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“USING BOARD GAMES TO TEACH ENGLISH VOCABULARY”

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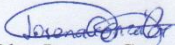
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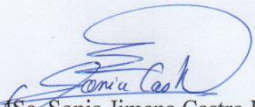
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As Readers' Tribunal, approve the present Research Report according to the regulations issued by the Technical University of Cotopaxi, and, by the Pujilí Extension; because, the applicants: Chuquitarco Simaluisa Roxana Mishelle, with the title of the Research Project: **“USING BOARD GAMES TO TEACH ENGLISH VOCABULARY”** have considered the recommendations issued in a timely manner and meets the sufficient merits to be submitted to the act of substantiation of the degree work.


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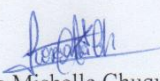

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DECLARATION OF AUTHORSHIP

Chuquitarco Simaluisa Roxana Mishelle, with citizenship card No. 0550389530, declare to be authors of the present RESEARCH PROJECT: **“USING BOARD GAMES TO TEACH ENGLISH VOCABULARY”**, being Olga Lorena González Ortiz, PhD. Tutor of the present work; and I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my exclusive responsibility.

Pujilí, August 21, 2024


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GRATEFULNESS

I want to express my infinite gratitude to God and the Virgin for being the authors in guided me, blessed me during this stage and who gave me strength and wisdom to move forward throughout my career, being the strength in moments of weakness, and for giving me a life full of learning, experiences and above all to complete one more goal.

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At the same time, I want to express my deep gratitude to my dear tutor, PhD. Lorena González for her guidance, dedication, and patience for this research work.

Roxana

DEDICATION

I dedicate this research project to myself with great affection, not to give up in the process, and also, I dedicate this thesis to the most important people in my life. Especially to my husband Segundo for giving me his constant love and support not to give up. Then to my son Jordan who has been my driving force to move forward. Also, I want to dedicate this work to my parents Maria and Rafael, and my sister Stefany who have given me advice and pushed me every day to keep going despite any obstacles.

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TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
UNDERGRADUATE PROGRAM

THEME: Using board games to teach English vocabulary

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ABSTRACT

Teaching a new language can be challenging, and English teachers can adopt several strategies to make the teaching process more effective and enjoyable for students. The use of board games has been seen as an important strategy for teaching English vocabulary in Ecuadorian schools. This study focused on analyzing the use of board games to teach vocabulary based on pre-service teachers' experience in public and private schools in students seventh and eighth semesters of the Technical University of Cotopaxi from Pujilí Campus. The research was a qualitative study, with a descriptive method. For data collection, a semi-structured interview was used, consisting of six open questions related to the use of board games to teach vocabulary in the English Language, to eight pre-service teachers who were selected through purposive sampling. In addition, a thematic analysis technique was used for the interview, which allowed data related to the topic to be organized and described. It should be mentioned that, through the interview, the collection of data on board games provides effective teaching, attractive, and contributes to the comprehensive development of students in English language learning. Therefore, the results reveal that the use of games significantly influences vocabulary teaching and can be a powerful strategy to enrich the educational process. Board games such as flashcards, snake, map board, board hidden words, and question tables help to increase vocabulary in English language learners in a fun and interesting way.

Keywords: Board games, English Language, teaching-learning, vocabulary.

TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
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TEMA: Utilidad de los juegos de mesa para enseñanza del vocabulario inglés.

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RESUMEN

Enseñar un nuevo idioma puede ser un desafío, y los profesores de inglés pueden adoptar varias estrategias para hacer que el proceso de enseñanza sea más efectivo y agradable para los estudiantes y profesores. El uso de juegos de mesa se ha visto como una estrategia importante para la enseñanza del vocabulario en inglés en las escuelas ecuatorianas. Este estudio se centró en analizar el uso de juegos de mesa para enseñar vocabulario con base en la experiencia de docentes en formación en escuelas públicas y privadas en estudiantes de séptimo y octavo semestre de la Universidad Técnica de Cotopaxi del campus Pujilí. La investigación fue un estudio cualitativo, con un método descriptivo. Para la recolección de datos se utilizó una entrevista semiestructurada, compuesta por seis preguntas abiertas relacionadas con el uso de juegos de mesa para enseñar vocabulario en el idioma inglés, a ocho docentes en formación que fueron seleccionados a través de un muestreo intencional. Además, se utilizó una técnica de análisis temático para la entrevista, que permitió organizar y describir los datos relacionados con el tema. Cabe mencionar que, a través de la entrevista, la recolección de datos sobre los juegos de mesa proporciona una enseñanza efectiva, atractiva y contribuye al desarrollo integral de los estudiantes en el aprendizaje del idioma inglés. Por lo tanto, los resultados revelan que el uso de juegos influye significativamente en la enseñanza del vocabulario y puede ser una estrategia poderosa para enriquecer el proceso educativo. Los juegos de mesa como (flashcards, snake, map board, board hidden words, and question tables) ayudan a aumentar el vocabulario en los estudiantes del idioma inglés de una manera divertida e interesante.

Palabras claves: Juegos de mesa, Idioma Inglés, enseñanza-aprendizaje, vocabulario.

INDEX

COVER PAGE	i
ENDORSEMENT OF THE TUTOR OF THE RESEARCH 'PROYECT	ii
ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL	iii
DECLARATION OF AUTHORSHIP	iv
<i>GRATEFULNESS</i>	v
<i>DEDICATION</i>	vi
ABSTRACT	vii
RESUMEN	viii
INDEX.....	ix
1 GENERAL INFORMATION	1
2 PROBLEM STATEMENT	2
3 OBJECTIVES	4
3.1 General objective:	4
3.2 Specific objectives:	4
4 ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.....	5
5 JUSTIFICATION.....	5
6 SCIENTIFIC AND TECHNICAL FOUNDATION.....	6
6.1 Background.....	6
6.2 THEORETICAL FRAMEWORK.....	9
6.2.1 English as a Foreign Language.....	9
6.2.2 Teaching strategies in EFL.....	10
6.2.3 Teaching techniques in EFL.....	10
6.2.4 English Vocabulary acquisition.....	11
6.2.5 Importance of vocabulary acquisition	11
6.2.6 English Vocabulary Teaching	12
6.2.7 English Vocabulary Learning.....	12
6.2.8 Strategies to teach vocabulary	13
6.2.9 The influence of games on the educational process	14
6.2.10 Games in teaching vocabulary	14
6.2.11 Educational Board Games in EFL.....	15

6.2.12	Board Games in Teaching English Vocabulary	15
6.2.13	Types of board games.....	16
6.2.14	Advantages and Disadvantages of using board games in English classrooms...	17
7	METHODOLOGY	18
7.1	Research approach	18
7.2	Research design and participants	20
8	ANALYSIS AND DISCUSSION OF RESULTS	20
9	RESEARCH IMPACTS.....	33
10	CONCLUSIONS AND RECOMMENDATIONS	34
10.1	Conclusions.....	34
10.2	Recommendations.....	35
11	REFERENCES	36

TABLES INDEX

Table 1.	<i>Activities and task</i>	5
Table 2.	<i>Result of Interview</i>	32

1 GENERAL INFORMATION

Theme: Using board games to teach English vocabulary.

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Knowledge area: Education

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2 PROBLEM STATEMENT

Nowadays, English language skills are important in the educational field, vocabulary acquisition is an essential element for students acquiring a foreign language, incorporating effective English teaching methods or techniques can significantly enhance their vocabulary acquisition and language skills, leading to improved proficiency in English. According to Maratova (2021) support that “Learning vocabulary is essential for acquiring a new language” (p. 72). The absence of vocabulary causes students to lose motivation to learn the target language and they lose confidence in practicing around their environment. Using board games in vocabulary teaching has helped teachers to innovate and motivate students to learn vocabulary providing adaptability and versatility that influences the educational process. Therefore, using board games helps the teacher to develop playful interaction in the classroom and helps students learn new English vocabulary.

