Post-test	%
Master the required learning	0	0%	1	4%
Reaches the required learning	0	0%	4	16%
Is about to reach the required learning	2	8%	6	24%
Does not reach the required learning	23	92%	14	56%
Total	25	100%	25	100%

Elaborated by: Ana Cedeño (2024)

Figure 6: *Comparison of students' results in question 2- Pre and Post-test*



The results of the analyses on this question shows a small improvement on the students' responses. After the intervention the percentage of students who reaches the

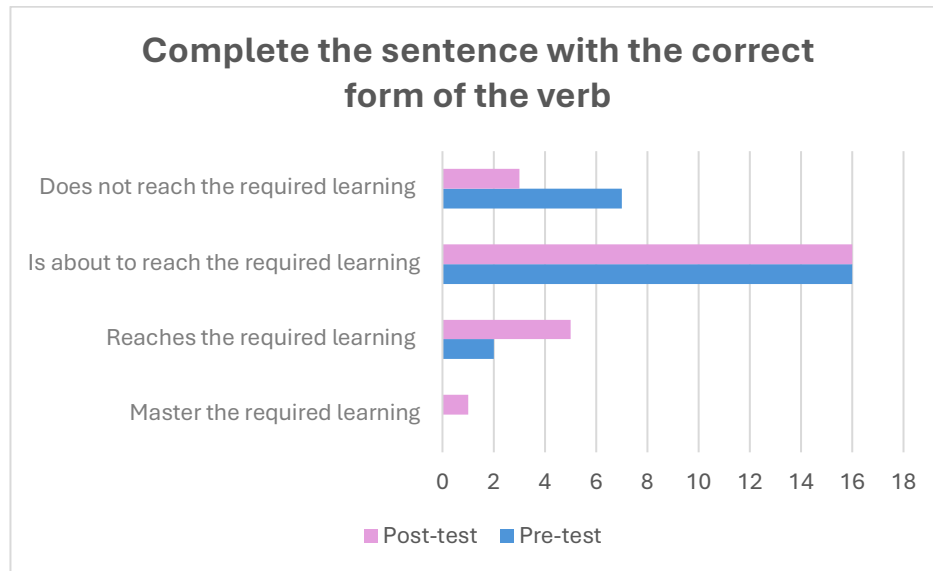
required learning score is 4% which is good against zero student reaching this score in the pre-test.

Table 22: *Question 3. Pre and Post-test*

Category	Pre-test	%	Post-test	%
Master the required learning	0	0%	1	4%
Reaches the required learning	2	8%	5	20%
Is about to reach the required learning	16	64%	16	64%
Does not reach the required learning	7	28%	3	12%
Total	25	100%	25	100%

Elaborated by: Ana Cedeño (2024)

Figure 7: *Comparison of students' results in question 3- Pre and Post-test*



The outcomes shown in figure 5 demonstrate a slight improvement since the numbers of students who have got a score on or above the minimum required were 6, 4 students more than in the pre-test.

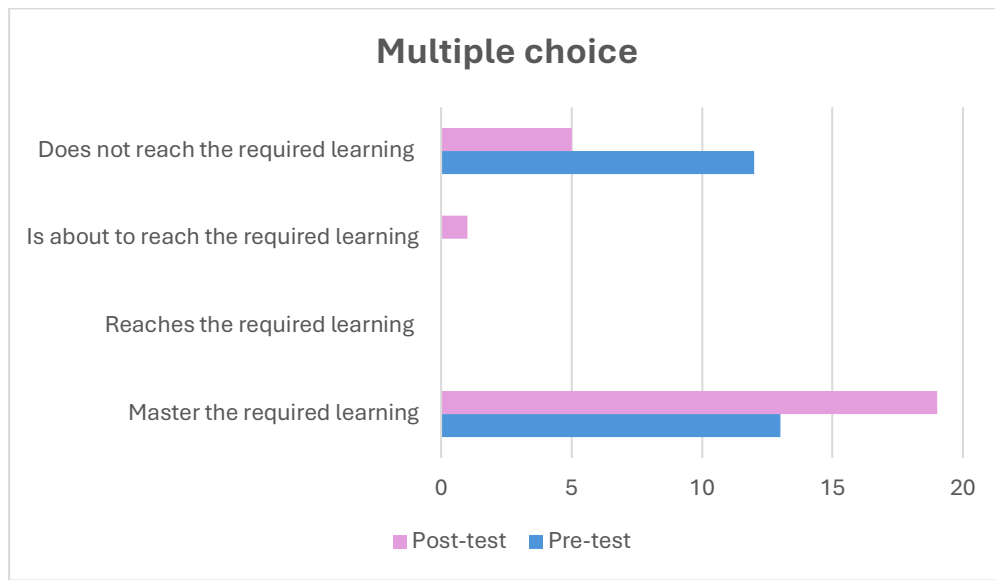
Table 23: *Question 4. Pre and Post-test*

