



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
DIRECCIÓN DE POSGRADO**

**MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCION EN ENSEÑANZA DE INGLES**

THEME:

**USING JEOPARDY GAME TO BOOST ENGLISH VOCABULARY
LEARNING**

Trabajo de titulación previo a la obtención del título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en enseñanza de Ingles

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AMBATO – ECUADOR

2024

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DEDICATION

I dedicate this work to my beloved family, who have always given me unconditional support, and God, who guides and blesses us. I also want to express my deepest love to my two loyal puppies, that fill my days with happiness and unconditional love. Thank you for being part of this amazing experience.

Nicole.

ACKNOWLEDGEMENTS

I thank God for guiding me through every step of this process. My family for their unconditional love and constant support, has given me the motivation I needed to keep going. To my tutor MSc. Romina Angulo for her invaluable guidance and support. And to my two dogs for their love and loyalty. Thank you all for being an important part of my life.

Nicole.

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MAESTRÍA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS

TEMA: USO DEL JUEGO JEOPARDY PARA REFORZAR EL
APRENDIZAJE DE VOCABULARIO DEL IDIOMA INGLÉS

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RESUMEN EJECUTIVO

El aprendizaje de vocabulario en una segunda lengua es una parte esencial del desarrollo de las competencias lingüísticas, y la realización de actividades interactivas, como los juegos, aumenta significativamente la eficacia de este proceso. En este contexto, el juego Jeopardy en contextos educativos promueve la motivación y el aprendizaje activo entre los estudiantes. Por ende, este estudio tuvo como objetivo analizar el impacto del juego Jeopardy en la mejora del aprendizaje de vocabulario en inglés en estudiantes de octavo grado de la “Unidad Educativa Ricardo Descalzi” durante el año académico 2024-2025. Además, el estudio empleó un enfoque cuantitativo con un diseño pre-experimental administrado a 16 estudiantes. De tal manera, se realizó un pre-test para identificar el nivel de vocabulario de los estudiantes, obteniendo una puntuación media de 5,28, reflejando un conocimiento limitado de vocabulario en inglés. Posteriormente, se incorporó el juego Jeopardy en 13 sesiones de instrucción para reforzar el aprendizaje de vocabulario. Tras estas intervenciones, los alumnos realizaron un post-test, obteniendo una puntuación media de 8,17, lo que demuestra una mejora significativa del vocabulario. Por lo tanto, los resultados de esta investigación indican que el uso de juegos interactivos como Jeopardy fomenta un entorno de aprendizaje estimulante y participativo, una retención eficaz de la información y el uso práctico del vocabulario. Además, el juego anima a los alumnos a participar activamente y a colaborar, que son habilidades esenciales en el aprendizaje. Por último, Jeopardy representa una valiosa actividad pedagógica que potencia el aprendizaje del vocabulario.

DESCRIPTORES: Actividades interactivas, aprendizaje de vocabulario, juego Jeopardy.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

USING JEOPARDY GAME TO BOOST ENGLISH VOCABULARY LEARNING

Vocabulary learning in a second language is an essential part of developing language skills, and engaging in interactive activities, such as games, significantly increases the effectiveness of this process. In this context, the Jeopardy game in educational settings promotes motivation and active learning among students. Therefore, this study aimed to analyze the impact of the Jeopardy game on improving English vocabulary learning among eighth-grade students at “Unidad Educativa Ricardo Descalzi” during the 2024-2025 academic year. Additionally, the study employed a quantitative approach with a pre-experimental design conducted with 16 students. Thus, a pre-test was conducted to identify the students' vocabulary level, resulting in an average score of 5.28, which reflected limited English vocabulary knowledge. Subsequently, the Jeopardy game was incorporated into 13 instructional sessions to reinforce vocabulary learning. After these interventions, the students took a post-test, achieving an average score of 8.17, demonstrating a significant improvement in their vocabulary. Therefore, the results of this research indicate that the use of interactive games such as Jeopardy fosters a stimulating and participatory learning environment, effective retention of information, and practical use of vocabulary. Furthermore, the game encourages students to actively engage and collaborate, essential skills in the learning process. Finally, Jeopardy represents a valuable pedagogical activity that enhances vocabulary learning.

KEYWORDS: interactive activities, Jeopardy game, vocabulary learning.



INTRODUCTION

Relevance of the Study

English has become the most recognized language for communication in many countries because of its use by large numbers of people around the world. Likewise, in Ecuador, teaching English is crucial in its educational institutions, and new methods, techniques, and approaches are constantly being sought to achieve its success. Therefore, learning English is fundamental to students' academic development. Hence, games such as Jeopardy are crucial since they help students learn vocabulary and improve their English language skills through a motivating and dynamic environment (Kusumaningrum & Binarti,2021).

The present study is based on the research line of language learning and teaching, as knowledge of a foreign language improves social and cultural awareness by enabling connections to other parts of the world. In the era of globalization, English language learning has become essential due to its fundamental role in providing access to educational opportunities, enhancing professional development, and facilitating global communication (Luengo & Martinez, 2011). Therefore, new ways of teaching and learning languages are constantly explored. Nowadays, many tools are available to help students improve their English skills by immersing themselves in the language in a motivating, communicative, dynamic, and cooperative way.

Several international, regional, and national laws and regulations underlie the scope of the current study. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), learning a foreign language is an important part of intercultural education to encourage understanding between different groups and to ensure respect for fundamental rights. Considering that most students perceive games as a means to develop skills such as motivation, creativity, memory, and teamwork, it is necessary to encourage language learning by using motivating didactic resources and multimedia to get students' attention.

Furthermore, the Ministry of Education of Ecuador (MINEDUC,2016) presented an English as a foreign language curriculum that meets the needs of students in Ecuador. The curriculum is designed to foster students' understanding

of the world, other cultures, and environments, as well as the ability to express their views in a foreign language. Learning a foreign language plays a crucial role in broadening horizons to diverse experiences and expanding possibilities for personal and professional growth. Mastering a second language such as English increases greater adaptability and creativity in problem-solving. It also facilitates deeper cultural understanding, vital in our interconnected global society. Thus, learning a foreign language such as English requires the implementation of effective motivational strategies that directly benefit students.

The Common European Framework of Reference for Languages (CEFR,2001) stated that recreational activities, such as games, have a significant role in language learning and development. Therefore, it promotes foreign language learning and increases students' motivation by giving them the opportunity to create authentic stories and participate in fun. Thus, the use of recreational materials fosters creativity, critical thinking, communication, and the exchange of ideas with peers.

UNICEF (2020) highlighted that games encourage learners to express their ideas, improve their critical thinking skills, and develop their language skills by sharing, communicating, and overcoming behavioral challenges. In addition, games provide the opportunity to foster interaction skills in a group setting and promote an engaging environment. Hence, games act like versatile tools that enhance learning skills and promote the holistic development of children and young learners.

Moreover, the LOEI based on Agreement 052-14 on the Regulation for the Implementation of the Teaching of English emphasizes that the introduction of the EFL is fundamental because it promotes the development of critical thinking, as well as the social and creative skills required for effective learning (Herrera,2014). Hence, the introduction of English into the curriculum is considered essential because it is fundamental to social interactions in today's globalized world. For that reason, the English language has become an indispensable tool for effective communication and understanding. Therefore, education in Ecuador demands that students have the skills and perform effectively in their daily tasks, requiring proficiency in a foreign language.

It is necessary for the students to learn English in an interactive and motivating way. Therefore, the didactics must focus on active, participatory, and motivating processes for the improvement of students' language skills. According to the EF English Proficiency Index (EF EPI,2023), Ecuador is below average in English proficiency. Hence, it is crucial to look for activities that are better adapted based on the student's age, level, and needs. Consequently, it is fundamental to establish appropriate learning activities that allow students to achieve proficiency in this language. The educator has to incorporate interactive activities, including stimulating games, to encourage curiosity and increase motivation. In order to foster this interest, teachers must employ effective teaching strategies and dynamic learning materials. In addition, integrating practical activities of English enhances students' engagement and learning comprehension (Angelis,2022).

English is recognized as a universal language throughout many parts of the world, making it crucial to establish learning strategies that allow students to master the language from the early years of school. Additionally, the teacher must carry out activities aimed at stimulating interest and motivation. Thus, effective English instruction involves an appreciation of the methods, strategies, techniques, activities resources, and other tools that are useful and practical for the teacher in the classroom and help students learn English (Khidirov,2023).

Cronquist and Fiszbein (2017) highlighted in a study that the level of English language proficiency in Latin America is very low, partly due to a lack of approaches, methods, strategies and activities. This research aimed to raise awareness of the importance of participation in English language teaching to develop effective activities to improve teaching and learning processes in the subject. Therefore, English has been considered the most important language worldwide for a long time as it enables meaningful academic and intercultural exchange. Consequently, games are a powerful tool for learning English at all ages because they can be used as a classroom activity to increase students' vocabulary. In addition, it fosters group work, social interaction, and the development of students' creative and communicative skills.

Topa (2019) stated that new activities must be incorporated into the classroom to stimulate student participation, interaction, communication, and the

learning environment. For that reason, linear, memorized, and theoretical learning methods should be left behind because students get bored using the books and classes focused on the teacher. Thus, the implementation of games in the teaching and learning process becomes indispensable to strengthen vocabulary learning. In this way, games offer several benefits as they are motivating and engaging, and can provide excellent practice in improving pronunciation, grammar, vocabulary, and thus the four language skills. The games help to make learners feel confident and comfortable.

The use of games in the English classroom is fundamental to the teaching and learning process of the target language, particularly in the early stages, as it provides necessary skills needed in today's world from a didactic perspective. Likewise, the game fosters social awareness as well as group support and solidarity. Thus, the game helps to maintain interest in the target language by giving learners confidence in themselves and their abilities (Gozcu & Caganaga,2016).

Kusumaningrum and Binarti (2021) indicated that games change the classroom environment, which makes students have fun and enjoy learning even more. For instance, there are many games that can be used to teach vocabulary, such as the Jeopardy game, which allows learning while playing and also fosters motivation because it is a quiz show game, so it is a suitable activity to encourage cooperation, teamwork, communication, and interaction, removing students' boredom.

It is essential to highlight the relevance of the proposed research topic, which is based on various global, regional and local frameworks. This study focuses on the use of the Jeopardy Game as a tool to improve vocabulary learning at different levels: macro (global level), meso (regional level), and micro (local level). This approach allows investigating how the Jeopardy Game can have a positive impact on vocabulary learning in diverse sociocultural contexts. In addition, it facilitates the exploration of its applicability and effectiveness at various scales, thus contributing to a deeper understanding of its educational and formative potential.

In the global setting, the research by Muleng (2018) entitled "The Influence of Jeopardy Game on Students' Vocabulary Mastery" examined how the Jeopardy game can impact vocabulary mastery among eighth-grade students at SMP Kartika II-2 (Persit) in Bandar Lampung during the 2017/2018 academic year. This study addressed a relevant issue in education by exploring the potential of a structured game such as Jeopardy to enhance vocabulary learning, a fundamental aspect in the development of language skills itself representing a significant contribution to the educational field by exploring and documenting how the Jeopardy game can influence vocabulary proficiency among eighth-grade students. Its rigorous methodological approach and potential findings could inform effective educational practices and promote the creative use of structured games to enrich vocabulary teaching and learning in school settings.

On the other hand, in the meso context, the study entitled "The Implementation of Language Games to promote vocabulary learning in Fifth Graders Students in Colombia", conducted by Guerrero et al. (2016) is presented. This study argued that implementing language games as an educational strategy is fundamental to improving vocabulary learning among fifth-grade students. This approach is innovative and crucial in the current academic context, where effective methods are constantly sought to increase students' interest and engagement in language learning. Therefore, this study represents a significant contribution to the educational field by demonstrating how language games can be successfully implemented to improve vocabulary learning in fifth-grade students. Its rigorous methodological approach and the results obtained underline the importance of integrating ludic and active strategies into the school curriculum, thus enriching the educational experience and improving students' academic achievement in the area of language.

At the national level, specifically in Ambato, the academic research of the PUCE entitled "Board Games for Vocabulary Development Among Young EFL Learners" developed by Quinchuela (2023) has been conducted. This study examines how board games can promote vocabulary development in young EFL learners. As vocabulary mastery is fundamental to language learning and can be a major challenge for young learners, this work represents a significant contribution

to the field of education by exploring and demonstrating the potential of board games to promote vocabulary development in young learners of English as a foreign language. The rigorous methodological approach and the results obtained could have a positive impact on pedagogical practice by promoting gamified and active strategies to enrich vocabulary teaching and improve students' language skills in language learning environments.