The implementation of board games inside the classroom offers an engaging and interactive way to promote vocabulary acquisition, a key component of language learning that can be difficult for students to master, by making learning fun and accessible. Therefore, board games are considered an excellent educational resource because they create a relaxed and enjoyable environment where students feel comfortable taking risks, making mistakes, and learning from them without fear of judgment or exclusion, allowing them to build confidence and develop a growth mindset (Khodijah & Saputri, 2021), In the same way, vocabulary domain is a crucial component of students' language as it has a direct impact on the development of language skills. As students expand their vocabulary, they can accelerate their progress in learning English and improve their effective preparation when communicating. A student's vocabulary can express themselves clearly and accurately. Although grammatical understanding is important, focusing exclusively on it can limit linguistic progress. In addition, learning vocabulary is essential for students to develop the skills to express themselves effectively and to understand various contexts, enabling them to communicate efficiently and accurately (Nisrina, & Nuraeningsih, 2022).

On the other hand, several investigations reveal that board games improve oral skills and enrich students' vocabulary. Hui Tiing & Yunus (2021) “stated that board games help students with low performance in oral proficiency strengthen their communication skills” (p. 4). Board games have been recognized as a useful pedagogical resource, offering a unique and interactive

approach to vocabulary acquisition (Quinchuela, 2023). Furthermore, Nova et al. (2022) mentions that integrating board games into English language learning is a valuable technique, offering numerous benefits, including enhanced vocabulary acquisition, rapid recall, and improved pronunciation skills, as students engage in interactive gameplay that reinforces language learning in a fun and effective way. Using a board game allows students to concentrate when learning as it incorporating games into learning helps boost students' interest in vocabulary by providing opportunities to hear and practice new words.

In this way, Soto et al. (2024) in Ecuador, teaching English as a foreign language the teachers face several challenges, such as encouraging students to use the language to communicate, classroom management, ensuring participation, developing innovative strategies to reduce language learning anxiety and promote a sense of comfort and confidence among students. Thus, in teaching the English language we need to use appropriate strategies or techniques to help increase students' vocabulary knowledge at both the basic, intermediate, and advanced levels.

One of the main problems of vocabulary teaching found by Kasuma &Wulan (2019) is the use of incorrect vocabulary during a class, the use of vocabulary in a meaningless way, the wrong use of board vocabulary games, incorrect use of grammar, and also the wrong spelling and pronunciation.

Consequently, students can show many problems to acquire a foreign language vocabulary and this problem could affect their learning acquisition. The use of an incorrect teaching strategy from teachers in students can generate a low level of language performance. At the same time, vocabulary acquisition can be affected when students show stress, disinterest, or impatience. In addition, Maratova (2021) mentions that students face vocabulary learning problems such as "pronouncing news words, writing new words, using new words correctly, determining the grammatical structure of words, guessing meanings from context" (p. 73).

However, there is not much information about the pre-service teachers' experiences when using strategies or techniques that motivate them to discover the board game's effect on improving English vocabulary. It is possible that the activities done by pre-service teachers' use to teach

vocabulary cannot be relevant for students and as a consequence, many students could have less interest in learning the target language, which can be attributed to the limitation of practicing the language and the low motivation from their teachers.

Therefore, all these problems could be affecting the teaching-learning of vocabulary. This study was conducted, to analyze the use of board games to teach vocabulary based on pre-service teachers' experience. Thus, the following research question arises: How does the use of board games influence the teaching of vocabulary?

3 OBJECTIVES

3.1 General objective:

To analyze the use of board games to teach English vocabulary based on the pre-service teachers' experience of the seventh and eighth semesters at the Technical University of Cotopaxi, Pujilí Campus in the period 2023-2024.

3.2 Specific objectives:

To review the process of teaching vocabulary with board games based on theoretical foundations.

To determine the usefulness of board games in teaching vocabulary in English classrooms through pre-service teacher's opinions.

To describe the experiences of pre-service teachers in teaching vocabulary through board games.

4 ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1.

Activities and task

Specific objective	Activities	Verification Means
To review the process of teaching vocabulary with board games based on theoretical foundations.	-Research information. -Analyze the information -Design the theoretical framework	Theoretical framework
To determine the usefulness of board games in teaching vocabulary in English classrooms through pre-service teachers' opinions.	-Select the population -Designing the interview -Apply the interview	Interview Analysis and Discussion of Results
To describe the experiences of pre-service teachers in teaching vocabulary through board games.	-Analysis of the results -Discussion of the results -General description of the results.	Conclusions and Recommendations

Elaborated by: Chuquitarco, R., 2024.

5 JUSTIFICATION

This research aim is to analyze the use of board games to teach English vocabulary based on the pre-service teachers' experience, highlighting the benefits and potential as a teaching method. Vocabulary plays a fundamental role in effective communication when students are learning English, it is crucial for developing language skills. The domain of vocabulary allows students to express their thoughts and participation, depending on their level of proficiency. In addition, it is convenient to use a strategy that facilitates the teaching-learning process of the English language can benefit from the use of board games, which are widely recognized as a highly engaging and motivating tool for students of all ages, promoting a multisensory learning experience that effortlessly combines physical, mental, and emotional involvement in acquiring

new vocabulary. This can lead to better retention and understanding of words and mastery in English. According to Herdianti (2019), board games should be introduced to all students as they help prevent boredom and stimulate motivation to learn English, particularly enhancing vocabulary skills. Based on the above, this project is important because it contributes to the teaching of vocabulary through board games, making it an effective and dynamic strategy to involve students in vocabulary learning.

In addition, the research focused on reviewing the process of teaching vocabulary with board games through the review of reliable bibliographic sources. In such a way, the participants who contributed to this research were the pre-service teachers at the Technical University of Cotopaxi, who contributed their opinions and experiences given in their pre-professional practice in public and private schools with the implementation strategy to motivate students with different board games, increasing interest in learning and improving vocabulary. Furthermore, with the information collected from the pre-service teachers, it can be demonstrated that board games are an appropriate vocabulary teaching strategy to develop classes in a playful and effective way. Thus, the board games were able to increase the participation and confidence of the students without the fear of commenting on errors, which is why these games allow for interaction between teacher and student as well as classmates. Finally, board games offer fellowship, practice, and fun within the classroom. Based on the benefits mentioned above, this research project emphasizes the usefulness of board games for teaching English vocabulary.

6 SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

The analysis of previous studies obtained from several digital media such as articles, and magazines, showed information that refers to the usefulness of the board game to teach English vocabulary. Furthermore, they demonstrate the importance of board games as a strategy or creational technique in teaching vocabulary. They are considered meaningful and fun in an English classroom which helps reduce boredom and stress. In other words, using board games favors teachers' teaching and motivates students, offering potential for language practice and helping to improve vocabulary. However, the researchers identified various international,

national, and local research topics that are considered significant about the proposed topic, which help to contextualize the proposed problem and provide theoretical support for its solution in an academic and scientific context.

Herdianti (2019) conducted a research study that was quantitative, this research aim was to discover the important difference between students' vocabulary achievement taught through Scattergories and What Someone Does board games, in students in at second-grade year of education secondary school of the Smp Karya Bkakti Gadingrejo in the country of Lampung. For the research data collection, the researcher used two techniques. The pretest: this test was given before. It was used to determine the extent to which students' vocabulary achievement. The posttest: after conducting the treatments, a posttest was administered to both classes. The function of the post-test was to know the increase in vocabulary achievement after applying the game Scattergories and What Someone Does.

Also, two classes were used as samples in this research, class experimental 1 class consisted of 25 students, and B class experimental 2 consisted of 24 students. The results were that the teacher and the students improved in vocabulary using the Scattergories game, so playing it makes the student pay all their attention during the games in an attractive way to develop vocabulary knowledge. The researcher suggests that English teachers at the junior high school level apply Scattergories Game when the material needs to be achieved individually, and What Someone Does Game when the students have to work together. In addition, these two board games are designed to help teach English vocabulary. The first is Scattergories, an engaging game where players use random letters to come up with words that fit into various categories. The second is What Someone Does, a game where players provide words related to specific categories, resembling a board game similar to Snakes and Ladders.