Category	Pre-test	%	Post-test	%
Master the required learning	13	52%	19	76%

Reaches the required learning	0	0%	0	0%
Is about to reach the required learning	0	0%	1	4%
Does not reach the required learning	12	48%	5	20%
Total	25	100%	25	100%

Elaborated by: Ana Cedeño (2024)

Figure 8: Comparison of students' results in question 4- Pre and Post-test



Analyzing and comparing both tests, it is possible to say that the number of students whose responses did not get the minimum required learning score in the pre-test has decreased in the latter test from 12 to 6 students. Furthermore, in the post test there are 19 students whose grades were above 7 contraries than in the pre-test were only 13.

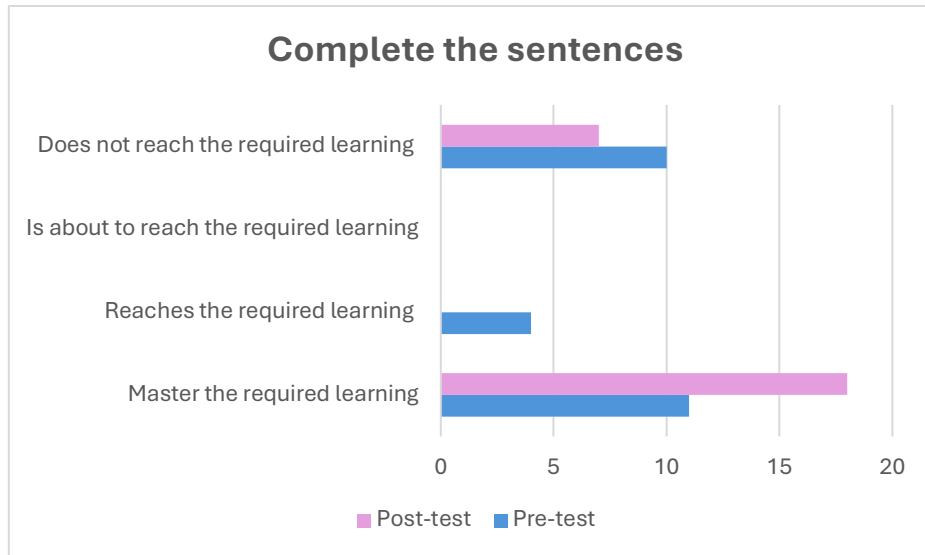
Table 24: Question 5. Pre and Post-test

Category	Pre-test	%	Post-test	%
Master the required learning	11	44%	18	72%
Reaches the required learning	4	16%	0	0%
Is about to reach the required learning	0	0%	0	0%
Does not reach the required learning	10	40%	7	28%

Total	25	100%	25	100%
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Elaborated by: Ana Cedeño (2024)

Figure 9: Comparison of students' results in question 5- Pre and Post-test



It is possible to see in figure 7 that in the post-test, after the intervention applying language games in the classroom there is a majority of students' grades (18) reaching the minimum required 7 out of 10 which represent the 72% of the students.