In order to contextualize the current situation, the "Ricardo Decalzi" Educational Unit located in Ambato is mentioned, having a trajectory of 38 years in the educational field. This educational institution is located in the province of Tungurahua, in the Ambato canton, Huachi Chico. It is a private educational unit that offers primary, elementary, and high school education. It offers a regular education system and operates under the Sierra school system. The school day is in the morning and the teaching modality is face-to-face.

Nowadays, the institution has introduced effective methods that have significantly improved the learning of the English language. However, to continue advancing, it is crucial to introduce innovative techniques that further enrich the educational process, especially focused on comprehensively strengthening vocabulary learning. Besides repetition and memorization of the words, it is essential to incorporate strategies that encourage contextual understanding and the practical use of vocabulary in real situations.

Problem or topic Statement

Although students in Ecuador have English lessons from the first years of school, the development of language skills has not been fully achieved due to several factors. One of the biggest challenges is the teaching methodology used, which often focuses more on memorizing grammar and vocabulary than on improving communicative skills. In addition, the lack of constant and practical contact with environments where English is used naturally contributes to the fact that many students are unable to apply their knowledge effectively in real situations. The limited availability of adequate resources and the inadequate professional training of teachers also play a crucial role in this problem. Therefore, significant adjustments to teaching methods and the learning environment are needed to

improve the English language skills of Ecuadorian students (Schmitt & Schmitt, 2020).

Furthermore, vocabulary is an essential part of learning and is crucial for mastering a foreign language. However, the traditional teaching methods used in many educational institutions often cause some difficulties for students in learning. In order to overcome this problem, it is important to integrate interactive games and activities into the language classroom, as games provide a dynamic way of practicing vocabulary while motivating and engaging learners (Carter, 1987).

According to Qian and Lin (2019), vocabulary is a basic building block for acquiring linguistic competence. In addition, it provides the basis for speaking, reading, writing, and listening in a particular language. Furthermore, teachers must keep in mind that second language learners must first understand its meanings in their native language and be familiar with it, otherwise, learning will not be successful.

At the same time, vocabulary is an indispensable component of English language learning and effective communication. Thus, a wide range of vocabulary helps to describe specific actions and emotions, and knowledge of vocabulary is often considered a second language tool (Goundar, 2019). It allows students to express their thoughts and feelings in detail on a range of topics and to be accurate in expressing their feelings and desires.

The limited use of activities such as games affects English vocabulary learning. For that reason, using traditional activities to teach English vocabulary in the classroom creates difficulties in learning and memorizing vocabulary, as well as insufficient development of fundamental language skills such as listening, speaking, reading, and writing. Frequently, students have problems understanding the information because they tend to translate word by word, rather than interpreting the vocabulary in the proper context (Derakhshan & Khatir, 2015).

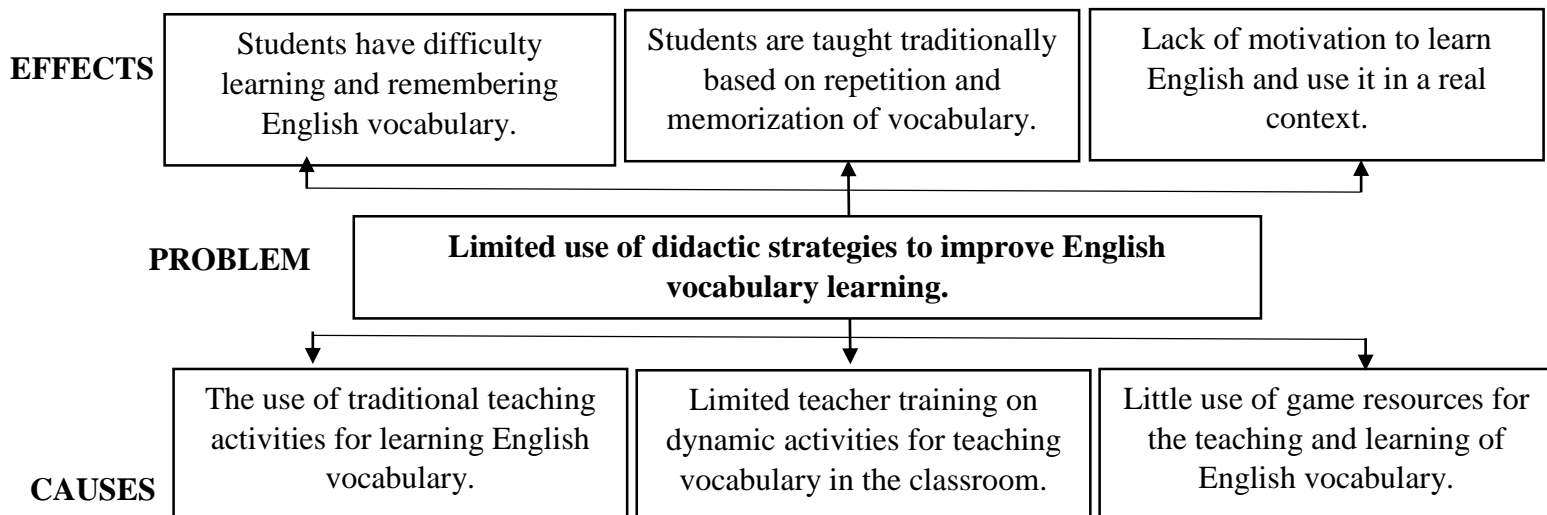
Moreover, teachers are not trained in handling and applying alternative pedagogical activities in English classrooms. Luengo & Martinez (2011) emphasized that teachers do not use games as teaching strategies, and students learn with methods based on memorization and repetition. Another problem is the

restricted use of game resources for teaching and learning English vocabulary. Consequently, teachers tend to adopt more traditional methods, which causes a lack of motivation to learn English and to use it effectively in everyday situations. In addition, it could reduce the opportunities to develop communication skills that are necessary in the globalized world. As a result, the use of activities such as games in the classroom may reduce the students' unwillingness to learn English, which increases the reinforcement of vocabulary. Therefore, the use of games such as Jeopardy in the classroom may decrease in this context, increasing the development of English language skills (Berdiyeva, 2024).

Bendo (2019) established that is crucial to include games as a didactic activity because students acquire knowledge by playing and this generates a motivation that is mixed with the routine and obligations in the classroom. It also encourages students' voluntary participation in the games, which allows them to pay more attention to the contents of the unit and improves their concentration and performance in general.

Figure 1

Problem tree



Elaborated by: Sevilla, N. (2024)

Source: Problem tree

Hypothesis

The use of Jeopardy boosts English vocabulary learning in eighth grade students at “Unidad Educativa Ricardo Descalzi”.

Beneficiaries

The beneficiaries of this research project are students from the "Unidad Educativa Ricardo Descalzi" located in the province of Tungurahua, canton Ambato. The present study is focused on the participation of 16 students in the area of English at the eighth grade of EGB, composed of 8 males and 8 females between 12 and 13 years old, with an A1 level, as these learners are able to communicate in daily situations using basic vocabulary and frequently used expressions. Students belong to a medium economic condition as the institution is private. Hence, the primary purpose of the study is to achieve a high academic level through the use of the Jeopardy game, which contributes to improving the English vocabulary and allows better proficiency in language skills.

Delimitation of the research

- **Field:** Education.
- **Area:** Teaching English as a foreign language.
- **Aspect:** The Jeopardy game to improve English vocabulary learning.
- **Spatial Delimitation:** The research is conducted at the Unidad Educativa Ricardo Descalzi.
- **Temporal Delimitation:** The study is carried out during the academic year 2024-2025.
- **Observation Units:** Students in eighth grade of EGB at the Unidad Educativa Ricardo Descalzi.

Research Objectives

General objective:

- To analyze the impact of the Jeopardy game in the improvement of English vocabulary learning in eighth grade students at "Unidad Educativa Ricardo Descalzi" during the 2024-2025 academic year.

Specific objectives:

- To investigate the conceptual underpinnings of the Jeopardy game and English vocabulary learning.
- To evaluate the English vocabulary level of eighth-grade students at the Unidad Educativa Ricardo Descalzi by administering a test.
- To develop a proposal through the application of the Jeopardy game to boost English vocabulary learning in eighth-grade students at Unidad Educativa Ricardo Descalzi.
- To determine the efficacy of using the Jeopardy game as an activity to improve English vocabulary learning.

CHAPTER I

THEORETICAL FRAMEWORK

State of the art

Alqahtani (2015) explained that vocabulary is an essential component of language learning, which allows the development of the necessary skills for oral and written communication, as it is a factor that improves linguistic competence, understanding of reality, and knowledge construction. According to Sinaga and Simanjuntak (2024), applying the Jeopardy game is a valuable tool to reinforce English vocabulary learning since it promotes collaborative work, communication, problem-solving, motivation, etc. Therefore, Pitaloka (2017) stated that the execution of the research required the review of different national and international bibliographic sources that allowed the development of the research topic proposed and the gathering of relevant and current facts regarding the use of the Jeopardy game to improve English vocabulary learning. Thus, articles, dissertations, and journals were used as sources of information for the development of the present study and contributed significantly to the general context and focus of the researcher.

The study conducted by Sepyanda (2021) aimed to examine the improvement in students' vocabulary using the Jeopardy game as a learning strategy. Therefore, a quantitative research approach was conducted employing a quasi-experimental design involving an experimental and a control group. Consequently, the participation of 37 students for the experimental group and 36 students for the control group was required, giving a total of 73 seventh-grade students from SMPN 26 Makassar School in Indonesia. Thus, the data collection consisted of a pre-test and a post-test for the corresponding analysis. Additionally,

this research showed that the experimental class achieved a higher mean of 70.11 on the post-test than the control group, which obtained a mean of 64.11 on the post-test, showing a significant improvement by implementing the Jeopardy game as a teaching tool to enhance vocabulary learning. Hence, the Jeopardy game promotes vocabulary learning by encouraging content comprehension and increasing student motivation, concentration, and interest.

The previous investigation is highly relevant to the development of the present study as it provides a frame of reference regarding the topic under discussion. Thus, it contributes to the improvement and enhancement of research focused on using the Jeopardy game to boost English vocabulary learning. In the same way, it contextualizes the information discussed and ensures the logical flow of clear and concise ideas. Likewise, it facilitates the identification of the most appropriate methodology, which is quantitative based on an experimental design. Moreover, it illustrates the techniques that can be used for data collection and analysis, specifically a pre-and post-test. Furthermore, this study is relevant to the current analysis because the population and characteristics of both studies are similar, which supports its correct implementation and development through a clear objective, approach, methodology, and favorable results.

The research developed by Muleng (2018) attempted to investigate the influence of the Jeopardy game on vocabulary mastery. As a result, 196 eighth graders from Indonesia's SMP Kartika II-2 Bandar Lampung school participated. The study involved 196 eighth-grade students from SMP Kartika II-2 Bandar Lampung in Indonesia. The researcher divided the students into two groups using a quasi-experimental design: one group used the Jeopardy game for treatment, while the other group used a conventional approach. Additionally, the researcher applied a comprehensive approach to data collection by administering a pre-test and post-test. The Jeopardy game motivated and engaged the students, resulting in significant successes and satisfying rewards. Results indicated that the use of the game positively influenced vocabulary improvement.

The study analyzed is a model for the study as it provides a detailed explanation of the treatment using the Jeopardy game as a medium for vocabulary proficiency. In addition, it leads the development of data collection tools to determine the impact of the Jeopardy game on vocabulary learning and offers solutions based on students' needs. In addition, it suggests the design of activities based on the content or topics using the Jeopardy game to create a motivating, interactive, dynamic, and collaborative environment for students to learn.

The study by Quinchuela (2023) sought to develop students' vocabulary through board games. Thus, 78 students from the seventh grade of the Leopoldo Freire School in Chambo were selected to design the project. Therefore, this study used a mixed approach based on quantitative and qualitative elements. Furthermore, a quasi-experimental design approach was employed, dividing the population into two groups: an experimental group that received the board game treatment and a control group that used traditional instruction. Hence, the results showed that the board games allowed the students to interact with the learning material by providing visual support to the different situations produced during the classroom, encouraging the development of vocabulary and English language learning.

The research described previously offers a structured methodology for developing the proposed study. It showed that a mixed-methods approach gives a deeper and more comprehensive understanding of the research problem. At the same time, it explains the benefits of using games to learn vocabulary as a new way for students to expand their imagination and, above all, their desire to learn. Simultaneously, it emphasizes the proper application of board games, their procedure, and correct use.