The investigation by Quinchuela (2023) conducted a quasi-experimental research study, the sample of students was not chosen randomly, but according to the needs of the research, the aim was to identify the appropriate approach and the different board games for enhancing English vocabulary learning, in students of seventh-grade of the Leopoldo Freire elementary school in the Chambo canton.

The research data was collected into two groups of 39 students each. The groups were the experimental group and the control group. The first experimental group was the group to which the board game intervention was applied. In contrast, the control group continued to receive the typical daily lessons of the class. The results demonstrated that the students who participated in the board games achieved significant improvement in their vocabulary levels, and the author suggests that board games become a motivating, fun, and effective tool to get students interested in developing vocabulary.

Rohayati and Sufi (2019) conducted a quantitative research study, The aim was to find the students' responses through snakes and ladders games in vocabulary teaching. The study was conducted in an observed population of sixth-grade students from Ngamparah Padalarang.

The instruments to obtain the information were questionnaires and interviews for 27 students. The observation revealed the students' enthusiasm for and happy with the application of the games. In addition, they used an observation instrument from the beginning to the end of learning, in which they divided into two categories with positive and negative responses. In the same way, they gave questionnaires and interviews at the end of the research to the students. As a result of the questionnaires were to find out responses regarding the use of snakes and ladders games in the classroom and the interview to support the results of the questionnaires and observation. The researcher suggests that by using snakes and ladders games, students learn vocabulary easily and are highly motivated to improve their English vocabulary.

Finally, Montchatry and Pattaralee (2021) conducted quasi-experimental research, the aim was to develop English vocabulary of ornamental and flowering plants sold in the community by using board games, for fifth-grade students at Nikornradburana School, Thailand. This research involved the participation of 10 students (5 males and 5 females) in the fifth grade of primary school. The research instruments were 10 lesson plans and a board game. The 10 lesson plans covered vocabulary about ornamental and flowering plants, including gardening tools, by integrating it with speaking skills. In addition, a pre-test, a post-test, and a learning retention test were the same set which was divided into two parts, and the pronunciation test. The vocabulary test was intended to measure how well students could remember and understand the meaning of the vocabulary. On the other hand, the pronunciation test aimed to measure how well students could correctly pronounce the vocabulary. The questionnaire on satisfaction with

learning through board games was designed using 3 rating scales: high, moderate, and low satisfaction.

According to the research results, students' scores in the post-test were higher than the scores in the pre-test with a statistically significant difference. This is because board games could motivate students' learning, as learning English vocabulary through games could break students' lack of motivation with a fun learning environment. Moreover, board games had positive effects on the experimental group, so students could remember and retain the new vocabulary. Researchers conclude that board games facilitate learning, both in terms of vocabulary progression and retention, and that educators play an important role in teaching in a motivational way to encourage children to continue playing.

Based on these investigations, board games offer an effective and attractive choice for teaching vocabulary in English, providing significant opportunities for language practice and the development of communicative skills. Using board games in English classes can develop an active and participatory interaction between students, encouraging verbal interaction and communication. When teachers are teaching vocabulary with board games, they help students to be more attentive, attractive and see the class in a fun way, increasing students' motivation, and participation in a foreign language. These investigations are important in this study because they allow us to analyze the use of board games to teach vocabulary based on the pre-service teacher's experience.

6.2 THEORETICAL FRAMEWORK

6.2.1 English as a Foreign Language

English is considered the most demanded language in many countries. Today, English has become the most widely spoken language in the world the dominant language for international communication, a significant gap exists between the demand for effective English communication and the actual proficiency of many foreign language learners, who often struggle to attain a level of competence that allows them to interact confidently and accurately (Dincer & Dariyemez, 2020, p. 84). Thus, many educational institutions have incorporated English as a main subject in their curriculum, adapting it to fit their educational programs. Cifuentes et al. (2019), support that English was implemented in Ecuadorian schools as a

subject and has spread over the years in both public and private schools. English as a foreign language we can deduce that it is based on teaching in schools as a subject, but it isn't part of the daily life of students.

Teaching English is the first foreign language introduced in schools as a result, it has become a global language for communication, facilitating international connections and serving as a foundation for developing essential intercultural skills (Anastassiou and Andreou, 2020). The teaching a foreign language forces teachers to take into account important aspects when teaching because that is, the teacher has to be aware of the new modalities, strategies, and techniques that help and encourage the students to reinforce their knowledge.

6.2.2 Teaching strategies in EFL

Teaching strategies in English as a foreign language (EFL) involves a variety of strategies or techniques that educators can use to help students learn dynamically and effectively which encourages language acquisition and fluency. Therefore, A language teaching strategy can be the result of a plan, or activities that effectively teach to achieve a particular educational objective. By recognizing and adapting to the diverse learning styles of their students, teachers can create a more inclusive and effective English language learning environment, maximizing student engagement and language acquisition (Saragih et al., 2023). The role that teachers play is to enable the attainment of their educational objectives via the use of various approaches and methods. These are known as teaching strategies. It includes the strategies, initiatives, or practices teachers use to successfully transfer knowledge to their students (Rafika et al., 2021). The teaching strategy in EFL emphasizes the importance of teachers' adaptability to carry out a plan of activities in teaching to help learning take place in an effective and efficient environment.

6.2.3 Teaching techniques in EFL

Teaching techniques in EFL refer to the methods and approaches teachers use to effectively teach English language skills to non-native speakers. That is, the techniques involve students, facilitating learning and promoting language acquisition. "Teaching techniques, in general, involve a wide range of actions in student learning process, which can be grouped into different aspects of the development of students' skills during the learning process" (Rrustemi &

Kurteshi, 2023, p. 2). Today English teachers teaching a foreign language have been using several techniques to encourage interaction and participation of students. Akramy et al. (2022), supports that teaching techniques and strategies help teachers and students to work better in their teaching and learning process.

6.2.4 English Vocabulary acquisition

The acquisition of vocabulary occurs throughout the entire life of human beings because they are constantly learning. Dominating an extensive vocabulary enables students to enhance their language skills in reading, speaking, listening, and writing. Furthermore, vocabulary acquisition encompasses the process of learning new words and expanding one's understanding of language, facilitating effective communication and comprehension (Rafiq, 2020).

In such a way, English vocabulary acquisition can be defined as the way of learning a language other than one's mother tongue, both inside and outside the classroom. Moreover, vocabulary acquisition plays a crucial role in mastering the English language, making it essential to explore how students develop and expand their vocabulary. Understanding the strategies and techniques students use to learn new words is vital for effective language instruction and can inform teaching practices that support vocabulary growth (Jamal- Ali, & Anwar, 2021). However, vocabulary acquisition is frequently overlooked, but it should be a primary focus of foreign language instruction, serving as the foundation for effective communication and language proficiency (Setinkaya & Sutcu, 2019).

6.2.5 Importance of vocabulary acquisition

The importance of acquiring and developing a broad vocabulary in a given language allows for effective communication, facilitating the expression of ideas in a precise and clear way. Yokubjonova (2020) argues that “the importance of word knowledge can be shown by its influence on the comprehension skills” (p. 68). A good command of vocabulary is essential for learning, Rafiq (2020) mentions that “the acquisition and use of English vocabulary (...) is essential for the comprehension of English texts” (p.19). Vocabulary is essential inside and outside of school because the words are used to believe sentences and understand their meaning. Therefore, to learn a language it is necessary to first learn and master the vocabulary (Sartika et al., 2022).

6.2.6 English Vocabulary Teaching

Teaching vocabulary requires more than just defining new words; it demands creative and diverse approaches to help students truly absorb and internalize the language. Vocabulary instruction should be straightforward and connect to students' existing and new knowledge. It's crucial to determine which vocabulary should be taught and how to teach it effectively (Dakhi & Fitria, 2019). Effective English vocabulary teaching requires teachers to not only identify the obstacles students face when learning new words but also apply innovative and proven techniques and strategies. English vocabulary teaching focuses on making the learning of new words relevant, practical, and useful, thus promoting better linguistic and communicative competence in students. Therefore, “teaching vocabulary helps students understand and communicate with others in English” (Lessard, 2021, p. 3) In other words, vocabulary teaching revolves around the needs of the students’ using methods that integrate students to learn English vocabulary through words in meaningful and real contexts.