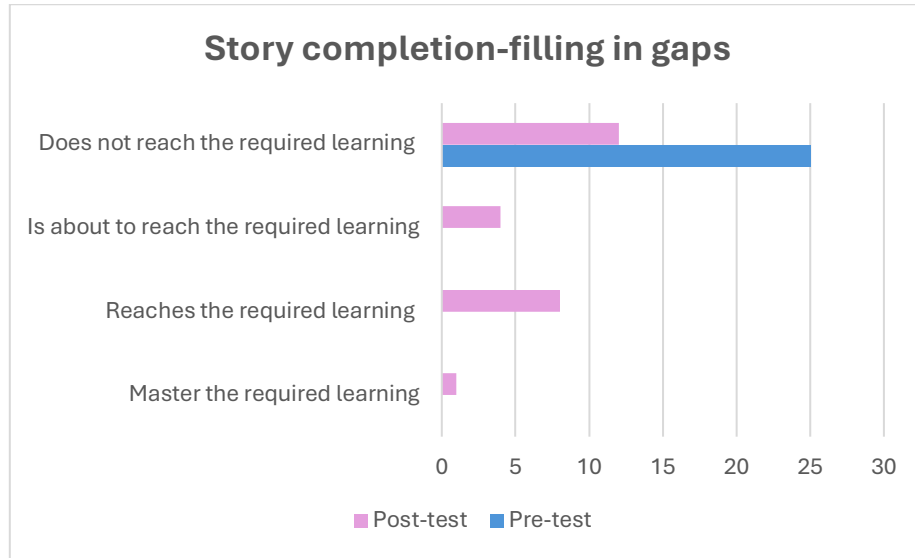
Question 6.

Table 25: Question 6. Pre and Post-test

Category	Pre-test	%	Post-test	%
Master the required learning	0	0%	1	4%
Reaches the required learning	0	0%	8	32%
Is about to reach the required learning	0	0%	4	16%
Does not reach the required learning	25	100%	12	48%
Total	25	100%	25	100%

Elaborated by: Ana Cedeño (2024)

Figure 10: Comparison of students' results in question 6- Pre and Post-test



The result on this last question lets us determine a positive change in students' answers which means an improvement on student's language understanding specifically with the use of the simple past tense describing events. After the intervention took place, the number the students whose grades have had some improvement and have reached 7 out of 10, that is the minimum required score in learning has increased. It has increased from zero students in the pre-test to 9 students in the post-test that represent a 36% of the class. It can lead us to say that this type of activities implemented in classes are beneficial and helpful to learners.



CONCLUSIONS

- The information collected from the theoretical framework of this study led to the determination that incorporating language games in the classroom is a didactic technique that improves students' motivation, focus, and performance while fortifying the teaching-learning process.
- The results of the diagnostic stage to verify the students' main difficulties in ninth grade Basic Superior General Education concerning the use of regular verbs in simple past tense for describing events corroborated that there is poor knowledge about grammatical structures and difficulty in memorizing the past form of the verbs, besides the low motivation to engage in classes.
- The implementation of language games in various activities within the classroom has been a good methodological solution that contributes to the improvement of the teaching-learning process and reinforces the students' needs to succeed in their English language learning.
- Following the methodological intervention, it was found that incorporating language games in the classroom significantly helped address English language learning issues.



RECOMMENDATIONS

- It is suggested that educators implement additional activities aimed at improving the students' current grammar deficiencies, discarding the common approach of teaching only from the books and focuses only on concepts, memorization, and repetition.
- It is recommended that English teachers use language games while teaching complex concepts like verb tenses and forms, so the students can be capable to grasp the information without having to be directly taught.
- This study's experience enables us to invite other educators to design their classes around engaging options adapted to their students' needs and requirements, rather than merely following a set of activities from a textbook.
- It is recommended the use of these type of activities in other levels and sublevels of this institution since they are easily adjustable to any vocabulary, grammar structure or need that a teacher or students may present.



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ANNEXES

Annex 1 Operationalization Matrix of Variables

Table 26: Operationalization of the Independent variable

VARIABLE OPERACIONALIZATION MATRIX				
TITLE: Language games to describe events in past tense for students in level A1 in high School				
OBJECTIVE: To determine a set of language games for improving description of events in simple past tense in A1 English learners				
INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Language Games	In educational contexts, language games can refer to various activities that involve language learning and communication. Teachers and students engage in different language games to develop linguistic skills and understanding. (Gee, 2012)	Participation.	Frequency of participation	Never Rarely Sometimes Often Always
			Interest in participating	
		Engagement	Motivation during the activity	
			Feelings about the task	
		Benefits	Writing skill	
			Speaking skill	