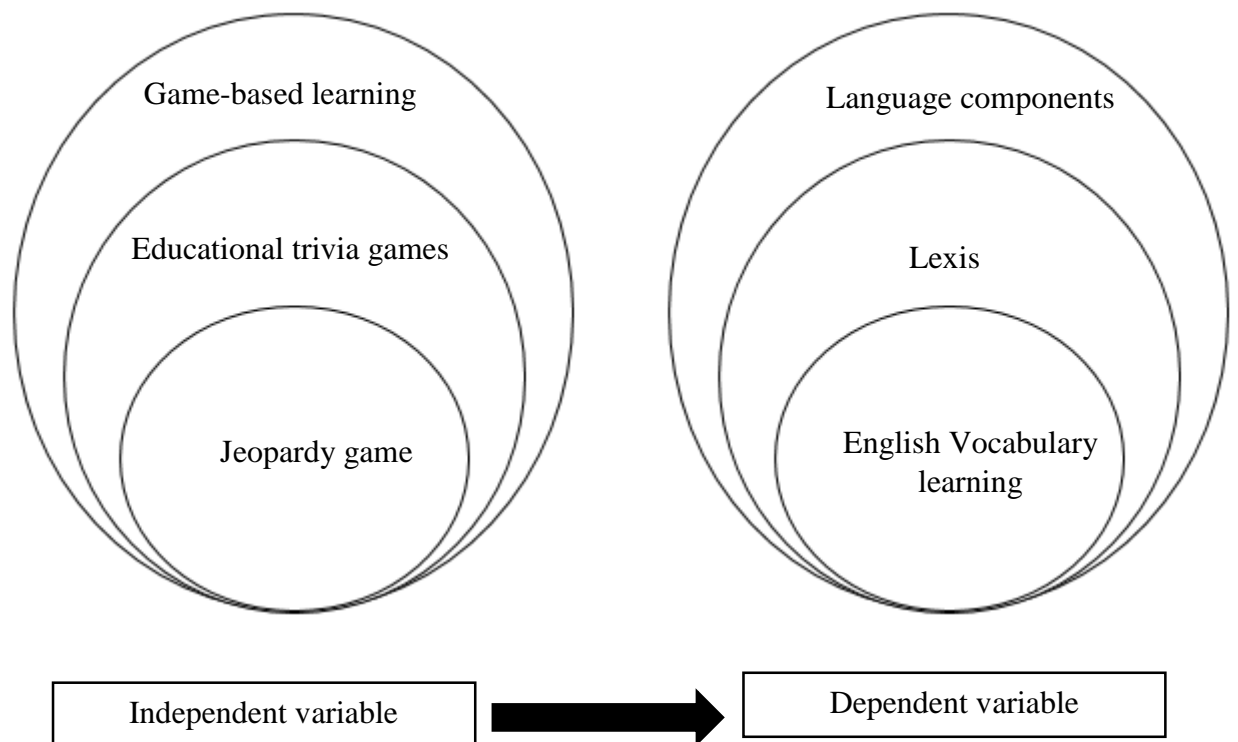
The research conducted by Topa (2019) intended to analyze the effects of interactive games on vocabulary learning using a quasi-experimental design with two groups: one experimental, which employed interactive games, and one control, which used traditional methods. The study, conducted with 22 seventh-grade students from Pensionado Americano International School, used a pre-test and post-test to measure vocabulary. The results showed that traditional methodologies based

on repetition and memorization resulted in low performance and motivation. In contrast, the experimental group showed significant improvement in vocabulary learning. Interactive games proved to be effective in fostering active participation, creativity, and research and problem-solving skills among students.

This particular research background presents considerable value and relevance to this study as it permits for determining the importance of using games in improving students' English vocabulary since it allows learners to interact, communicate, and collaborate without being forced to do so in a game environment. In addition, the study sets the guidelines for the current research and constitutes a reference in terms of the use of methods, resources, methodologies, and approaches for the improvement proposal about the problems identified in the previous case.

Figure 2

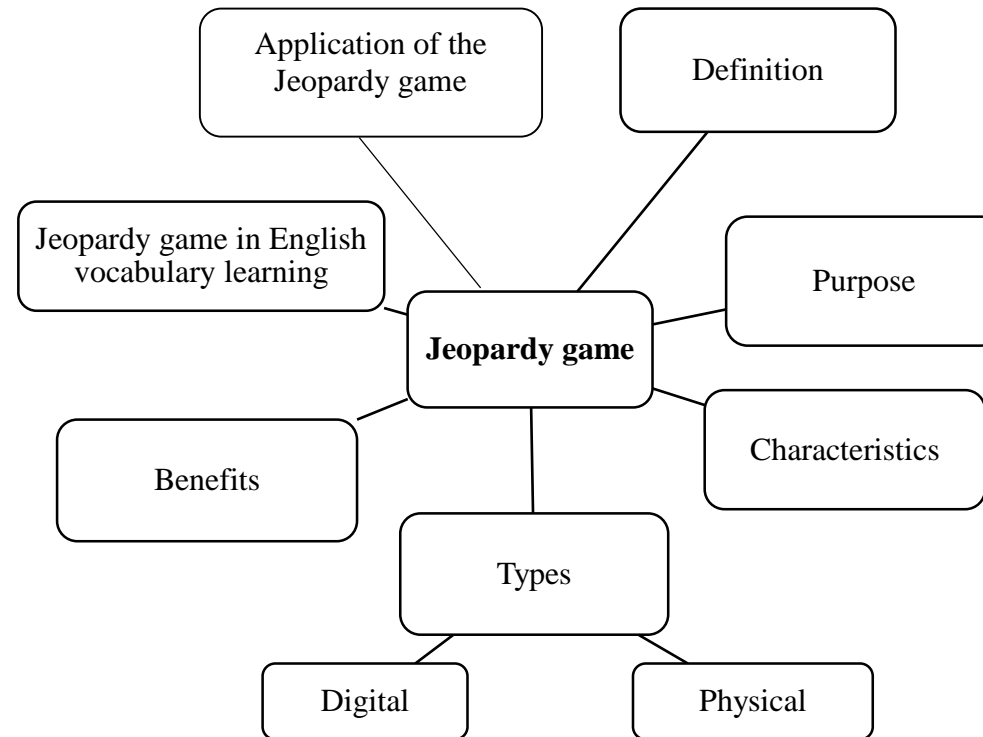
Logical organizer of variables



Elaborated by: Sevilla, N. (2024)
Source: Problem tree

Figure 3

Constellation of ideas - Independent Variable

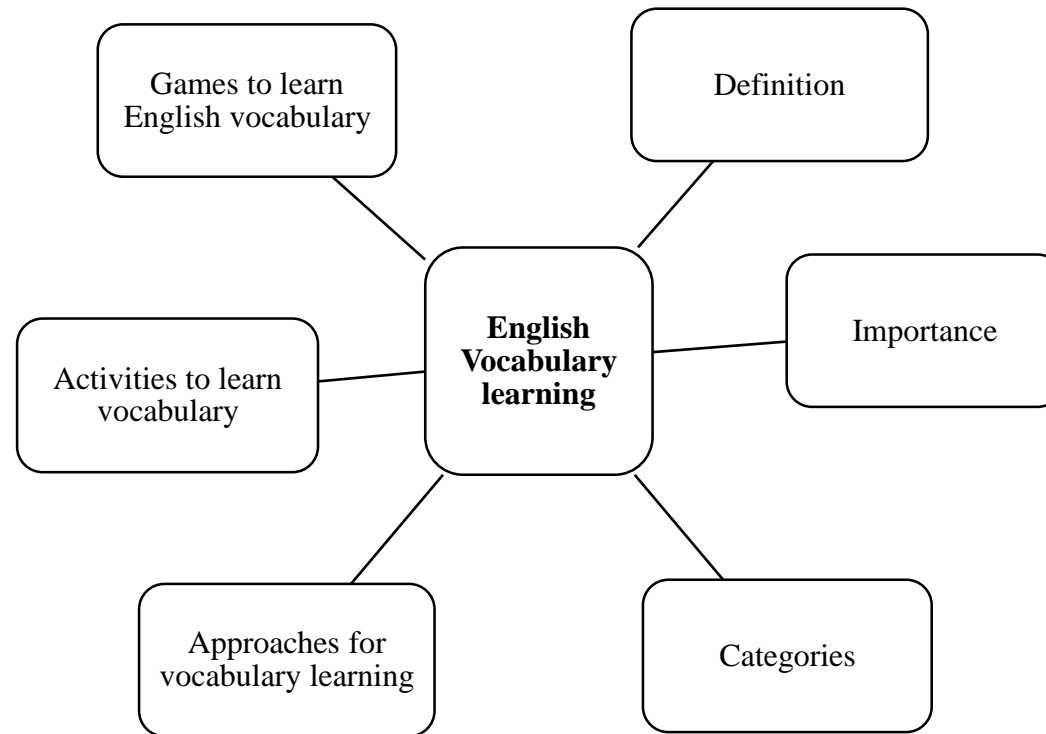


Elaborated by: Sevilla, N. (2024)

Source: Constellation of ideas

Figure 4

Constellation of ideas - Dependent Variable



Elaborated by: Sevilla, N. (2024)

Source: Constellation of ideas

Development of the independent variable

Game-based learning

According to Jan and Gaydos (2016), game-based learning (GBL) concerns the use of games as tools to reinforce learning, assimilation, or assessment. Thus, it is an educational approach that emphasizes how games can help children grow and learn in a variety of areas. Tobias et al. (2014) pointed out that by using this learning approach, educators create a balance between incorporating or extending academic content into play activities and reserving periods of uninterrupted free play. Moreover, it can be carried out in a learner-centered, engaging, and developmentally appropriate manner by offering teachers a variety of roles in the classroom.

Ghazy et al. (2021) stated that game-based learning has been highlighted as a powerful and effective tool for the integral development of students. The game has been an integral part of the educational experience from an early age. One of the most powerful aspects of the game-based approach to learning is its ability to foster intrinsic motivation and student engagement. According to Bado (2022), by engaging in playful and fun activities, students are more willing to take risks, experience failure, and become engaged in the achievement of their learning goals. This willingness to actively participate in the learning process improves retention and comprehension of information and promotes a sense of autonomy and self-efficacy in students.

Furthermore, the game provides opportunities for collaboration, communication, and teamwork, essential skills for success in personal and professional life. Through board games, role-playing simulations, and collaborative projects, students can practice problem-solving, decision-making, and negotiation in a safe and controlled environment. Thus, Jeopardy remains a powerful instructional tool that can significantly improve student participation, engagement, and learning. Its ability to turn learning into a fun, interactive experience makes it especially effective in capturing students' attention and maintaining their interest in the material (Tsai et al., 2017).

Educational trivia games

Noemí and Máximo (2014) stated that educational trivia games in English vocabulary learning are dynamic tools that combine entertainment with language development. These games are designed to challenge students through questions ranging from definitions to contextual uses of English words. The importance of these games stands in their ability to make the learning process interactive and memorable. By facing diverse questions, students reinforce their lexical knowledge and improve their ability to remember and apply new words in different language situations.

In addition, the benefits of trivia games in vocabulary learning are significant. These games help expand students' vocabulary and improve language skills, cognitive performance, and the ability to deduce the meaning of words based on context. In addition, by participating in a friendly competition, students are motivated to learn and retain more words, which can increase their confidence and enthusiasm for the English language (Jackson & Zakti, 2023).

According to Noemí and Máximo (2014), one of the most notable examples of a trivia game is Jeopardy, characterized by its unique design, in which participants have to answer a question by responding to clues in different categories. In this way, Jeopardy tests participants' general knowledge and encourages the active use of language since answers must be formulated correctly. The game enables participants to learn new words and use them in the right context, thus promoting understanding and mastery of English vocabulary.

Finally, educational trivia games represent a valuable tool in English vocabulary learning by effectively combining intellectual challenge with entertainment. They facilitate active and memorable learning, promoting deeper and lasting language comprehension while keeping students engaged and motivated through competition and dynamic interaction (Noemí & Maximo, 2014).

Jeopardy game

According to Rotter (2004), the fundamental goal of Jeopardy is to entertain and educate at the same time. Through its unique question-and-answer format, the game challenges participants to test their knowledge on a variety of topics, from history and

science to modern culture and entertainment. This combination of fun and learning makes the game an engaging tool that motivates students to actively participate in the learning process.

Rabaie (2023) highlighted that the Jeopardy game is useful for reviewing and reinforcing previously learned concepts and encouraging collaboration and teamwork among students. In addition, the game can be an effective way to keep students interested and engaged during assessment or review activities. According to Simkin (2013), one of the main advantages of the Jeopardy game is its ability to actively engage participants and motivate them to learn. Through an exciting and challenging game format, Jeopardy captures students' attention and motivates them to engage in the learning process. In addition, the game encourages healthy competition between participants, which can increase motivation and engagement in learning.