6.2.7 English Vocabulary Learning

Language learning is a long process that encompasses the development of language skills and the interest in communicating in specific contexts are essential. In this sense, vocabulary learning is crucial for language advancement, as it serves as a foundation for achieving fluency and competence in the target language. As learners expand their vocabulary, they build a strong foundation for effective communication and the ability to convey complex ideas and opinions (Fang Kai & Kim Hua, 2021). Learning English vocabulary is crucial to maintaining communication and understanding, the effectiveness of the English language drives improved communication skills and as many as personal and professional opportunities. Therefore, learning vocabulary in English involves understand and acquire new words in the language.

The domain of vocabulary is essential for students to communicate confidently in a foreign language, as it allows them to convey their ideas clearly and coherently, using words as tools to reflect and reason effectively (Garzón, 2023). The process of acquiring and expanding knowledge of English words and their meanings involves understanding how words are used in different contexts, dominating their correct pronunciation, and knowing how to use them effectively in communication skills.

6.2.8 Strategies to teach vocabulary

Vocabulary isn't just about defining words and expecting students to memorize them; teachers identify ways in which teaching can be engaging and effective. To inspire students, expand their vocabulary, and foster proficient English communication, teachers should employ a variety of innovative strategies in their vocabulary teaching practices (Melaku, & Kibru, 2020). Regarding this, a vocabulary teaching strategy refers to a method that helps students better understand the meaning and use of new words in their learning. It makes it easier for each teacher to use a teaching strategy that allows students to interact and carry out activities in the classroom in a dynamic and playful way.

On the other hand, nowadays teachers can use several strategies and tools to teach and motivate students. In this case, teaching vocabulary allows teachers to find a way to attract the attention of each student. They can be through interactive games, word searches, board games, flashcards, or other vocabulary activities. The intention when teaching is for students to better understand and like what they are learning is to create a link in knowing the meaning and pronunciation of the words learned through games.

Games have been a vital aspect of human life for thousands of years, serving not only as a source of entertainment but also as a means of fostering social connections and cultural exchange (Quintanilla, 2023). In addition, games are currently considered a strategy that not only makes teaching vocabulary more fun but also provides opportunities for listening comprehension, practice pronunciation, and interaction in English. In addition, it allows you to interact with students and lead a class actively and dynamically with the interest of each student. Marchis & Juhász (2020), board games are one type of game that can be used for educational purposes, including didactic games, card games, and video games. Among several strategies, board games stand out as a particularly effective approach. However, while board games may seem like a straightforward solution, they may not always perfectly match the specific needs of teachers and students. So, educators must adapt and customize these games to fit their classroom requirements, leveraging their professional expertise to maximize the learning experience.

6.2.9 The influence of games on the educational process

Ali et al. (2023), mention that "Educational games have a very significant impact on motivation because they bring the image and concept closer to students and increase their attention to the educational situation" (p. 8). Therefore, games are important in English language education because they develop social and emotional knowledge and skills, through activities and games, that encourage learning. In addition, games in earlier times were not integrated into the educational process because they were perceived as a non-beneficial use of students' time. Regarding this, the idea of using games in education gained momentum when Friedrich Froebel, a pioneering educator, revolutionized children's learning by introducing innovative approaches. Froebel recognized the potential of games as powerful educational resources, advocating for their integration into classroom practices to enhance student engagement and stimulate learning (Bruce et al., 2018).

On the other hand, the Froebel educator focuses on the interaction of teachers and students, which is student-centered, because student learning can be done through activities and games. Likewise, consider that play is essential in the early childhood education stage and teachers have an important role in teaching by acting as a guide, a motivator in learning (Aisyah et al., 2023). Games can influence the educational context as a fundamental activity for the development and learning of children since they allow them to enhance their imagination, explore and express their knowledge without fear of making mistakes or exchanging knowledge, promoting curiosity and drive and motivating learning.

6.2.10 Games in teaching vocabulary

Teaching or giving a class to students as a teacher involves adopting a didactic approach where the teacher not only transmits knowledge but also guides and facilitates the autonomous learning of students, preparing them to be effective learners in various educational contexts and beyond their knowledge. Therefore, effective vocabulary teaching requires an engaging approach. A well-designed technique can capture students' attention, making them unaware that they are even learning. The use of games, as explored in this research, is a particularly effective and enjoyable method for enhancing vocabulary acquisition, as they can effortlessly draw students into the learning process (Firman, 2019).

Teaching vocabulary, grammar, or structures are topics that can be implemented through strategies or techniques that help and facilitate teaching-learning for students. That is to say, the most important skill that students must learn to know a new language is vocabulary, which helps them know and remember as: things, animals, and places among others. Teaching teachers are the ones who decide to implement strategies or techniques in a class, which is why today's games take on importance in education, allowing activities to be active and playful with games as tools effective for teaching vocabulary in the classroom. In addition, employing games for teaching vocabulary aids students in comprehending and retaining words. This indicates that integrating games into vocabulary instruction is particularly effective for students (Misa, 2022).

6.2.11 Educational Board Games in EFL

Karisimos (2021) supports that “board games can be used in the current foreign language classroom by tying them to teaching specific language skills” (p. 93). The implementation of educational board games in the English classroom offers to teach in a fun way and reinforce students' language skills. Educational board games in English are student-centered, so it helps to learn and practice English in an engaging and interactive way. These games combine educational content with the structure of traditional board games, making language learning more enjoyable and effective.

Games have been shown to motivate children and create an engaging context for language learning, making the learning process meaningful and enjoyable through interactive activities (Gerard Casas, 2020). Currently, "board games have begun to be applied in the educational field, being a helpful tool in developing abilities for all ages and academic content" (Khodijah & Saputri, 2021, p. 22). The search for innovation in English classrooms has created a trend in the search for a methodology or strategies for practicing a foreign language. In addition, the board games in the English classroom create a positive and inclusive space where students can enjoy themselves while reinforcing their knowledge, promoting a memorable and effective learning experience.

6.2.12 Board Games in Teaching English Vocabulary

Board games in the classroom can create a relaxed and entertaining environment that encourages students to learn and retain new words. Therefore, teaching vocabulary with board games as an English language teaching strategy offers benefits for both vocabulary acquisition

and retention in the same way that integrating board games into the learning process, students can expand their vocabulary and reinforce their understanding of new words in a fun and engaging way (Nova et al., 2023).

That means that students not only acquire new words in a new language but also students practice language skills such as spelling and pronunciation dynamically. Students not only acquire new words in a new language, and students practice language skills such as spelling and pronunciation in a dynamic way through board games. Therefore, helps to stimulate creativity, competition, and interaction among students without fear of making mistakes the moment words in diverse contexts. In addition, board games are the teacher's choice as medium to teach English vocabulary used to learn English in a fun way, such as Maps board, Hidden words board, Flashcards, Snakes and Ladders board (Aditya et al., 2021).

6.2.13 Types of board games

Snakes and Ladders board game

These two games revolutionize the educational process, turning vocabulary learning into a playful and exciting adventure. They are more than just entertainment; they are innovative educational tools that make learning fun, dynamic, and memorable. As students advance in the game, they also do so in their mastery of the language. In addition, integrating the Snake and Ladder board game into English language instruction can have a profoundly positive impact, providing a fun and interactive way to develop students' vocabulary abilities while simultaneously fostering a motivated and enthusiastic approach to learning (Safitri, 2023).

Flashcards

When it comes to learning a foreign language, flashcards are a tried-and-true tool for vocabulary acquisition and memorization, offering a straightforward and engaging way to review and practice new words and phrases (Ju-May et al., 2020). This board game is an effective tool for teachers, facilitating the teaching of vocabulary in a visual and structured way. Flashcards in vocabulary teaching are very simple visual aids and the teacher can make students more active during the teaching-learning process, are versatile and can be adapted to different teaching styles and learning levels.