Elaborated by: Ana Cedeño (2024)

Table 27: Operationalization of the Dependent variables

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	SCALES
Describe events in simple past tense.	The Simple Past expresses the idea that an action started and finished at a specific time in the past. The majority of past actions can be described by the simple past; these include those that occurred swiftly, gradually, or as past habits. Text types that include narrative texts with conflict in them as well as recount texts that describe past events can both employ the simple past tense. (Uchiyama, 2016)	Use of language	Vocabulary	Never Rarely Sometimes Often Always
			Grammar	
		Grammar coherence	Sentence structures	
			Simple Past tense	
		Improvement	writing skills	
			speaking skills	

Elaborated by: Ana Cedeño (2024)



Annex 2: Research Stages

Table 28: *Stages of the research project*

Stages	Description	Activities	Performance
Delimitation of the problem	Define the object of the study and the methodology	Review of previous information and researchers	Researcher Tutor
Literature review	Define the theoretical framework	Explore bibliographic information	Researcher
Elaboration of the instruments	Establish the required criteria to obtain data for the study	Elaboration of a pre-test, a post-test, a class observation rubric and an interview.	Researcher Tutor
Application of the instruments	Apply the instruments to gather information	Apply the pre-test, the post-test, the class observation, and the interview.	Researcher
Data analysis	Write a report with the current results to realize the situation of the students	Application of statistical analysis for the data to infer conclusions	Researcher
Final report and conclusions	Gather the results of the investigation	Elaborate a final report with the data and write conclusions and recommendations	Researcher

Elaborated by Ana Cedeño

Annex 4: Informed consent

INFORM CONSENT

Participación voluntaria en el Proyecto de Investigación de Inglés

Sr. Representante

La profesora Ana Cedeño López, docente de Inglés de la Unidad Educativa Andoas y estudiante de la Universidad Bolivariana de Ecuador en la Maestría en Pedagogía del Inglés como Lengua

Extranjera, está desarrollando una investigación de acción, cuyo título es: El uso de juegos de lenguaje para describir experiencias o eventos en tiempo pasado a estudiantes de Básica Superior con un nivel de inglés A1. Estudio a través del cual se pretende entender si la estrategia de la aplicación de juegos de lenguaje permite o no al estudiante mejorar su habilidad en el uso del inglés. El objetivo es propiciar momentos de aprendizaje en donde el estudiante logre, a través de juegos, mejorar el dominio del inglés.

A través del presente, invitamos a su representado a participar de este proyecto, el cual se llevará a cabo durante tres semanas en las clases de inglés. Los resultados se presentarán protegiendo la identidad del estudiante.

La participación en esta actividad es voluntaria. Su representado es libre de negarse a ser entrevistado y observado. Así también, su representado puede cambiar de decisión acerca de su participación en esta actividad en cualquier momento. Es necesario informar que la participación de su representado en este trabajo no influirá en su calificación.

Si está de acuerdo con la participación de su representado en este proyecto, por favor, sírvase autorizar con su firma.

Yo,representante del estudiante
..... estoy de acuerdo en que mi representado participe en el
proyecto de investigación de inglés.

FIRMA _____



Annex 5: Instrument: Pre-test

Unidad Educativa "Andoas"	EVALUATION / PRE-TEST		
SUBJECT	ENGLISH		
TEACHER	Lic. Ana Cedeño	GRADE	9th "B"
STUDENT' NAME		DATE	

Simple Past Tense Proficiency

Objective: the purpose of this test is to know the student's English language previous knowledge before to conduct the study. This test aims to assess student's understanding of the simple past tense in English.

Instructions. Please complete each section of the pre-test to the best of your ability. Take your time, and if you're unsure about any question, make your best guess. There are no right or wrong answers, and your responses will help us understand your current level of proficiency in this aspect of English grammar.

Section 1: Complete **/10**

1.1) Choose the correct verb in past tense to complete the sentence.

Went	watched.	Played	wrote.	ate.
-------------	-----------------	---------------	---------------	-------------

a) I _____ to the park yesterday.
 b) She _____ a movie last night.
 c) We _____ soccer after school.
 d) They _____ pizza for dinner.
 e) He _____ a letter to his mother, last weekend.