Additionally, Suryani and Kareviati (2021) stated that the Jeopardy game promotes the development of a wide range of cognitive skills, such as memory, comprehension, critical thinking, and problem-solving. By facing a variety of questions in different categories, participants have the opportunity to exercise and strengthen their cognitive skills in a fun and challenging way. Jeopardy also promotes collaboration and teamwork among players. Additionally, Rotter (2004) explained that by playing in teams or groups, participants have the opportunity to share knowledge, discuss strategies, and work together to achieve a common goal. This collaboration fosters the development of social and emotional skills, such as effective communication, leadership, and conflict resolution, which are fundamental to success in personal and professional life.

According to Simkin (2013), the Jeopardy game involves using words in creative and playful ways, including linguistic challenges that stimulate the brain and improve students' vocabulary learning skills. Thus, by playing with words that have different meanings and uses, students learn to understand words better and apply them effectively. Therefore, the Jeopardy game is an excellent learning tool for students, as it is entertaining and helps to develop important language and communication skills. The Jeopardy game is a very interesting activity that can be implemented in the classroom to enhance the learning process, as it motivates students and stimulates their interest.

Definition

Jeopardy is an American television game introduced in 1964. The game, created by Merv Griffin, was designed to challenge and entertain viewers through a unique format of questions and answers. This unique structure has been capturing the public's attention for decades and has become an effective tool for interactive learning in education (Simkin, 2013). In education, Jeopardy is used as an activity that encourages active student participation. The game is divided into categories and challenges participants to demonstrate their knowledge and critical thinking skills. Students must memorize facts and concepts and apply them quickly to solve problems in the form of challenging questions. This approach promotes deep, contextualized learning in which students learn information, apply it, and understand its relevance in different contexts (Mao et al., 2022).

The purpose of Jeopardy is to assess knowledge and aims to strengthen skills such as collaborative teamwork and making decisions. By playing in groups, students learn to communicate effectively and discuss different perspectives. In addition, the competition that Jeopardy promotes motivates students to overcome their limits and explore areas of knowledge they may not have previously considered. In short, Jeopardy has established itself as a versatile and effective educational tool that teaches academic content and cultivates skills essential for success in learning and beyond (Kurniati et al., 2021).

Purpose

According to Alqahtani (2015), the purpose of the Jeopardy game in the educational context is to create an interactive and entertaining methodology for learning. Therefore, this game encourages the active participation of students in their education. In contrast to traditional teaching methods, which are monotonous, Jeopardy turns learning into a playful experience, increasing student motivation and engagement.

Yokubjonova (2020) explained that in English vocabulary learning, Jeopardy is a valuable activity for reinforcing and enhancing students' vocabulary since it helps students to think critically and remember words and their meanings within a specific context, facilitating the memorization of new words but also teaches students to use vocabulary in appropriate contexts, which is essential for achieving fluency in the language.

In addition, Alqahtani (2015) described that Jeopardy fosters the development of essential cognitive and communication skills. Students participating in this game have to listen carefully, process information quickly, and express their answers clearly and accurately. It enhances both comprehension and oral production, which are crucial skills for English proficiency. It also fosters teamwork among students, contributing to their social and affective development and creating a positive and dynamic learning environment.

Characteristics

Jeopardy has several unique features that make it an effective educational tool for learning English vocabulary. One of the main features is its interactive and participatory structure, where students receive information passively and are engaged actively in searching for answers and asking questions. This encourages active and dynamic learning, which is crucial for vocabulary understanding (Rotter,2004).

Another important feature of Jeopardy in education is its ability to customize and adapt categories and questions according to specific learning objectives. Educators can design games that range from basic terms to more advanced vocabulary, allowing students to gradually advance their English language proficiency. This flexibility facilitates instructional differentiation and ensures that all students can participate effectively according to their level of language proficiency (Pitaloka, 2017).

Games like Jeopardy also promote the development of multiple skills, including critical thinking and problem-solving. Participants must analyze the clues provided, evaluate options, and make informed decisions when selecting and answering questions. This process reinforces vocabulary comprehension and thinking skills and the ability to contextualize and apply new words in a variety of situations. Furthermore, playing Jeopardy increases motivation and engagement in language learning. The competitive nature of the game can stimulate interest and enthusiasm for exploring and learning new words, especially when incentives such as points or symbolic prizes are offered (Akdogan, 2017).

Types

In the educational field, the Jeopardy game can be an effective tool for learning English vocabulary in both its physical and digital versions. Each format offers unique advantages that can enrich the teaching and learning process.

The physical version of Jeopardy is used in the classroom as a board game that encourages active participation and collaborative learning. A Jeopardy board designed specifically for vocabulary learning can include categories related to different topics, students select a category and value and then answer questions that are given to them. This interactive activity encourages students to remember vocabulary and fosters competition and teamwork. Teachers can customize the questions to address specific areas that need reinforcement and adapt the level of difficulty based on student progress (Kurniati et al.,2021).

On the other hand, the digital format of Jeopardy offers several additional benefits in the educational environment. Digital versions often include interactive boards and features that facilitate the management of the game, such as question-and-answer generation and score reporting. Digital platforms allow for greater integration of multimedia resources, such as images and audio, which can enrich vocabulary learning by providing contextual examples and pronunciations. In addition, the digital format can facilitate online gamification, allowing learners from different locations to participate in or conduct review activities at home (Pitaloka, 2017).

One of the digital tools that has gained popularity is *Factile*, an application that allows educators to create customized Jeopardy boards for classroom use. According to García et al. (2020), *Facile* stands out for its ease of use and for providing an accessible platform for designing interactive games that can be adapted to different educational levels and learning objectives. The *Factile* application allows teachers to create online game boards that replicate the classic Jeopardy structure, with categories and questions that can be customized to the specific content they wish to teach. This means that educators can design questions that focus on the English vocabulary they are trying to teach, adjusting the difficulty of the questions to match the level of the students. Moreover, *Factile* also facilitates the inclusion of multimedia elements, such as images and audio, which can enrich learning by providing additional context and practical examples of the vocabulary (ASCNet, 2022).

In addition, Factile supports the game being played in a virtual environment, providing the flexibility to conduct activities online or in the classroom with the help of electronic devices. Students can interact with the board directly, selecting categories and answering questions as they progress through the game. This interaction makes learning more dynamic and encourages active participation and student engagement while facilitating the evaluation of acquired knowledge (ASCNet, 2022).

Benefits

The Jeopardy game offers several benefits in the educational context of learning English vocabulary. First, the game's playful and competitive format fosters a motivating learning environment. By presenting vocabulary in a game format, student interest and participation are increased, which can result in greater retention of words and their meanings. The question-and-answer structure, characteristic of the game, also promotes active review of vocabulary, allowing students to reinforce and apply what they have learned dynamically (Kusumaningrum & Binarti, 2021).

The competitive aspect of Jeopardy provides an important motivational element. Friendly competition among students can significantly increase their interest and enthusiasm for learning new vocabulary. The nature of the game makes learning an exciting and challenging experience, which can be especially beneficial for those students who may find traditional teaching methods less stimulating. The motivation generated by competition and the desire to participate in the game encourages students to master the vocabulary and actively participate in the game (Akdogan, 2017).

According to Pitaloka (2017) established that Jeopardy provides a platform for effective formative assessment. Educators can use the game to observe students' level of comprehension and vocabulary mastery in real-time. The ability to get immediate feedback during the game allows teachers to identify specific areas where students may need more support or practice. This type of continuous assessment is invaluable for adjusting instruction and ensuring that all students are making progress in their vocabulary learning.

Moreover, the game format also encourages collaboration and teamwork, especially when played in groups. Students have the opportunity to work together to

discuss and solve questions, which promotes social learning and the exchange of ideas. This collaborative aspect of the game can help students gain insight and understanding of vocabulary from different perspectives, enriching their learning. Teamwork also develops social and communication skills, which are valuable in education (Rotter,2004).

Akdogan (2017) stated that the positive effect of Jeopardy on vocabulary learning is also evident in the reinforcement of vocabulary knowledge. The repetition and continued use of terms in the context of the game strengthen long-term memory. Students learn new vocabulary and apply it in a practical and meaningful way during the game. This dynamic aspect helps to improve memorization of the vocabulary learned and allows it to be used in situations.

Kusumaningrum and Binarti (2021) specified that the adaptability of Jeopardy is another significant benefit. The game can be customized to suit different skill levels and a variety of specific topics. Educators can adjust categories and questions to align with curriculum content and student level. This flexibility allows the game to be an effective tool in a wide range of educational contexts and for students at different proficiency levels.

Jeopardy game in English vocabulary learning

Pitaloka (2017) highlighted that the Jeopardy game has become a valuable educational activity for learning English vocabulary. The game structure, based on categories, encourages active and competitive participation among students, which is essential for the effective learning of new words and concepts. Each category of the game can be designed to focus on different aspects of vocabulary, allowing for a deep immersion in the language.

Additionally, the Jeopardy game design creates an exciting and motivating learning environment. The ability to earn points and advance in the game stimulates students to put more effort into studying vocabulary and applying their knowledge. This motivation can encourage greater participation and extra effort on the part of the students, thus contributing to greater vocabulary learning (Wichadee & Pattanapichet, 2018).

In addition, the Jeopardy activity also offers immediate feedback, as students are given a correct or incorrect answer as soon as they answer. This quick feedback allows

students to adjust their understanding of vocabulary in real-time, facilitating more dynamic and effective learning. In addition, the opportunity to review and discuss incorrect answers at the end of the game provides an additional opportunity for learning and clarification of concepts (Kusumaningrum & Binarti ,2021).

In an educational context, using Jeopardy for vocabulary learning begins with the creation of question cards that include definitions, and examples of usage in sentences or descriptions of words, and students must interpret these clues to identify the correct word and respond. This process helps students learn new words and allows them to practice using these words in context, which is crucial for long-term retention. The game is structured in rounds with other levels of difficulty and points, adapting the challenge to students' different levels. This aspect of the game helps to keep students motivated and engaged, as progress and competition among them fosters an active and dynamic learning environment (Pitaloka ,2017).

Application of the Jeopardy game

Rotter (2004) established that the use of the Jeopardy game for English vocabulary learning in the educational context offers an academic experience that integrates elements of gamification. Therefore, instead of employing traditional methods, such as memorizing word lists, Jeopardy provides students with the opportunity to learn vocabulary in a dynamic and motivating way. This approach promotes a deeper and more flexible understanding of vocabulary by allowing students to be placed in a context that requires practical application.

Jeopardy game rules adapted to the educational context are essential for keeping the game flowing properly and accurately. In the basic format, the game is divided into thematic categories, each containing questions of varying difficulty and scored according to their complexity. Therefore, students work in teams to select a category. The team that answers the question correctly receives the points allocated to that question, while the team that does not answer the question correctly receives no points and the round is passed on to the next team (Akdogan, 2017).

It is essential to follow certain guidelines to use Jeopardy in the classroom effectively and engagingly. First, the teacher should prepare a game board, physical or

digital, with categories and questions related to the vocabulary to be taught. These categories should include questions of different levels of difficulty so that the challenge is progressive. It is required to explain the rules to the students before starting the game, detailing how to select the questions and how points are assigned. In addition, the teacher should be prepared to provide immediate feedback and answer any questions that arise during the game (Wichadee & Pattanapichet, 2018).

According to Akdogan (2017) described that the game application process starts by forming teams and explaining the rules to the students. The teams begin by selecting a category and level of difficulty on the game board screen. Afterward, the teacher reads aloud the clue corresponding to the choice made. After this, the team has a limited time to discuss and formulate an answer in the form of a question. For a correct answer, the team receives the assigned points, and the game moves on to the next category chosen by another team. In case the answer is incorrect, the team loses the points, and the turn is moved to the next team. This process is repeated until all available questions are completed or the set objective of the game is fulfilled.

The teacher's role is crucial during the implementation of the game to effectively moderate and guide the game. The teacher must have clear and appropriate questions and provide clarifications or corrections when necessary. The teacher must also manage time effectively to maintain the pace of gameplay and prevent the game from becoming tedious. Immediate feedback on correct and incorrect answers allows learners to adjust their understanding in real time and reinforce their vocabulary knowledge. The teacher can also use the game to enhance concepts and provide additional explanations (Kurniati et al.,2021).

Development of the dependent variable

English language components

Pinker and Jackendoff (2009) established that the English language, like any other language, comprises several components that work together to facilitate effective communication. Thus, these components are phonology, morphology, syntax, lexis, semantics, and pragmatics, and each plays a crucial role in structuring and understanding the language and focusing on vocabulary, which is the set of words that a language uses

and understands. According to Brinton (2000), the vocabulary in the English language is essential to each of these language components because it provides the basic units from which linguistic expressions are constructed.