Board hidden words

The hidden words game is a fun and easy game to play in a classroom because in this game the player must try to find the words on a board that contains some letters, that is, they must memorize and guess the possible words. Hidden words can be an engaging alternative for teaching vocabulary to EFL students. This method offers a fun approach to learning new words while also aiding in the enhancement of their vocabulary skills (Panca et al., 2021).

The map board

Word maps provide students with a valuable tool for unpacking the meanings of unknown words, encouraging active engagement with vocabulary and reinforcing effective word learning strategies (Kyamko et al., 2023). Therefore, maps as board games are a useful and dynamic tool that helps teachers stimulate the teaching-learning of English vocabulary through activities, emphasizing a practical and visual context for understanding and the use of language in a meaningful way for students.

6.2.14 Advantages and Disadvantages of using board games in English classrooms.

Advantages of using board games in English classrooms

There are several benefits to using board games in English classrooms, which refer to both advanced and low academic levels. Students can participate in the board game without any problem. There are also games adapted for all ages, as they offer instructions and help the teacher who dynamically leads the class (Gerard Casas, 2020). As a result, in teaching English, specifically in Vocabulary lessons, the use of board games embraces many advantages since it allows to retain the meanings of the vocabulary, motivates students to increase their vocabulary knowledge, and encourages cooperative work to learn vocabulary from others (Garzon, 2023).

In the classroom, board games are a winning strategy, providing an engaging and interactive way for students to learn vocabulary and developing English communication skills. This enables students to progress from basic word recognition to confident language use, making the learning process both enjoyable and effective (Jannah et al., 2020). The use of educational board games in the English classroom is a tool with advantages that helps the teacher teach vocabulary in a fun way to motivate learning and develop students' hidden skills in the English language.

In addition, board games are something like an ace up the sleeve for anyone interested in using this type of game within the educational process.

Disadvantages of using board games in English classrooms

However, while board games offer several advantages in vocabulary instruction, their use in English classrooms also presents certain drawbacks that must be considered. Teachers should be aware of the potential challenges, including limitations on time and class management issues, which can hinder the effective integration of board games into the learning process (Marchis & Juhász, 2020). Therefore, although board games can be fun and attractive for teaching vocabulary, they also have important disadvantages, to carry out a class, meaning that time is necessary to explain the rules of the game and ensure that all students are familiar with the game and can dedicate themselves to vocabulary practice and acquisition. Thus, some students may feel overwhelmed or frustrated if the game presents words or concepts that are beyond their current level of language proficiency, which could negatively impact their motivation and confidence in learning the language. Additionally, if not used correctly, board games can be a distraction rather than an effective support for learning vocabulary (Metom, 2019).

7 METHODOLOGY

7.1 Research approach

This study is qualitative research because it allowed to collect and analyze the use of board games to teach English vocabulary based on the pre-service teachers' experience of the seventh and eighth semesters at the Technical University of Cotopaxi from public and private institutions. The method of the project is descriptive research, it allowed collecting and analyzing information about the experiences of the research subjects was purposive sampling, allowing us to determine the usefulness of board games in teaching vocabulary in English classrooms through the opinions of the pre-service teachers. Manjunatha's (2019) “descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied” (p. 863). In addition, the population of this research was eight pre-service teachers four pre-service teachers of the seventh semester between 21-24 years old divided into female and male, from private schools, as well as four of the eighth semester between 22-27 years old, divided into female and male, in public institutions, the pre-service

teachers are of the Technical University of Cotopaxi - Pujilí Campus. The sampling method was a purposive sample because people were selected as the researcher's choice.

According, (Andrade, 2020) agrees that a purposive sample is a carefully chosen group of individuals with specific characteristics and traits that are intentionally selected to align with the research aims and objectives. Therefore, the sample used in this study was the pre-service teachers of the seventh and eighth semesters of the Technical University of Cotopaxi - Pujilí Campus. The research instrument was applied through an interview, providing truthful and useful information about the research problem. In this sense, data collection began with the application of the semi-structured interview composed of open questions to a group of eight pre-service teachers from public and private schools.

According to the collection of interview data, a guide of questions related to the usefulness of board games in teaching English vocabulary was analyzed using the thematic analysis approach since it allowed qualitative data to be described about the experiences and opinions of the pre-service teachers. Dawadi (2020) points out that “Thematic analysis is a qualitative research technique that researchers use to systematically organize and analyze complex data sets. It involves to identify themes that can summarize the narratives present in the analyzed data” (p. 62). In other words, it allows you to examine data related to the topic for the organization and description of the information. The participation of pre-service teachers is consistent with their experiences in pre-professional practices with using board games to teach English vocabulary in public and private schools. To protect identities, names were coded as follows, pre-service teachers in private school the initial of the first name, first last name, with the letter P from the private school, and number (7) of the seventh semester: Pre-service teacher (AV7P1), Pre-service teacher (JF7P2), Pre-service teacher (CC7P3), Pre-service teacher (NS7P4), and at the same way, pre-service teachers in public institution, names were coded as follows, the initial of the first name, first last name, with the letter P from the public school, and number (8) of the eighth semester: Pre-service teacher (MC8P1), Pre-service teacher (AC8P2), Pre-service teacher (MT8P3), and Pre-service teacher (NB8P4).

7.2 Research design and participants

This qualitative research aimed to analyze the use of board games to teach vocabulary based on the pre-service teacher's experience of seventh and eighth semester students of Technical University of Cotopaxi who carried out their pre-professional practice in private and public schools. The semi-structured interview applied to the pre-service teachers contributed to the analysis of this study. Data collected was from eight participants: the pre-service teachers of the seventh semester were three female and one male; all of these participants developed their pre-professional practices in private institutions. The pre-service teachers of the eighth semester were three female and one male, all of these participants developed their pre-professional practices in public institutions. Finally, purposive sampling was used to choose the eight pre-service teachers.

8 ANALYSIS AND DISCUSSION OF RESULTS

In this section, the researcher will analyze the data collected through a semi-structured interview directed by Pre-service teachers of the seventh and eighth semesters from Pedagogy of National and Foreign Languages of the Technical University of Cotopaxi. They applied their pre-professional practices in public and private schools. To answer the research question: How does the use of board games influence the teaching of vocabulary? That is why, the following questions have been analyzed: **1)** Do you use board games to teach English vocabulary? (The map board, flashcards, Snakes, question table, Ladders, Board hidden words, among others.) Why? **2)** What are the principal board games you use to teach English vocabulary? **3)** What do you think about the use of board games to teach vocabulary? **4)** What were the main challenges of applying board games with your students? **5)** Do you think your students improved their vocabulary by using board games? **6)** What are the advantages and disadvantages of teaching vocabulary by using board games?

1.- Do you use board games to teach English vocabulary? (The map board, flashcards, Snakes, question table, Ladders, Board hidden words, among others.) Why?

Public School

When I was a pre-service teacher I used different board games, for example, flashcards. It is important when the students learn the vocabulary and another option is the question table. It is an interesting game for the learners' entertainment, for example when we teach vocabulary, grammar to apply this game. I consider this is very important to teach

English because students apply different methodologies and not only the traditional education in class. (MC8P1)

I use board games because it is very useful. I mainly use flashcards because it is visual and it helps students to understand better what you are teaching. I don't use bingo but I Board hidden words. I use it because this helps students. You can use it for guessing, for example, he guesses some words and tries to guess another word in that way they can learn more about vocabulary. It's very useful and that's why I use all of these games. (GC8P2)

In this case I can use the question table because the students can identify and select the more important question to analyze and answer the same for the specific topic in the class. (MT8P3)

I used board games. I usually use question table since it is a board game that develops vocabulary skills in children. They also develop listening skills because when they hear the word selected on the board and the word that the students have, they relate to words of vocabulary. I think it is a good game strategy since with its children can understand and develop what vocabulary and speaking are, especially when they pronounce a word. (EB8P4)

The interviewees of public schools agree that the use of board games, flashcards, questions tables, and board hidden words are useful board games to teach and learn vocabulary. They mention that these games help students to analyze, understand, and develop different skills in the English language. In addition, some of these pre-service teachers support that when applying the board games, also, they consider it important to teach English with a different methodology and not just a traditional class. Suggest that the use of board games is useful for teaching and learning vocabulary, and beyond that student can develop their skills.