1.2) Rewrite the following sentences in the simple past tense: **/10**

a) She is happy. -> _____
 b) They eat breakfast every morning. -> _____
 c) I have a pet dog. -> _____
 d) We go to the beach in the summer. -> _____

Section 2: Sentence Completion **/10**

2.1) Complete the sentences with the correct form of the verb in the simple past tense:

a) Yesterday, she _____ (visit) her grandparents.
 b) Last weekend, they _____ (go) to the zoo.
 c) Sarah _____ (finish) her homework before dinner.
 d) We _____ (see) a movie at the cinema.



Section 3: Multiple Choice

3.1) Which sentences are in the simple past tense?

/10

- a) I went to the store last night.
- b) She goes to school every day.
- c) He visited his friend yesterday.
- d) We will eat pizza for dinner.

3.2) Choose the correct form of the verb to complete the sentence:

/10

Yesterday, they _____ to the park.

- a) go
- b) went

I _____ a present for my brother.

- a) bought
- b) sold

Section 4: Story Completion.

/10

Read the following incomplete story and complete it by filling in the blanks with the correct form of the verb in the simple past tense:

Last summer, my family _____ **(take)** a trip to the beach. We _____ **(swim)** in the ocean and _____ **(build)** sandcastles. In the evenings, we _____ **(watch)** the sunset and _____ **(have)** a barbecue on the beach.

Elaborated by: Ana Cedeño (2024)



Annex 6: Statistical information using Alfa de Cronbach of the students during the pre-test instrument.

APLICACIÓN DEL ALFA DE CRONBACH EN EL PRE-TEST
INFORMACIÓN DEL PRE-TEST

ENCUESTADOS	Cantidad de preguntas (# de ITEMS)						Suma de los Items
	1	2	3	4	5	6	
E1	4	1	2	4	4	1	16
E2	2	1	1	1	4	1	10
E3	1	1	2	1	1	1	7
E4	1	1	1	1	1	1	6
E5	1	1	2	4	4	1	13
E6	1	1	2	1	4	1	10
E7	1	1	2	4	3	1	12
E8	1	1	2	1	4	1	10
E9	1	1	1	1	3	1	8
E10	1	1	2	4	3	1	12
E11	1	1	2	4	3	1	12
E12	1	1	1	1	4	1	9
E13	4	1	2	1	1	1	10
E14	1	1	2	1	1	1	7
E15	1	1	2	1	1	1	7
E16	1	1	1	1	1	1	6
E17	1	1	1	4	1	1	9
E18	1	1	2	4	1	1	10
E19	1	1	1	4	1	1	9
E20	4	1	2	4	4	1	16
E21	4	2	2	4	4	1	17
E22	4	1	3	4	4	1	17
E23	2	1	2	1	1	1	8
E24	4	1	2	4	4	1	16
E25	4	2	3	4	4	1	18
VARIANZA	1,754	0,074	0,320	2,246	1,910	0,000	
SUMATORIA DE VARIANZAS							6,304
VARIANZA DE LA SUMA DE LOS ITEMS							13,440



Annex 7: Instrument: Interview

INTERVIEW TO TEACHERS OF UNIDAD EDUCATIVA “ANDOAS”

Objective: Provide a comprehensive understanding of the teacher's approach to using language games for past tense instruction, as well as their overall pedagogical effectiveness in this area.

Interviewed: _____

Date: _____

QUESTIONS

1. What do you consider to be the level of grammar of your students?

2. Can you describe your experience using language games to teach the grammar in the classroom?

3. What are some language games you find most effective for reinforcing past tense concepts, and why do you think they work well?

4. Could you share an example of a past tense language game that have you used which engaged your students and facilitated the learning?

5. Have you encountered any challenges or limitations when using language games to teach English language? If so, how have you addressed them?

6. What types of learning strategies do you consider are helpful in your English classes?

Annex 8: Instrument: Class observations rubric

Objective: The objective of this observation is to assess the effectiveness of using language games to enhance students' understanding of past tense in English with students in ninth grade in a public school in Puyo.

Instructions: Evaluate the students according to the criteria provided in the rubric.