Kracht (2007) described that the components of language are fundamental to speech comprehension and production. Phonology focuses on speech sounds and their patterns, determining pronunciation and intonation. Moreover, morphology analyzes the internal structure of words, including prefixes and suffixes, to understand how they form and change. Furthermore, syntax establishes the rules for organizing words into grammatically correct and meaningful sentences. On the other hand, Butz and Kutter (2016) specified that the lexis component of language refers to the set of words and expressions that constitute a particular language. Moreover, the lexis component of language refers to the set of words and expressions that constitute a particular language. In addition, semantics investigates the meaning of words and phrases and how they combine to convey ideas. Finally, pragmatics deals with the use of language in specific settings and how meaning can vary according to social and cultural context. These components work together to facilitate effective communication and understanding within any language.

Lexis

First, the lexis includes the total number of words and expressions that are part of a language. It includes single words and common combinations of words and idiomatic expressions with specific meanings in specific contexts (Caro & Mendinueta, 2017). According to Kracht (2007), the lexicon is more than a simple list of terms and includes all the linguistic units that speakers use to communicate. In addition, the lexicon is constantly changing, adapting to cultural, technological, and social changes. Proper understanding and use of the lexicon are essential for effective communication and accurate interpretation of ideas in any language (Cowie, 1989). Thorough knowledge of the lexicon enables speakers to understand and correctly use words in their appropriate contexts. In addition, a broad and fluent lexicon facilitates the expression of complex ideas and the adaptation of discourse to different communicative situations (Abdelaziz, 2013).

Lexis, as an essential language component, plays a fundamental part in communication and understanding. It forms the basis on which sentences and conversations are built, enabling the clear and accurate expression of ideas, feelings, and thoughts. In addition, lexis reflects and transmits cultural aspects of a community's traditions and values that enrich the understanding of a language and its speakers. This good lexical management also contributes to the flow and coherence of discourse, making communication more effective and understandable (Carter et al.,2014).

English vocabulary learning

Vocabulary learning is fundamental to achieving fluency in a language, as it is the foundation for developing speaking, reading comprehension, writing, and listening skills. In this way, games are highlighted as an excellent strategy for expanding vocabulary and for fostering meaningful social interactions among students. In this way, participation in educational games becomes a key element in motivating students to learn English (Brooks et al.,2021).

Brooks et al. (2021) highlighted that Learning English vocabulary is a rewarding and central part of developing English language skills. Increasing vocabulary allows students to communicate more effectively and to enrich their ability to understand and express ideas more accurately and fluently. This skill is essential in everyday contexts where clear and concise communication is essential for success. Therefore, students must focus on having a solid knowledge of the most frequent and common words in English, which will provide them with a concrete linguistic foundation to perform confidently in a variety of communicative situations (Dakhi & Fitria, 2019).

Agazzi (2022) emphasized that learning vocabulary enables students to develop the language skills that help them to become familiar with a word by reading, listening to it, and making use of this knowledge in their written and oral production. This process involves memorizing terms and understanding their meanings and contextual uses, which enriches their communicative competence. According to Brooks et al. (2021), the impact of games on vocabulary learning is significant as they motivate learners and provide them with opportunities to practice and consolidate their understanding of words. In addition, learners should be able to identify and create dialogues or writings using the knowledge

they have already acquired, which strengthens both their receptive and productive language skills.

Definition

Kamil and Hiebert (2005) established that vocabulary is the knowledge and understanding of the meaning of words, which is essential to proper communication, production, and learning in a second language, in this case, English. Therefore, it is important to have an extensive vocabulary to interact successfully with others, especially when it involves learning and communicating ideas and thoughts in a new language. Likewise, without a large and suitable vocabulary, it becomes difficult to apply the grammatical processes learned (McCarthy,1990).

According to Ghazal (2007), vocabulary learning starts early in life as children learn the fundamental words necessary for interaction with family and their social environment. This progression extends with age, enabling them to cultivate a more extensive and sophisticated vocabulary that suits their unique needs and interests. In academic or professional settings, proficiency in specialized vocabulary pertinent to one's field of study or occupation becomes essential (Jenkins & Dixon, 1983).

According to McCarthy (1990), an extensive vocabulary promotes social and professional interaction, allowing effective and fluent communication with other people. Thus, several strategies facilitate vocabulary learning. One of them is contextual learning, where words are learned through the context in which they appear, helping to infer their meaning from the words and phrases that surround them. Another effective method is the use of visual and auditory resources, such as images, videos, and audio, which reinforce the association between the word and its meaning.

Importance

According to Sun and Yin (2022), vocabulary learning plays a fundamental role in the intellectual and linguistic development of learners, influencing their ability to communicate successfully and understand the world around them. First, vocabulary acts as a medium for the accurate communication of thoughts and emotions. Choosing appropriate words allows individuals to convey their ideas clearly and accurately,

avoiding misunderstandings and facilitating effective communication in both formal and informal contexts (Alqahtani, 2015).

In addition, vocabulary learning is linked to reading and listening comprehension. Therefore, the ability to recognize and understand words in different contexts facilitates the correct interpretation of written texts and oral discussions. A person with a good repertoire of words can address more advanced and complex texts more easily, extracting deeper meanings and connections between ideas that enrich their understanding of the content (Yokubjonova, 2020).

In addition, Alqahtani (2015) described that Jeopardy fosters the development of essential cognitive and communication skills. Students participating in this game have to listen carefully, process information quickly, and express their answers clearly and accurately. It enhances both comprehension and oral production, which are crucial skills for English proficiency. It also fosters teamwork among students, contributing to their social and affective development and creating a positive and dynamic learning environment.

English Vocabulary categories

The vocabulary, which is made up of an extensive collection of words and expressions, is the cornerstone of any language. Each word has several essential characteristics that go beyond its simple definition, such as its meaning, spelling, pronunciation, part of speech, word family, collocation., and so on (Rahmawati,2017). However, this purpose can vary depending on the context in which the word is used and the cultural connotations associated with the word. Thus, understanding the meaning of a word requires grasping both its literal denotation and its conceptual meaning, which allows for more accurate and enriching communication (Nagy & Scott, 2000).

Nagy and Scott (2000) explained that spelling is the correct spelling of a word. It is fundamental to effective written communication, as correct spelling ensures understanding and consistency of the message. Mastering the spelling of words requires attention and constant practice, as spelling rules can be complex and vary from language to language.

On the other hand, pronunciation is the way a word is articulated orally. It is crucial for clear and effective oral communication; as incorrect pronunciation can lead to misunderstandings or difficulties in understanding. To learn the correct pronunciation of words, you need to familiarize yourself with the sounds of the target language and practice articulating the words correctly (Nagy & Scott, 2000).

Furthermore, understanding the parts of speech is a fundamental part of the study of the vocabulary of any language. These parts of speech are the grammatical categories into which words are classified according to their function and meaning within a sentence. It is essential to understand them to develop strong language skills and to be able to communicate effectively (Croft, 2000).

In addition, word families are groups of words that share a common root and are semantically related to each other. These families are fundamental in learning the vocabulary of a language because they allow students to expand their linguistic knowledge efficiently. By understanding how a root functions within different contexts and derivations, learners can recognize and use a wider variety of words effectively (Bauer & Nation, 1993).

Likewise, in learning the vocabulary of a language, collocations play a crucial role in improving fluency and naturalness of expression. Collocation refers to the frequent and natural combination of words that tend to appear together predictably in the language. These combinations are more than the simple addition of their parts, as they reflect idiomatic patterns and linguistic conventions embedded in everyday language use (McKeown & Radev, 2000).

Approaches for vocabulary learning

According to Seliger (1975), the process of learning a new language is an exciting process that involves exploring and mastering different aspects of language, including vocabulary learning. Vocabulary in English is a complex process. In vocabulary learning, the deductive and inductive approaches represent two different ways of introducing and consolidating knowledge of new words. The deductive approach is based on teaching general rules and broad concepts before applying these principles in specific situations. In the context of learning vocabulary, this implies that the learner first receives a list of

words, their definitions, and rules of usage before practicing with examples and exercises. This method offers a clear and organized structure, providing students with a solid foundation for understanding the meaning and usage of each term from the beginning.

On the other hand, Zaman (2020) established that the inductive approach is more exploratory and focuses on discovering and generalizing patterns from specific examples. Instead of presenting general rules first, the learner is exposed to multiple contexts in which certain words are used and deduces the rules and meanings from these examples. In vocabulary learning, this means that students can find and analyze words within texts or activities before receiving a formal explanation of their definitions and uses. This approach encourages more active and contextualized learning, allowing students to build their understanding of vocabulary through direct experience.

Habibi (2021) stated that both approaches have significant benefits in vocabulary learning. The deductive approach provides a clear structure and gives learners an accurate understanding of terms before applying them in a broader context. In contrast, the inductive approach is more effective for developing contextual comprehension skills and the ability to infer meanings from vocabulary used in different situations, being beneficial for practical learning

Activities to learn vocabulary

Tayaa (2022) emphasized that the implementation of English vocabulary learning activities is very important to develop appropriate and effective language skills. These activities should be varied and adapted to the level and specific needs of the learners. An effective strategy is to use authentic and relevant contexts that help students understand and retain new words in a meaningful way. According to Erbaggio et al. (2012), the use of engaging reading, videos, multimedia, games, or simulated classroom scenarios can enrich learning by linking words to realistic situations. In addition, it is required to encourage active vocabulary practice through games, as this is fundamental to making the learning process dynamic and effective. Games provide a fun way to practice new vocabulary and reinforce existing vocabulary to strengthen visual and auditory memory.

In addition, Dabboub (2019), emphasized that it is essential to provide constructive feedback during activities to correct errors and encourage proper vocabulary

usage. Students must be guided on correct pronunciation, grammatical usage, and word meaning. Integrating vocabulary learning with other language skills, such as writing and speaking, contributes significantly to overall English proficiency. In summary, effective implementation of English vocabulary learning activities focuses on recognizing, memorizing, and practical and meaningful use of words in different contexts and learning situations.

Games to learn English vocabulary

Derakhshan and Khatir (2015) explained that games have become an effective and motivating strategy for learning English vocabulary. They play a crucial role in English vocabulary learning as they create an interactive and engaging experience. In contrast to the traditional methods of memorization, games allow students to practice in a fun and contextualized way, resulting in better vocabulary retention. By engaging learners in fun and challenging activities, games strengthen short-term memory and encourage the active application of new vocabulary in different contexts.

One of the key benefits of games is that they make learning more accessible and engaging. Students can participate in vocabulary games tailored to their language level and learning style, which promotes an inclusive and collaborative learning environment. In addition, the games can be customized to focus on specific areas of vocabulary that students need to improve (Huyen & Nga, 2003).

Games are an effective way to learn English vocabulary, especially when they are interactive and enjoyable, like the popular trivia game Jeopardy. This game is entertaining and encourages players to memorize words and use them in a variety of contexts. The question-and-answer structure encourages active participation and friendly competition, motivating learners to engage with the material more intensely than traditional memorization methods (Derakhshan & Khatir, 2015).

CHAPTER II

METHODOLOGY

The methodology section is fundamental because it describes the approaches and procedures used in the research. This section explains the specific data collection techniques, the type of methodology, and the instruments used to guarantee the validity and reliability of the information obtained. Thus, the methodology provides a clear and systematic framework for evaluating the quality and accuracy of the study, facilitating a better understanding of the results (Opoku et al.,2016).

Research approach and design

Research approach

The quantitative approach focuses on the collection and analysis of numerical data to provide accurate and reliable results through the application of mathematical and rigorous statistical methods and offers a consistent foundation for conclusions. According to Pandey and Pandey (2021), quantitative methodology is based on collecting data that can be measured and analyzed statistically, allowing for reliable and consistent results. At the same time, Lazaraton (2005) stated quantitative analysis also includes the use of specialized tools and software for data processing, which improves the accuracy of the results and allows for a thorough evaluation of the hypotheses put forward. Furthermore, the study emphasized the validity and reliability of the data. For this purpose, the research adopts a quantitative approach, including a pre-test and a post-test. The objective is to evaluate and observe the evolution of the students before and after implementing the proposal. According to the data collected, the researcher conducts a statistical analysis to determine vocabulary learning improvement using the Jeopardy game.

Research design

According to Frigon and Mathews (1996), pre-experimental research is characterized by the possibility of manipulating variables in a controlled setting to determine the influence of the independent variable over a dependent variable. This methodological approach frequently involves the administration of a pre-test followed by a post-test. Therefore, this study employs a pre-experimental research approach. Hence, Christensen (2011) pointed out that this methodology supports the idea that the Jeopardy game is an effective method for improving English vocabulary learning. Thus, the study is successful when the selected group shows that the Jeopardy game positively influences English vocabulary learning.