Board games are effective methods for teaching vocabulary and should be used in all grade students. They serve to prevent boredom and foster motivation, encouraging students to focus on English language learning as a game and not as a subject, especially focusing on vocabulary skills Herdianti (2019). Therefore, incorporating board games into the English vocabulary teaching and learning process can have a positive impact by promoting teaching and learning in a fun and interactive way, as well as encouraging the development of students' vocabulary skills.

Private school

I used board games like snake because they make learning interactive and fun and they

encourage the students' participation are using excitement around vocabulary practice. (AV7P1)

In general, I use flashcards and board hidden words because these board games help to encourage students' interest through didactic games and in a fun way. (JF7P2)

I used board games to teach English vocabulary. They make teaching fun and interactive. I used games as Skane and flashcards to help us practice new words and phrases while enjoying time with classmates. It's a great way to remember vocabulary better. (CC7P3)

In my pre-professional practices, I have used various board games to teach English vocabulary, such as map boards, and flashcards. These games are stimulating and fun for children, which facilitates their learning of vocabulary. I adapt them according to the age of the students, and as my students are between 5 and 6 years old, I find this methodology especially effective in keeping their attention and motivation during lessons. (NS7P4)

Pre-service teachers from private school mention that the board games they used to teach English vocabulary were flashcards, board hidden words, snakes, and map boards. They pointed out that these kinds of board games help them to have interactive learning, promote students' motivation, participation, and also keep the students' attention. As a result of this question, pre-service teachers agree that the use of board games facilitates learning English vocabulary. Zainab (2020) supports that, incorporating board games into vocabulary teaching creates an engaging and interactive learning environment, enabling students to absorb and retain new words more effectively and sustainably, as they actively participate in the learning process. Similarly, Quinchuela (2019) interprets that “the use of these board games in vocabulary development would be a good and innovative option to learn a large number of words in a fun, effective and efficient way” (p. 11). Therefore, the use of board games for teaching vocabulary in English allows teaching to be fun and interactive, stimulating the practice of vocabulary and making it easier to remember words in a foreign language.

2.- What are the principal board games you use to teach English vocabulary?

Public School

I used flashcards, it is easy for teachers and students because the students can learn vocabulary easily and the pictures are very interesting to learn. (MC8P1)

The principal board game I use as I said before is Flashcards. I combine these board games with the vocabulary that I'm going to teach. For example, if I teach the countries I choose and I design a specific board, for example, I can use flags for countries, and things like that. (GC8P2)

Maybe the flashcards and the letters and snakes because students find this activity more interactive and create the motivation to learn about the new topic in the class. (MT8P3)

The main games that I used were Hidden Words, Pictionary, and Bingo. (EB8P4)

Pre-service teachers from public schools mentioned that the use of flashcards, snakes, hidden words, Pictionary, and bingo were the main board games they used to teach vocabulary. They agreed that these board games are the main ones used in English classes and also these games result in more interaction and motivation. This important question helps the researcher to understand much better the usefulness of different board games when a pre-service teacher is using it to teach vocabulary. Supriatin, and Prajna (2018) determined in their study that there are many media in teaching vocabulary, it can help the teacher to teach English easily, and the teacher can make the students be more active during the teaching-learning process. In addition, many board games serve as effective tools for learning vocabulary, including Snakes and flashcards, Hidden Words, and Pictionary. These games are designed to foster essential vocabulary and early word-learning abilities, according to Khadijah, and Saputri (2021) study. The board games mentioned before are effective tools for both teachers and students by facilitating the teaching of English vocabulary through playing since students may also find these activities more interactive compared to traditional teaching methods.

Private school

The main board game that I used is Bingo and hidden words on this game because it is easy to say and can be about different vocabulary topics. (AV7P1)

In the pre-professional practices, board games such as: word order, Pictionary, and flashcards were applied as a fundamental basis because these games motivate the students' interest in learning. (JF7P2)

During my pre-professional practices at a private school. The principal board game I used was Snakes because the students can understand and comprehend a topic and learn more vocabulary. I used board games to teach English vocabulary effectively. (CC7P3)

In my pre-professional practice, I mainly use two board games to teach English vocabulary to 5-6 years-old students: flashcards and the map board. These games are particularly effective because they are well adapted to the interests and abilities of children of this age. Flashcards are useful for teaching vocabulary related to colors, fruits, numbers, parts of the house, and parts of the body. The flashcards allow students to associate words with pictures. (NS7P4)

The interviewees from private school support that the main board games they used to teach vocabulary were bingo, hidden words, word order, Pictionary, flashcards, snakes, and map board. They mention that these board games were a fundamental basis for motivating students' interest in learning vocabulary. Each interviewee expressed the purpose of board games as easy-to-discuss vocabulary topics, vocabulary association between pictures and words, interaction,

comprehension and also to develop different abilities when they are learning a foreign language according to their age. This suggests that board games play an important role and work as a fundamental media when teachers are teaching English vocabulary effectively. Furthermore, board games present a diversity of gameplay styles, each characterized by unique rules, objectives, mechanics, and themes. Johnson and Tiwari (2021) mention that a board game “is divided into strategic, mysterious, luck-centered, creative, and educational games” (p. 20). Therefore, each board game has the purpose of encouraging or facilitating the teaching and learning of English vocabulary by implementing teaching strategies to promote interest in students when they are learning new vocabulary topics.

3.- What do you think about the use of board games to teach vocabulary?

Public School

I think it's important because to teach vocabulary is important to introduce different games, for example when we use present simple. These are strategies that we use to teach English. (MC8P1)

I think it's very useful and it suits to the new methodologies that it's used to teach English and I think it calls the attention of the students they like it, that they enjoy with this game board so it's very useful to engage students in the class and to provide vocabulary in enjoyable way and it helps make the classroom environment more fun. (GC8P2)

These are the most important strategies to try to develop another methodology to create and generate more knowledge in the student and apply different options in the class. (MT8P3)

It seems to me that it is a good game strategy since by applying different board games, children develop their vocabulary and adapt new knowledge as well as new words related to the topic that is being given to them. (EB8P4)

Pre-service teachers mention the use of board games to teach vocabulary it is important to introduce different games because they promote the use of new strategies and methodologies. In addition, they express that board games are important because they help students to develop more knowledge by teaching different topics. Board games are considered as an important strategy in teaching English vocabulary. Nova, et al. (2023) determines that there are a lot of benefits of using board games such as the improvement of English vocabulary and the easy recognition of words. Therefore, board games are one of the strategies to use for teaching-learning the English language, as well, the game can improve the students' ability, in this case, vocabulary, and understanding of the words. Additionally, vocabulary can be used by students to practice their concentration on memorizing new knowledge through teaching vocabulary effectively.

Private School

I think board games are very effective in teaching vocabulary. They have the student retain work through repeated use in a playful context. (AV7P1)

I believe that these games are very helpful to teach a new language, because they help to capture the fundamental interest for the acquisition of the language. (JF7P2)

I think that board games to teach vocabulary is effective and beneficial as the games provide students with dynamic and interactive learning of vocabulary. (CC7P3)

I think that use board games to teach vocabulary is a highly effective and useful strategy, regardless of the age of the students. Board games not only make learning more dynamic and entertaining but also facilitate the retention of new words through repetition and association. In addition, they encourage social interaction and teamwork, which can improve students' motivation and engagement. Board games are a valuable and effective tool for enriching the vocabulary of learners of all ages. (NS7P4)

The pre-service teachers from private schools agree that the use of board games to teach vocabulary is useful, highly effective, and beneficial to acquire vocabulary in the English language. They mention that using board games can improve students' motivation and engagement since this promotes a dynamic and interactive learning environment. Incorporating board games is equally beneficial to both learners and teachers, especially teaching that also supports the retention of vocabulary in the students (Metom et al, 2019). In other words, board games are undoubtedly strategies that help or facilitate the teaching-learning process of English vocabulary with the existence of a playful, dynamic, and interactive context.