Teacher: Ana Cedeño

Class: 9th grade “B”

Date: _____

Table 29: Evaluation rubric (class observations)

OBSERVATION RUBRIC					
CRITERIA	EXCELLENT 4	PROFICIENT 3	BASIC 2	NEED IMPROVEMENT 1	SCORE
Engagement and Participation	Students actively engage in the language games, demonstrating enthusiasm and eagerness to participate.	Most students participate willingly but may need occasional encouragement.	Some students participate, but there is a noticeable lack of enthusiasm or engagement.	Few students actively participate, and many seem disinterested or distracted.	
Understanding and Application of Past Tense	Students demonstrate a solid understanding of past tense forms and consistently apply them accurately during the games.	Students generally use past tense forms correctly but may make occasional errors or need reminders.	Many students struggle with past tense forms, often making errors or requiring frequent correction.	Most students have difficulty understanding and applying past tense forms correctly, leading to frequent errors.	



Collaboration and Communication	Students effectively collaborate with peers, offering assistance and actively communicating to achieve game objectives.	Most students work well with others, although there may be occasional instances of difficulty in communication or cooperation	Collaboration is limited, with only a few students actively communicating or cooperating with their peers.	Students struggle to work together, leading to poor communication and ineffective collaboration.	
Creativity and Adaptation	Students demonstrate creativity in their use of language during the games, adapting past tense forms to various contexts and scenarios.	Students show some creativity in their use of language, but there is room for further exploration and adaptation.	Limited creativity is observed, with most students relying on standard past tense forms without much variation.	Students struggle to apply past tense creatively or adapt it to different situations, resulting in repetitive or formulaic language use.	
Overall Classroom Atmosphere	The classroom atmosphere is positive and supportive, fostering a conducive environment for learning and experimentation.	The atmosphere is generally positive, though there may be occasional disruptions or distractions.	There are noticeable challenges in maintaining a positive classroom atmosphere, which may impact student engagement and participation.	The classroom atmosphere is tense or negative, hindering effective teaching and learning.	



Annex 10: Instrument: Post test

Unidad Educativa "Andoas"	EVALUATION / POST-TEST		
SUBJECT	English		
TEACHER	Lic. Ana Cedeño	GRADE	9th "B"
STUDENT' NAME		DATE	

Post-Test: Simple Past Tense Mastery

Objective: this test will be applied at the end of the study to gather information about study results that will be analyze comparing it with the pre-test to find students' learning progress.

Instructions. Please answer the following questions and exercises to the best of your ability. You will be evaluated based on your understanding and application of the simple past tense in English. Good luck!

Section 1: Complete. /10

1.1) Fill in the blanks with the correct form of the verb in the simple past tense

1.1) Did you _____ (go) to the park yesterday?

1.2) What _____ (you / do) last weekend?

1.3) Where _____ (your friend / travel) last summer?

1.4) _____ (she / watch) a movie last night?

1.5) _____ (you / visit) your grandparents last month?

1.2) Rewrite the following sentences in the simple past tense: /10

a) She is worried -> _____

b) They eat breakfast every morning. -> _____

c) I have a pet dog. -> _____

d) We go to the beach in the summer. -> _____

Section 2: Completing Sentences with the Simple Past Tense /10



- 2.1) I _____ (play) soccer with my friends yesterday.
2.2) Sarah _____ (read) a book last night.
2.3) We _____ (visit) the museum last weekend.
2.4) They _____ (have) a picnic in the park yesterday.
2.5) My brother _____ (clean) his room on Saturday.

Section 3: Multiple choice

3.1) Identify the sentences in the simple past tense: /10

- a) She cooks dinner every evening.
b) He played video games last night.
c) They visit their friends regularly.
d) I went to the store last night.

3.2) Select the sentences in the simple past tense: /10

- a) She sings in the choir.
b) They are going to the beach tomorrow.
c) He finished his homework yesterday.
d) I bought a present for my brother.

Section 4: Fill in the blanks /10

- 4.1) My family and I _____ (travel) to Paris last year.
4.2) My sister _____ (buy) a new dress for the party.
4.3) We _____ (not / see) each other last month.
4.4) He _____ (eat) dinner at a restaurant last night.