Bibliographic and Field-based research

This study focuses on field and bibliographic research. Through direct observation and review of relevant literature, it aims to understand how the Jeopardy game enhances vocabulary learning in English. The research helps to analyze the application of the game in educational settings, while the literature research provides a theoretical basis and background for its effectiveness in vocabulary learning. Therefore, the research project is based on bibliographic research due to the use of supported, contextualized, updated, and scientific theories proposed by different authors. In addition, Eaton (1964) established that it provides new insights that facilitate interpreting the data collected. The bibliographic information is taken from journal sources, scientific articles, books, pdf, and other sources that enhance the understanding of the topic of immersive methodologies and students' metacognition (Reed & Baxter, 2006).

Additionally, it was field research because the data was collected directly from the participants of the study, in this case, eighth-grade students of EGB, allowing them to know the institutional reality of the Unidad Educativa Ricardo Descalzi regarding the Jeopardy Game and English vocabulary learning. Thus, it is possible to measure the data during the research process, obtaining concrete and accurate conclusions (Burgess, 2002).

Description of the population and the research context

Kothari (2004) established that the population is defined as the complete group of elements or cases that fulfill a specific set of criteria or characteristics determined by the

study. Thus, the population includes all individuals, objects, events, or elements that match the definitions established for the research study. The population includes 16 students, divided into 8 females and 8 males. Therefore, the students belong to the eighth year of EGB, and their level of English is A1, which allows them to communicate in everyday life through simple sentences and vocabulary. Furthermore, the age group of the students is 12 to 13 years old. Hence, these students are from a private institution called Unidad Educativa Ricardo Descalzi in Ambato.

Table 1

Population

Population	Number	Percentage
Male	8	50%
Female	8	50%
Total	16	100%

Elaborated by: Nicole Sevilla. (2024)

Source: Eighth grade of EGB of Unidad Educativa "Ricardo Descalzi"

Data collection process

Willson and Miller (2014) explained that data collection requires the development of a detailed plan describing the steps necessary to accomplish the objectives. The process starts with asking permission from the authorities to collect data. Next, a pre-test is administered to identify students' English vocabulary levels. Therefore, it is necessary to design an educational proposal that includes the Jeopardy game created to improve English vocabulary learning. Once the proposal has been implemented, a post-test with a similar format to the pre-test is carried out to ensure the reliability of the results. This analysis helps to evaluate the improvement in English vocabulary learning. For this purpose, Excel and SPSS are used to perform a detailed statistical examination, including a frequency and a descriptive analysis (Kothari, 2004).

Operationalization of the independent variable

Table 2

Independent variable: Jeopardy game

Variable or category	Conceptualization	Dimensions	Indicators	Items	Techniques Instruments
Jeopardy Game	The Jeopardy game is an effective tool for reviewing concepts, fostering motivation, collaboration, and developing cognitive skills in students. In addition, it promotes interest and participation during assessments and practice. In education, Jeopardy is useful for learning English vocabulary in both its physical and digital versions, each with advantages that enrich learning (Akdogan, 2017).	Motivation	Student engagement levels	Develop a comprehensive research of the Jeopardy game and design a proposal based on the game to improve English vocabulary learning	Theoretical Research: Documental analysis
		Collaboration	Teamwork and communication among students		
		Cognitive skill development	Problem-solving abilities and critical thinking		
		Interest and participation	Active participation and interest in game sessions		
		Learning Outcomes	Improvement in vocabulary and retention of learned concepts over time		

Elaborated by: Sevilla, N. (2024)

Source: Operationalization of the independent variable

Operationalization of the dependent variable

Table 3

Dependent variable: English vocabulary learning

Variable or category	Conceptualization	Dimensions	Indicators	Items	Techniques
					Instruments
English vocabulary learning	Vocabulary is the set of words in a language and its learning is crucial to achieve proficiency in it since it is the basis for developing language skills. In addition, vocabulary categories are essential for understanding and using words effectively. Educational activities are an excellent means of expanding vocabulary and fostering meaningful interactions among learners, which is an excellent way to motivate students to learn English (Alqahtani, 2015).	Vocabulary comprehension	Meaning Part of Speech	Sentence Completion	Pre-test and Post-test
		Vocabulary usage	Word Family Collocation	Fill in the Blanks	Multiple Choice
		Vocabulary retention	Spelling	Belonging	
		Engagement Motivation	and	Interest in Learning Collaborative Learning	

Elaborated by: Sevilla, N. (2024)

Source: Operationalization of the dependent variable

Research techniques

According to Pandey and Pandey (2021), research techniques are systematic and organized approaches used for data collection and analysis in a study. These techniques guarantee that the information obtained is relevant and appropriate, providing a methodological framework that guides the collection and analysis of data to achieve valid and reliable results. In the current study, a combination of a pre-test and a post-test is used to investigate the impact of the Jeopardy game on vocabulary learning in English. Hence, a pre-test consisting of 25 questions is administered to identify the students' initial vocabulary. After the intervention based on the Jeopardy game, a post-test using the same template is conducted to determine the impact of the Jeopardy game on vocabulary learning (Kothari, 2004).

Research instruments

According to Pandey and Pandey (2021), research instruments facilitate the collection of accurate and relevant information to analyze and interpret the data in a study and allow researchers to conduct a rigorous analysis. Their main purpose is to provide an exact and objective understanding of the phenomenon or problem under study. Hinds (2002) pointed out that instruments include surveys, questionnaires, interviews, standardized tests, direct observation, and document analysis, among others. The selection of research instruments depends on the type of information required and the methodological approach of the study that guarantees the collection of accurate and relevant data. In the present study, a questionnaire with 25 items, including sentence completion, multiple choice, fill in the blanks, and belonging to assess students' English vocabulary. (Kothari, 2004).

Validity and reliability of instruments

Cohen et al. (2017) pointed out that validity and reliability are two fundamental aspects in the development of a research project since they provide support to ensure that the data collection instruments are accurate and adequate for the study. In combination, the validity and reliability of the data collection

instruments strengthen the comprehensiveness of the research and provide a solid basis for the conclusions and recommendations derived from the study.

Validity

Taylor (2013) emphasized that the validity of instruments is essential to guarantee that the results effectively represent what they are trying to measure, which supports the relevance and accuracy of the research results. This study validates the pre-test and post-test by applying an expert evaluation process. This methodology consists of achieving consensus among specialists who evaluate the instrument or topic in question. In this study, three experts reviewed the instruments and suggested modifications to improve the clarity and comprehensibility of the items, thus strengthening their validity.

Reliability

According to Maxwell (2017), reliability refers to the consistency and stability of the results obtained with the instrument over time and under different conditions. Statistical techniques like Cronbach's alpha (α) are used to assess the reliability of a set of items or variables in a questionnaire. Therefore, this measure evaluates internal consistency, with values ranging from 0 to 1. A higher Cronbach's alpha indicates greater reliability, with a commonly accepted threshold of 0.7 for acceptable reliability. Values above 0.8 suggest that it is good, while values above 0.9 have an excellent internal consistency.

Table 4

Pre-test reliability test results

Reliability statistics	
Cronbach's alpha	N of elements
.809	6

Elaborated by: Sevilla, N. (2024)

Source: Pre-test reliability test results

Table 5

Post-test reliability test results

Reliability statistics	
Cronbach's alpha	N of elements
.805	6

Elaborated by: Sevilla, N. (2024)

Source: Post-test reliability test results

Analysis and interpretation of results

The Cronbach's alpha values obtained in this research were 0.809 for the pretest and 0.805 for the posttest, which is within the good range of reliability. These results indicate a good internal consistency of the measurement instruments used (Frost et al.,2022). Furthermore, these results suggest that the items that constitute the scales are coherently assessing the study construct, which is fundamental to guarantee the reliability of the results. In addition, adequate internal consistency allows inferring that the participants' results are consistent, reinforcing the validity of the findings from the data analysis.

Furthermore, this internal consistency ensures that the conclusions drawn from the results are valid and relevant since Cronbach's alpha in this range indicates that the items are related and provides confidence in the readability of the instruments. Therefore, the results can be interpreted with greater accuracy, and the differences observed between the pretest and posttest can be considered representative of the real impact of the intervention or the phenomenon under study (Bonett & Wright, 2015).

Analysis of results

Mukherjee and Lodha (2016) emphasized that the analysis and interpretation of results are essential in research and when evaluating data from studies, experiments, or investigations. This involves examining the information

collected using measurement tools such as a pre-test and post-test. Once these instruments have been used and validated by experts, the next step is to organize the results and present them in a clear and understandable way. Data analysis consists of organizing information into tables and graphs that make it easy to visualize and understand the data.

Pre-test results

The table shows the scores obtained by the students in the pre-test designed to identify their level of English vocabulary. This test is organized into five sections, each focusing on different aspects of vocabulary, each section scores two points, and each item has a value of 0.4 points, giving a total of 10 points. The scores are classified into four categories: a score of 9 to 10 indicates mastery of learning; 7 to 8.99 suggests that the student has achieved the learning; a range of 4.01 to 6.99 indicates that the student is close to achieving the learning; and a score of 4 or less indicates that the student has not achieved the learning.

Table 6

Pre-test results

Criteria	Scale							
	Mastery of learning		Achieve learning		Close to achieving learning		Not achieving learning	
	Average	Percentage	Average	Percentage	Average	Percentage	Average	Percentage
Meaning	1.60	16.0%	1.73	26.0%	1.11	50.0%	.80	8.0%
Spelling	1.40	14.9%	1.33	21.3%	1.16	55.3%	.80	8.5%
Collocations	1.00	20.0%	.80	24.0%	.53	48.0%	.40	8.0%
Word Family	1.00	13.5%	1.07	21.6%	.89	54.1%	.80	10.8%
Parts of Speech	1.40	13.5%	1.47	21.2%	1.24	53.8%	1.20	11.5%
Total	6.40	15.2%	6.40	22.7%	4.93	52.6%	4.00	9.5%

Elaborated by: Sevilla, N. (2024)

Source: Pre-test results

Analysis and interpretation

The pre-test results indicate that the majority of students are close to achieving learning in the different evaluated vocabulary areas in English, varying from 48% to 55.3%. Therefore, this indicates learners are close to achieving an adequate level, but the students require additional support in areas such as meaning, spelling, collocations, word families, and parts of speech. The most problematic areas of difficulty are collocations and word family, where 48% and 54.1% of the students rank in this category. This suggests that students need more specific activities and resources to help students improve their comprehension and use of vocabulary.

In addition, the percentage of students not achieving learning ranges from 8% to 11.5% in all areas, which shows that, although this proportion is not too high, it is still a group that requires particular attention. Thus, the use of didactic activities centered on vocabulary practice, such as interactive games and pronunciation exercises, could be beneficial in reinforcing the concepts learned. Hence, the findings indicate the need for pedagogical approaches that strengthen vocabulary development.

Post-test results

The table provides the students' percentage frequency of scores obtained in the post-test, conducted after the sessions with the Jeopardy game. This test is organized into five sections, each focusing on different aspects of vocabulary, each section scores two points, and each item has a value of 0.4 points, giving a total of 10 points. The scores are classified into four categories: a score of 9 to 10 indicates mastery of learning; 7 to 8.99 suggests that the student has achieved the learning; a range of 4.01 to 6.99 indicates that the student is close to achieving the learning; and a score of 4 or less indicates that the student has not achieved the learning.

Table 7*Post-test results*

Criteria	Scale							
	Mastery of learning		Achieve learning		Close to achieving learning		Not achieving learning	
	Average	Percentage	Average	Percentage	Average	Percentage	Average	Percentage
Meaning	1.73	36.1%	1.91	59.7%	1.20	4.2%	.	0.0%
Spelling	1.73	37.7%	1.78	58.0%	1.20	4.3%	.	0.0%
Collocations	1.53	41.1%	1.33	53.6%	1.20	5.4%	.	0.0%
Word Family	1.67	40.3%	1.51	54.8%	1.20	4.8%	.	0.0%
Parts of Speech	1.87	41.2%	1.60	52.9%	1.60	5.9%	.	0.0%
Total	8.53	39.1%	8.13	56.0%	6.40	4.9%	.	0.0%

Elaborated by: Sevilla, N. (2024)**Source:** Post-test results**Analysis and interpretation**

The results of the post-test show that the majority of students achieved the learning objectives in English vocabulary after the jeopardy sessions. Therefore, across all categories tested, the highest percentage of students are found in the mastery of learning and achieve learning categories, representing 39.1% and 56.0% of the total results, respectively. It reflects that more than 95% of students have successfully achieved the required knowledge, with an average score of over 8 out of 10. In contrast, only a small percentage, 4.9%, are in the nearly successful category, suggesting that these students need additional support, although the progress has already been achieved.