4.- What were the main challenges of applying board games with your students?

The principal challenge is classroom management. When students are younger it is difficult to have good classroom management and control the class, use of technology in the classroom. When I was a pre-service teacher in a private school it was simple because it was easier to control children. (MC8P1)

It's the level, the level of the students. Sometimes in the classroom we find many levels, some students are in an advanced level than others who are in a low level. They don't know anything. The main challenge is the level of students because some students understand better because they know English much more than others but some others don't understand anything about the game and they don't want to participate. (GC8P2)

The main challenge about these board games may be the way the students apply this board game or what is the way to understand this game because many students present difficulties to analyze and try to understand the games. (MT8P3)

I consider that the main challenges were understanding the game since many children are not associated with games to learn vocabulary. So, in that part, it was a little difficult

for me until the children adapted to what the game was like, how it worked, and what the rules were. More than anything, it is the strategies that are used so that children can learn and associate, once the children know what the topic is or what the game is like, then they will get used to it and adapt a little more to the game. (EB8P4)

The pre-service teachers mentioned their main challenges to apply vocabulary board games include elements like classroom management in younger students, the level of language knowledge that students have because of some students being more advanced than others, problems regarding the association and understanding between board games and English vocabulary and the needs for effective strategies to help students learn and associate with the game, including clear explanations of rules and topics. Classroom management is viewed as an essential component of teaching because it involves creative environments within the context of teaching and learning promoting students' motivation, engagement, and learning Jannah (2019). Thus, all of these challenges must be addressed in the classroom, and can to adapt board games as strategies and valuable resource for teaching vocabulary, likewise, by having good classroom management, positive knowledge can be achieved by the students.

Private School

One of the main challenges is the use of time, asking some games can take longer than expected. (AV7P1)

The main challenges have been: time, number of students in each classroom, didactic material. (JF7P2)

The main challenge for me was time because when teaching a topic, time for activities with the board game is important to balance the game with time when giving the rules or explaining that meant that the students may not understand what the game is about the game. (CC7P3)

One of the main challenges I faced when implementing board games with my students was the preparation of materials such as flashcards and other resources, it is necessary to prepare everything several days in advance to ensure that everything is ready and in optimal condition. This involves a considerable investment of time and effort to design, print, cut out and organize the necessary material for each game to ensure that the material is suitable and attractive for the students. In addition, the implementation of these games in the classroom can be complicated by discipline. Students, especially the younger ones, tend to be restless and keeping their attention in the activity can be a challenge especially those between 5 and 6 years old, they tend to be very restless and keeping their attention can be complicated, it is a task that demands a lot of patience and group management skills. (NS7P4)

There are many challenges in using board games to teach vocabulary, according to the pre-service teachers their challenge is the time that they use to teach vocabulary. In addition, other

problems were the number of students in each classroom, and the material preparation like flashcards that requires time and effort. Discipline and classroom management are one of the other difficulties to teach English vocabulary through board games because teachers need to keep students focused on the topic to make it not a boring environment, especially for younger students. They mention that teachers need to find the right balance between playing the game and explaining the rules or teaching the topic and this can be a hard challenge.

O'Neill and Holmes (2022), mention that “board games depend specifically on the type of game” (p.67). They also support that it is difficult to find the right balance between board game design and classroom management because this needs to be aimed at promoting teaching and learning skills focusing on an enjoyable play O'Neill and Holmes (2022). Therefore, they emphasize the importance of board games in the teaching-learning of English vocabulary, as well as how selecting games carefully can lead to effective classroom management. To develop students' abilities with fun games everything can depend on the type of game they use to exploit the potential of board games.

5.- Do you think your students improved their vocabulary by using board games?

I think it is a good strategy or method because the students do not learn in traditional methods. That is why it is important to apply more activities. (MC8P1)

I think that they can improve their vocabulary because they like games, they learn by playing games and I think board games can improve students' vocabulary because it causes attention. (GC8P2)

Yes, because the students can see and learn more vocabulary from different topics, for example, the students can use vocabulary of animals, scholarly things, etc. anyways but is important to know how to pronounce and how to pronounce these words. (MT8P3)

I consider that children or students do improve their vocabulary using board games since I have applied board games and also Bingo, so throughout that process that I used, I applied the games with the children and the results were positive that the children adapted to the games and had also acquired new vocabulary and knowledge. (EB8P4)

Some pre-service teachers support that their students improve their vocabulary through board games. They consider this kind of game to be effective for students who do not only learn with traditional methods. The interviewees emphasized that board games capture student's attention and provide positive results in the acquisition of vocabulary. In addition, they agree the importance of teaching vocabulary through board games to students, as they can learn and pronounce new words to reinforce learning.

Nopiyadi et al., (2023) support that, at the practice stage, the activities and strategies are designed to allow students to consolidate and produce the vocabulary under supervision. In addition, board games in vocabulary practice can help students retain and create a level of interaction among students when mentioning words. So, it is necessary to help students gain confidence to develop communicative competence in the language (Garzón, 2023). Board games in the practice stage of vocabulary learning can help students produce and promote confidence in developing communicative skills. In addition, vocabulary practice can be done under the supervision of teachers who can provide feedback, and generate some level of interaction between students with vocabulary retention.

Private School

I think my students have improved their vocabulary. They can remember words better when they use them in the games and not just the traditional methods. (AV7P1)

It could be observed and analyzed that most students improved their vocabulary level. (JF7P2)

During my pre-professional practices in a private school, I observed improvements in the student's vocabulary through the use of board games because board games make it easier to learn vocabulary. (CC7P3)

Definitely yes, the students demonstrated a notable improvement in the understanding and retention of the vocabulary taught during classes, despite being students aged 5 and 6 years, they demonstrated good results in learning vocabulary. (NS7P4)

According to the opinions of some pre-service teachers from private schools, they agree with notable improvements in the level of vocabulary of students, as well as understanding and retention of vocabulary taught during English classes. Also, they mention that board games help students to remember the vocabulary, and make a difference with traditional methods and the teachers use this kind of board games in younger students. Board games in the classroom allow for fun and interactive learning, motivating students to actively participate and enjoy the process of verbal communication, which facilitates the acquisition of language skills enjoyably and effectively (Arief, 2020). Incorporating board games into guided vocabulary teaching can promote a positive impact on students' vocabulary development, particularly in oral language activities, making the English language learning an enjoyable and engaging experience.

6.- What are the advantages and disadvantages of teaching vocabulary by using board games?

The principal advantage is that students learn easy and learn vocabulary in an interactive way and the disadvantage is that it is very complicated to have good classroom management in younger students than four or five years old students. (MC8P1)

The advantages are that it causes attention and engages the classroom, it helps to understand the vocabulary better by using visual materials. For example, when we use flashcards, we use visual images and the disadvantage is that some students can get bored easily and they need something else not just playing games. They need to learn something else but I think this happens in the higher levels, but not in lower levels because children like to play games and it can be helpful to learn the English language. (GC8P2)

The advantage of this board game is that it is easy to use, is more interactive between students - teachers and students with students, is easier to understand the topic and it creates more motivation to apply and create the topic. The disadvantage is that students sometimes can not understand the games or need to be guided by the teacher, and the lack of technology because this causes a level of distrust in students. (MT8P3)

The advantage is that children learn vocabulary using board games since they associate their knowledge with the different games. The disadvantages are that sometimes the games are very tedious and the students get bored or no longer pay attention. Many times, by applying board games in each class, children also become demotivated or bored with the different games, for this reason, it is advisable to use the games after a week or after a class, not to apply them every day that they have English classes because sometimes they get bored and need to have other strategies so they can learn. (EB8P4)

Taking into account the pre-service teachers' opinions of several advantages and disadvantages related to teaching vocabulary through board games. The main advantages mentioned are that students learn easily interactively, it causes attention with the use of visual materials such as flashcards that help students' understanding; for students at lower levels, board games can be useful, easy and effective, and students can associate their knowledge with the different board games. On the other hand, they also mention some disadvantages classroom management especially in younger students can be a little difficult; the lack of technology especially in public schools can cause demotivation in students; using board games frequently can promote students' boring, distrust, and disengagement. They support that it is important to use board games but teachers need to combine this strategy with other teaching methods. The author Saputra (2020) supports that, "teachers should be able to provide and apply many techniques, models, strategies, and methods in the English teaching and learning process" (p. 17). Therefore, board games combined with a traditional teaching method improve interactive and

practical learning that allows adaptation to different learning styles and increases student participation. However, teachers facing advantages and disadvantages with board games can take action by implementing new strategies and new resources that help in teaching vocabulary and retaining new words.