In addition, the areas of meaning, spelling, and word families reflect a strong understanding of vocabulary, with over 90% of students achieving and mastering

the learning objectives. Thus, the areas of collocations and parts of speech show similar results with 53.6% and 52.9% achieving the learning level. Furthermore, it is noted that there are no students in the “no learning success” category, indicating that all students have reached the vocabulary learning performance level.

Pre-test and post-test results

The table shows a detailed comparison of the results obtained by 16 students in the pre-test and post-test, used to diagnose their English vocabulary level. This comparison provides an opportunity to monitor the progress of the students after the pedagogical intervention, reflecting the changes in their performance before and after the sessions with the Jeopardy game by contrasting both sets of data, the level of improvement in each of the areas assessed can be identified, providing key information about the effectiveness of the teaching process and the impact on students' vocabulary development.

Table 8

Pre-test and post-test results

Criteria	Pre Test Average	Post Test Average	Difference
Meaning	1.25	1.80	0.55
Spelling	1.18	1.73	0.55
Collocations	.63	1.40	0.77
Word Family	.93	1.55	0.62
Parts of Speech	1.30	1.70	0.3
Total	5.28	8.17	2.89

Elaborated by: Sevilla, N. (2024)

Source: Pre-test and post-test results

Analysis and interpretation

The table compares the pre-test and post-test results and highlights a significant improvement in the English vocabulary learning of 16 students after a pedagogical intervention using the Jeopardy game. The students' performance

improved significantly indicated by an overall increase of 2.89 points in the average scores, comparing the 5.28 points of the pre-test with the 8.17 points of the post-test. This overall difference underlines the effectiveness of the application of the Jeopardy game, reflecting remarkable progress in vocabulary learning.

Furthermore, areas such as word meaning and spelling showed a similar improvement, with an increase of 0.55 points each. However, the area of collocations presented the highest progress, with a difference of 0.77 points, which could suggest that the use of the jeopardy game facilitated the comprehension and contextual use of English words. Regarding the word family category, the improvement was 0.62 points, demonstrating that students improved their ability to recognize and use related words. Finally, the parts of speech category indicate an increase of 0.3 points, indicating that this aspect requires further reinforcement in future pedagogical sessions.

Shapiro - Wilk normality test

Considering that the sample consists of 16 observations, which is less than 50, the Shapiro-Wilk test is used and appropriate to assess the normality of the data for small samples (González & Cosmes,2019). According to Khatun (2021), this statistical test determines the normality of the data, which is an inference in many statistical analyses. Based on the results obtained, the following hypotheses are formulated:

Verification of the hypothesis

Alternative hypothesis: The use of Jeopardy game boosts English vocabulary learning in eighth grade students at “Unidad Educativa Ricardo Descalzi”.

Null hypothesis: The use of Jeopardy game does not boost English vocabulary learning in eighth grade students at “Unidad Educativa Ricardo Descalzi”.

Table 9*Normality test*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Meaning	.312	32	.000	.751	32	.000
Spelling	.217	32	.001	.883	32	.002
Collocations	.241	32	.000	.862	32	.001
Word Family	.216	32	.001	.848	32	.000
Parts of Speech	.258	32	.000	.790	32	.000
Total	.172	32	.017	.923	32	.026

Elaborated by: Sevilla, N. (2024)**Source:** Normality test**Analysis and interpretation**

The results of the Shapiro-Wilk normality test for the variables evaluated show meaningful values of less than 0.05, indicating that the data do not follow a normal distribution (Yazici, & Yolacan, 2007). Moreover, the total value of the test is also significant at 0.026, confirming that the null hypothesis of normality is rejected. Therefore, this suggests that the data are not appropriate for parametric analysis, as they do not follow the normality assumption (Hanusz & Tarasińska, 2014).

Thus, since the data do not follow a normal distribution, it is recommended to use nonparametric tests for the analysis. According to Fay and Proschan (2010), in this case, the Wilcoxon t-test is used, which does not require that the data follow a normal distribution to obtain valid results. These tests help a better and more reliable analysis of the impact of using the Jeopardy game on English vocabulary learning.

Wilcoxon test

The tables below present the results of the Wilcoxon test, a nonparametric statistical test used to compare two related samples when the assumption of

normality in the data is not followed (Nahm, 2016). This analysis is appropriate in this particular study, where it is intended to evaluate the significant change in the student's performance after the pedagogical intervention, comparing the results of the pre-test with those of the post-test. Corder and Foreman (2011) emphasized that the Wilcoxon test is especially useful for small samples, such as the one used in this study, and enables determining whether the observed changes in performance are statistically significant.

Table 10

Wilcoxon signed-rank test

	N	Mean Rank	Sum of Ranks
Posttest - Pretest Negative Ranks	0 ^a	.00	.00
Positive Ranks	16 ^b	8.50	136.00
Ties	0 ^c		
Total	16		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Elaborated by: Sevilla, N. (2024)

Source: Wilcoxon signed-rank test

Table 11

Wilcoxon statistics test

	Posttest - Pretest
Z	-3.537 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative rank

Elaborated by: Sevilla, N. (2024)

Source: Wilcoxon statistics test

Analysis and interpretation

The results of the Wilcoxon test show that there are no negative ranges, indicating that no student performed worse in the post-test compared to the pre-test. All students showed positive scores, indicating an improvement in their results after the intervention. The mean score is 8.50, and the overall score is 136.00, confirming

that all participants made significant progress in their learning (Smida et al., 2022). Hence, this suggests that the interventions were effective and improved students' achievement, highlighting the importance of the Jeopardy game for English vocabulary learning as it considerably strengthens learners' knowledge as shown by the increase in their scores.

The Z-value calculates to -3.537, and the p-value is 0.000. This information indicates that the difference between the pre-test and post-test results is statistically significant (Corder & Foreman, 2011). Considering that the p-value is much lower than the standard significance level of 0.05, the null hypothesis is rejected, concluding that the pedagogical intervention had a positive impact on vocabulary learning (Nahm, 2016). These results provide evidence of the effectiveness of the Jeopardy game in improving students' English vocabulary skills. Thus, the Jeopardy game increases student motivation and participation by reinforcing effective retention of words, which is crucial to optimize learning. Therefore, integrating the game into the classroom may be a recommended practice to foster the development of vocabulary and language skills.

CHAPTER III

PRODUCT

Title of the proposal

Didactic unit to improve English vocabulary learning through the Jeopardy game.

Introduction

The proposal provides an innovative and engaging educational activity to enhance students' vocabulary. It is based on the Jeopardy game, an effective way to promote active participation and teamwork. It incorporates relevant content categories, allowing students to improve their vocabulary and develop critical thinking skills. In addition, the dynamic and entertaining environment of the game makes learning more enjoyable and lasting, increasing interest and motivation in the educational process (Tran, 2022).

Definition of the type of product

The proposal is centered on a didactic unit focused on the Jeopardy game to improve vocabulary learning as a practical educational tool that dynamically combines enjoyment and motivation. According to Batista (2017), a didactic unit is an organized set of activities and resources designed to facilitate the teaching and learning process of a specific subject. Gavilán and Romero (2015) emphasized that the primary purpose of a didactic unit is to guide the teacher in planning and executing coherent and effective lessons, guaranteeing that students obtain the desired knowledge, skills, and competencies in a structured and sequential manner.

This unit is designed to actively engage students in improving their vocabulary by using a detailed format of questions and answers. Therefore, it is

important to carefully select the vocabulary categories and content that are suitable for the level and interests of the learners. The didactic unit based on Jeopardy facilitates students' progress in vocabulary. It provides immediate feedback on the learners' progress through the game, allowing for instructional adjustments and personalized approaches to improve learning (Gómez & Puentes,2017).

Thus, through this unit, students actively participate in answering questions, allowing them to apply and reinforce their knowledge of vocabulary. Simkin (2013) pointed out that it provides learning opportunities, as learners demonstrate their understanding of the meaning and use of words in context by discussing and correcting their mistakes. Therefore, the Jeopardy game combines challenging elements of fun, competition, and collaboration that effectively engage learners and promote deep and lasting learning through the application of vocabulary in practical and meaningful contexts.

Objectives

General objective

- To reinforce students' vocabulary learning through interactive Jeopardy sessions, fostering a dynamic and fun learning environment.

Specific objectives

- To design Jeopardy game sessions focusing on vocabulary learning and reinforcement.
- To foster a dynamic learning environment by integrating strategies that promote active student participation through the Jeopardy game.
- To employ interactive digital platforms and tools that facilitate the development of Jeopardy sessions to enhance English learning vocabulary.

Structure of the proposal

Introduction:

This section provides an introduction to the background of the proposal for teachers and explains the importance of innovative activities such as the Jeopardy game in the English vocabulary learning process. It highlights the benefits of this activity in terms of active participation and competition among students, which promotes a dynamic and collaborative learning environment.

Steps to create a Jeopardy game:

This section outlines the steps for creating a Jeopardy game, both manually and using digital platforms such as Factile. This section includes specific instructions for adapting the game content to the student's level and learning objectives.

Didactic unit:

The didactic unit is structured through lessons focused on a specific topic to improve English vocabulary using interactive and stimulating activities. Each lesson is designed to facilitate effective and engaging learning of new words and expressions:

Topic: The central content of the lesson is defined here.

Duration: This section shows the estimated time required to complete each lesson.

Target vocabulary: It provides a list of the specific vocabulary that students are expected to learn.

Lesson Objective: This section defines the expected outcome at the end of the lesson by specifying the skills that the students have to develop.

Materials: This lists the resources and materials needed for the lesson.

Lesson procedure: This describes the sequence of the lesson, including the introductory activities, the Jeopardy game, and the closure of the activity.

Assessment: It suggests activities to assess students' progress in learning vocabulary.



DIDACTIC UNIT TO
IMPROVE ENGLISH
VOCABULARY LEARNING
THROUGH THE JEOPARDY
GAME



INTRODUCTION

Innovative activities to improve vocabulary are essential in the learning process. The Jeopardy game is an effective and engaging activity for this purpose, combining active participation and exciting competition in an invaluable way to learn and practice English vocabulary. In educational settings, Jeopardy encourages interactive learning and enhances memorization of information through repetitive exposure to words, expressions, collocations in various contexts.

The proposed didactic unit is designed for eighth graders and includes 13 lessons carefully planned to address different focuses on improving English vocabulary learning through the Jeopardy game, which aims to increase students' vocabulary and foster their ability to think critically and collaboratively through an interactive and dynamic method. It is necessary to use innovative and motivating strategies to stimulate learners' interest and improve their vocabulary retention. In this context, the Jeopardy game is a dynamic and collaborative pedagogical tool that can enhance vocabulary learning effectively and engagingly.

STEPS TO CREATE A JEOPARDY GAME

Steps for creating a Jeopardy game



Team 1 100	Category 1	Category 2	Category 3	Category 4	Category 5
Team 1 200	100	100	100	100	100
Team 1 300	200	200	200	200	200
Team 1 400	300	300	300	300	300
Team 2 100	400	400	400	400	400

Step 1: Choose categories

Select categories that align with the vocabulary or topics you want to reinforce. For instance, you might choose categories like "Guess the Object", "Unscramble the Word", "Complete the Sentence", "True or False", and "Naming Objects".

Category 1	Category 2	Category 3	Category 4	Category 5
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>

Step 2: Create questions and answers



For each category, develop questions at varying difficulty levels (e.g., 100, 200, 300, 400 points). Make sure that the questions match the topic of the category.

Step 3: Design the game board

Lead and create a game board with the categories. You can use a physical board or a digital tool. Make sure each point value is linked to a specific question.



Step 4: Jeopardy game rules and structure

- **Teams:** Divide students into teams.
- **Game board:** The board has categories with questions of different point values. Each question is unlocked by selecting a point value.
- **Question selection:** At each turn, a team selects a category and a point value.
- The teacher presents the question corresponding to the selection.
- **Answers:** The team that selects the question has the first opportunity to answer. If the answer is incorrect, other teams may attempt to answer.
- **Scoring:** Points are given for correct answers.
- Incorrect answers result in the loss of corresponding points.
- The team with the most points at the end of the final round wins.
- In case of a tie at the end, a question is asked to determine the winner.



Step 5: Conduct the Game and Reinforce Learning

- **Engage students** Encourage all players to participate by giving hints or helping them think through the questions.
- **Review Answers:** After each round, review the correct answers to reinforce learning.
- **Provide Feedback:** Give positive feedback and corrections where necessary to ensure understanding.
- The team with the most points is the winner.