Private School

The advantage may be collaboration among students provides a relaxed environment for learning and the disadvantage they can be time-consuming our resourcing intensive to prepare also not only do students enjoy the same time of the game. (AV7P1)

The advantages at the moment of applying board games were: Board games capture the interest of the students, motivate students to learn, are very fun to teach, students show a high level of participation. The disadvantages were the lack of time when applying the games, the pre-service teachers sometimes do not have material, in this case, the board games. (JF7P2)

Advantages and disadvantages of teaching vocabulary through board games. On the positive side, board games make vocabulary learning engaging and fun, improving student motivation and engagement. However, disadvantages include the need to carefully plan games and time them effectively within the classroom. (CC7P3)

As a pre-service teacher who worked with 5- or 6-year-old students, I have observed the advantage is that vocabulary is retained when learning in a playful and memorable way. The repetition of board games for children is fun and motivating because it captures the interest in learning and attention, and the practice new vocabulary. For my part, the disadvantage was preparing the material so that the children can better understand and grasp the board game since when preparing the material, it takes time and creation to teach in a better way. (NS7P4)

Finally, the pre-service teachers stated their advantages and disadvantages related to teaching vocabulary through board games. The advantages they mention when applying board games were encouraging collaboration; especially among students, capturing interest, improving motivation, high level of participation; facilitating vocabulary learning and retention. On the other hand, the disadvantages that appeared such as time-consuming; to apply the games, possible lack of access to materials, include the need to carefully plan the games and schedule them effectively in the classroom. They agree on the benefits of using board games to teach vocabulary, including motivation, participation, and retention. However, they also emphasize the need for careful planning, time management, and access to sufficient resources to maximize the effectiveness of this teaching strategy.

Likewise, board games relieve children's stress since promote communication in a new language, as well as allow the participation of all students. On the other hand, the disadvantage of using board games in language teaching is that they can be a tool that, when applied in the classroom, consumes a lot of time (Gerard Casas, 2020). The advantages and disadvantages of using board games for teaching English vocabulary, emphasizes the learning of a new language in students and promotes help for teachers, encourage communication between students with the use of language, and ensure student participation in interaction and commitment to learning new words, everything will depend on the time consuming of the games.

The experiences of pre-service teachers to teach vocabulary through board games, developed in two public and private institutions. It was possible to identify that the two parties used different board games to develop the motivation and commitment of students in the teaching and learning of English vocabulary. Furthermore, it was a strategy for teaching vocabulary and promoting a dynamic and interactive learning environment.

However, being two institutions, they had their differences and through the experiences mentioned, it was possible to identify that being public institutions, the pre-service teachers faced challenges such as classroom management, the level of knowledge of the language, and the lack of technology, which can cause disinterest in students in learning. On the other hand, private schools, have challenges such as the time applying games to teaching vocabulary, the number of students, and the preparation of the material which requires time and effort. Likewise, discipline and classroom management represent other challenges when teaching English vocabulary through board games, as teachers must ensure that students stay focused on the subject to avoid the environment becoming boring, especially for younger students.

Table 2.*Result of the Interview*

Questions	Public school	Private School
1.- Do you use board games to teach English vocabulary? (The map board, flashcards, Snakes, question table, Ladders, Board hidden words, among others.) Why?	The board games, it is important to teach with a different methodology and not just a traditional class.	They pointed out that these kinds of board games help them to have interactive learning, promote students' motivation, participation, and also keep the students' attention.
2.- What are the principal board games you use to teach English vocabulary?	They used to teach vocabulary were flashcards, snakes, hidden words, and Pictionary.	They used to teach vocabulary were, hidden words, word order, Pictionary, flashcards, snakes, and map boards.
3.- What do you think about the use of board games to teach vocabulary?	New strategies and methodologies	The use of board games to teach vocabulary is useful, highly effective, and beneficial to acquire vocabulary.
4.- What were the main challenges of applying board games with your students?	Classroom management The level of language knowledge	Time that they use to teach vocabulary. Number of students in each classroom Discipline and classroom management
5.- Do you think your students improved their vocabulary by using board games?	Board games capture student's attention and provide positive results	Notable improvements in the level of vocabulary of students
6.- What are the advantages and disadvantages of teaching vocabulary by using board games?	Advantages: learn easily, the use of visual materials Disadvantages: classroom management, the lack of technology	Advantages: this teaching strategy, encouraging collaboration, improving motivation, and high level of participation. Disadvantages: time-consuming, and lack of access to materials.

Source: Result of the interview. Elaborated by: Chuquitarco, R., 2024.

9 RESEARCH IMPACTS

This research will have a significant influence on the educational field by offering relevant information about the usefulness of board games in teaching vocabulary in English. It inspires to generate a positive effect in both social and academic aspects through the results derived from the use of board games for teaching vocabulary based on the experiences of pre-service teachers. Furthermore, educators can adopt various strategies that facilitate the teaching of vocabulary, and practice easily and playfully with students interested in learning vocabulary. Thus, this research provides a clear understanding of the use of board games as a strategy for teaching vocabulary through pre-service teachers' experiences, and spontaneous development of English language skills with activities that stimulate vocabulary acquisition, as well as contributing to future research related to the topic.

10 CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

- Relevant information has been collected about the usefulness of board games in teaching vocabulary in English, highlighting their theoretical importance. This study could be of great benefit to future teachers when teaching this language, as it highlights an essential strategy that allows students to acquire vocabulary and knowledge. Therefore, teachers turn to this interesting and fun way of teaching.
- The interviews were analyzed to interpret the pre-service teachers' experiences in teaching vocabulary through the strategy, in this case, board games. Concludes that through the opinions and experiences of the pre-serve teachers, they demonstrated that the use of board games contributes significantly to the teaching of the English language beyond the fact that the students learned vocabulary through different board games such as Skane, map board, flashcards, board hidden words and question table, which facilitated the development of vocabulary and knowledge by coordinating the pronunciation of words and memorization. Furthermore, integrating these games into the classroom can be a powerful strategy to enrich the educational process and language skills significantly.
- The usefulness of board games makes vocabulary teaching more effective, attractive, and contributes to the all-round development of students in learning the English language. This is beneficial in teaching vocabulary as pre-service teachers can effectively and efficiently teach students' vocabulary through games. Furthermore, this innovative strategy offers opportunities to develop classes entertainingly and dynamically, introducing new words through teaching materials.

10.2 Recommendations

- It is recommended to explore the topics covered in the literature of this research, as well as other aspects that can enrich the teaching of English language vocabulary and strategies that encourage students to learn more effectively. It is also crucial to investigate the effectiveness of each teaching strategy, evaluating its advantages and disadvantages, to determine which is the most appropriate and offers better results in the English language teaching-learning process.
- Board games offer extensive interaction in the vocabulary teaching process, in which pre-service teachers create a dynamic and collaborative environment, board games specifically can enhance and strengthen English language skills. Therefore, it is suggested that board games be used in classrooms, promoting greater ease in teaching-learning the English language.
- The study shows that board games are an effective strategy for English teachers to use in teaching vocabulary, as they help to improve students' learning in acquiring and reinforcing English skills. Therefore, teachers should implement these games to enhance the teaching-learning process. Teachers should also manage the time allotted to each game, pay attention to the needs of each student, and encourage motivation and participation, all by creating a fun and effective environment.

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