STEPS TO CREATE A JEOPARDY GAME ON FACTILE

Steps for Creating a Jeopardy Game on Factile

factile



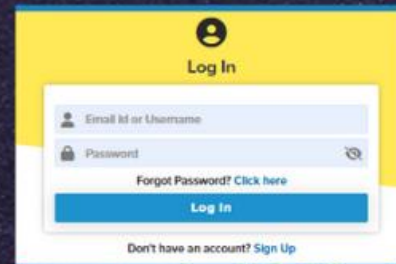
Step 1: Sign Up and Log In

- **Visit the Factile Website:**

Go to <https://www.playfactile.com/> and sign up for a free account if you haven't already.

- **Log In:**

Once you have an account, log in to access the dashboard.



Step 2: Create a New Game



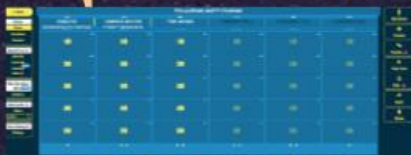
- **Start New Game:**

Click on "Create New Game" to begin setting up your Jeopardy game. Then add the topic.

- **Set Up Categories and Questions:**

Establish your categories and enter them into the category cells.

Click on each cell to put questions and their corresponding answers.



Step 3: Enter Questions and Answers

- **Add Questions and answers:**

Click on a category cell to enter your question (e.g., "Person who works in a hospital and helps the sick").

Enter the corresponding answer (e.g., "Doctor ") in the space provided.

- **Assign points:**

Decide the point value for each question (e.g., 100, 200, 300, 400, 500).



Step 4: Save and Review

- **Save the Game:**

Make sure to save your progress regularly as you add questions and make customizations.

- **Preview the Game:**

Use the preview feature to check how your game board will appear and function for your students.



Step 5: Play and Use in the Classroom

- **Share Your Game:**

Factile provides a unique URL for each game.

- **Play the Game:**

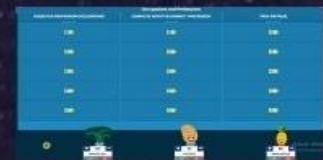
Divide your class into teams or let students play individually.

Each team or student selects a category and point value.

Read the corresponding question aloud. Students then have a designated time to respond with the correct answer in the form of a question.

- **Review and Discuss:**

After each question, discuss the correct answer and provide explanations or additional examples to reinforce understanding of the vocabulary



DIDACTIC UNIT

Title: Didactic unit to improve English vocabulary learning through the jeopardy game.

Introduction: The purpose of this didactic unit is to increase student's English vocabulary through interactive and playful activities, using the Jeopardy game to make learning more dynamic and participatory. Each lesson focuses on a specific topic, providing students with the opportunity to learn new vocabulary in a contextualized and engaging way

LESSON ONE: SCHOOL AND CLASSROOM OBJECTS

Topic: School and classroom objects	Duration: 40 minutes
Target Vocabulary: Backpack, whiteboard, book, calculator, calendar, chair, clock, desk, eraser, glue, notebook, pen, pencil, pencil case, pen, pencil, pencil case.	Objective: By the end of the lesson, students will be able to identify and correctly use vocabulary related to school and classroom objects in English.

Materials:
Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Prepare a set of cards with pictures of school and classroom objects.
- Place the cards upside down on a table.
- Students take turns turning over two cards to find matching pairs.
- When students find a pair, they must name the object in English.
- Then students name some objects they see in their classroom.

Jeopardy game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question given.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Review key vocabulary related to school and classroom objects.
- Ask students to share one new thing they learned today.
- Provide positive feedback and correct any pronunciation or usage errors.

Assessment

- Assign students to create a short presentation demonstrating how to use one object and describing its features.

JEOPARDY GAME TEMPLATE SAMPLE

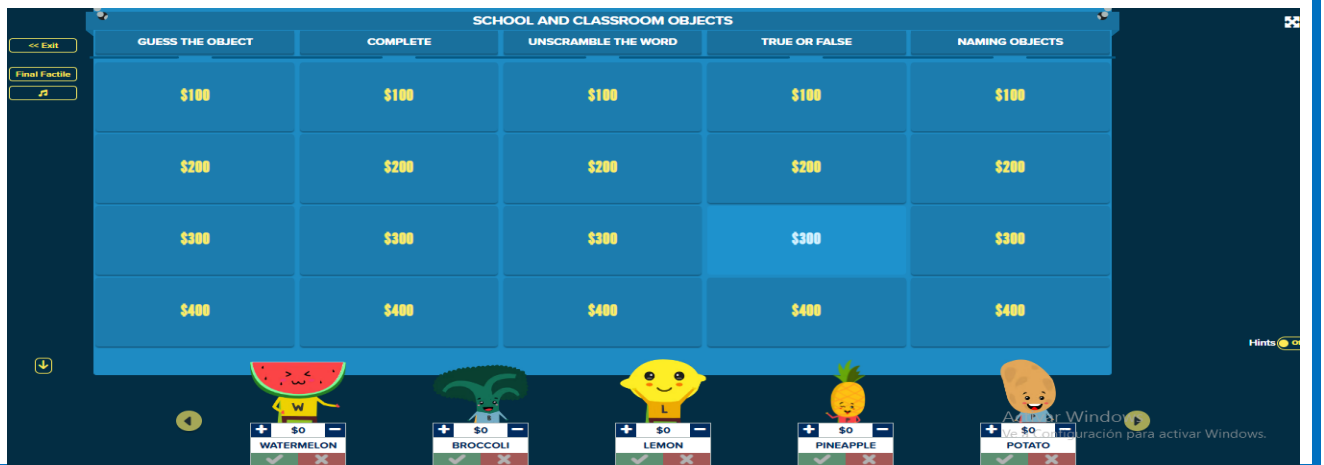
Guess the object	Complete	Unscramble the word	True or false	Naming objects
You sit on me. 100	You write in a _____ 100	SEDK 100	A pencil is used to erase mistakes. 100	Name a classroom object that starts with the letter "G" 100
I help you cut. 200	You erase mistakes with an _____ 200	KABCAPKC 200	A desk is where you sit. 200	Name a classroom object that starts with the letter "B" 200
I tell you the time 300	I sit on a _____ 300	NETOBKOO 300	A whiteboard is for cutting paper. 300	Name a classroom object that starts with the letter "W" 300
I help you to calculate. 400	A _____ shows the date. 400	RLURE 400	A pen is used for writing. 400	Name a classroom object that starts with the letter "N" 400

ANSWERS

Guess the object	Complete	Unscramble the word	True or false	Naming objects
Chair 100	Notebook 100	DESK 100	False 100	Glue 100
Scissors 200	Eraser 200	BACKPACK 200	False 200	Backpack 200
Clock 300	Chair 300	NOTEBOOK 300	False 300	Whiteboard 300
Calculator 400	Calendar 400	RULER 400	True 400	Notebook 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/ln3153udcp/play>



LESSON TWO: DAYS OF THE WEEK AND MONTHS OF THE YEAR

Topic:

Days of the week and months of the year

Duration:

40 minutes

Target Vocabulary:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December.

Objective:

By the end of the lesson, students will be able to recognize and correctly use vocabulary related to the days of the week and months in English.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Split the class into two teams. Each team should ideally have an equal number of participants.
- Write the days of the week and months of the year on separate sets of cards or slips of paper.
- Mix them up and place them face down on the table.
- One student from each team races to pick up a card, say the day or month aloud, and place it in order on the board.
- The team that completes both sequences correctly first wins.
- Students then say the days and months in sequence.

Jeopardy game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question established.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Review key vocabulary related to days of the week and months of the year.
- Ask students to share one new thing they learned today.
- Provide positive feedback and correct any pronunciation or usage errors.

Assessment

- Assign students to write a short paragraph describing their favorite month of the year.

JEOPARDY GAME TEMPLATE SAMPLE

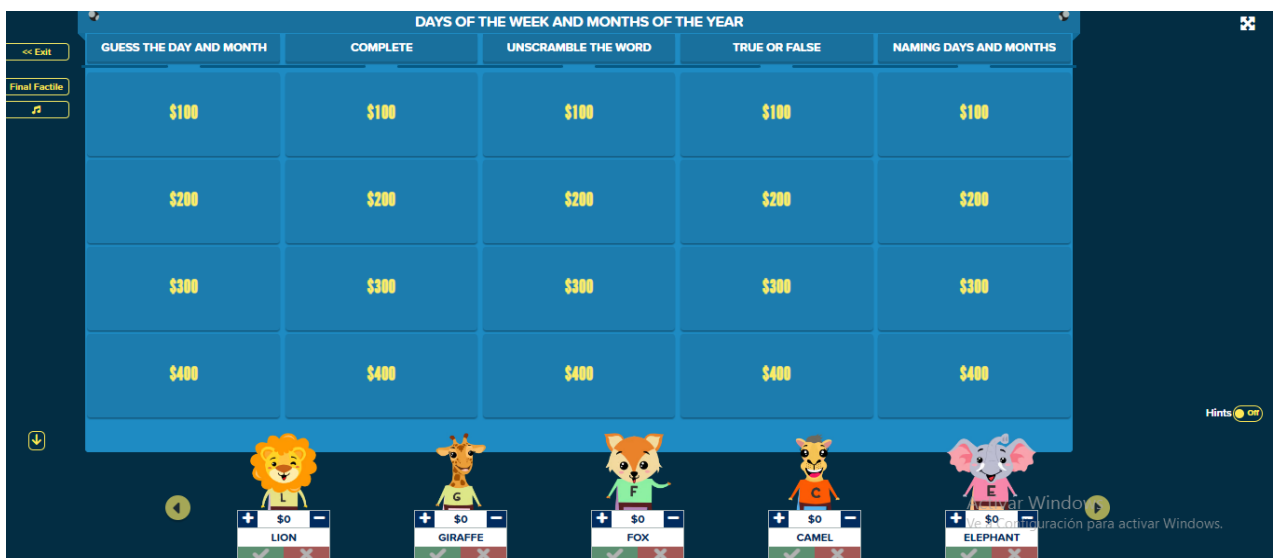
Guess the day or month	Complete	Unscramble the word	True or false	Naming days and months
This day comes after Tuesday. 100	Christmas is celebrated in _____ 100	DUNYAS 100	Wednesday is the third day of the week. 100	Name a day of the week that starts with the letter "F" 100
This month comes after November 200	Valentine's Day is celebrated in _____ 200	FYRDAI 200	There are 12 Months in a year. 200	Name a day of the week that starts with the letter "W" 200
This month comes before July. 300	The first day of the week is _____ 300	JLYU 300	April is the first month of the year. 300	Name a month of the year that starts with the letter "F" 300
This day is the last day of the week. 400	The third day of the week is _____ 400	JNAYURA 400	Christmas is celebrated in May. 400	Name a month of the year that starts with the letter "S" 400

ANSWERS

Guess the day or month	Complete	Unscramble the word	True or false	Naming days and months
Wednesday 100	December 100	SUNDAY 100	True 100	Friday 100
December 200	Friday 200	FRIDAY 200	True 200	Wednesday 200
June 300	Monday 300	JULY 300	False 300	February 300
Sunday 400	Wednesday 400	JANUARY 400	False 400	September 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/lna3qcpibt/play>



LESSON THREE: WEATHER AND SEASONS

Topic:

The weather and seasons

Duration:

40 minutes

Target Vocabulary:

Weather: sunny, rainy, cloudy, windy, snowy, hot, cold, warm, cool

Seasons: spring, summer, autumn /fall, winter

Objective:

By the end of the lesson, students will be able to describe different weather conditions and associate them with the appropriate seasons.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Divide students into teams. Each team has a drawer and guessers.
- The drawer picks a seasonal word or phrase and draws it without using letters or numbers.
- Other teams guess what the drawing represents within a time limit.
- Teams earn points for correct guesses or drawing success.
- Rotate roles after each round to ensure everyone participates.
- Builds vocabulary, teamwork, and creativity through seasonal themes.

Jeopardy game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question established.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.
- .

Wrap-Up (10 minutes)

- Review key vocabulary related to weather and seasons.
- Ask students to share one new thing they learned today.
- Provide positive feedback and correct any pronunciation or usage errors.

Assessment

- Assign students to create a small booklet about weather and seasons. Include drawings, vocabulary words, and simple sentences describing each season and its typical weather.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the season	Complete	Unscramble the word	True or false	Naming the weather and seasons
<p>This season is hot and sunny. People go to the beach.</p> <p style="text-align: center;">100</p>	<p>People go to the beach to swim in_____</p> <p style="text-align: center;">100</p>	<p>NWIYD</p> <p style="text-align: center;">100</p>	<p>It is cold in summer.</p> <p style="text-align: center;">100</p>	<p>Name a season that starts with the letter “W”.</p> <p style="text-align: center;">100</p>
<p>It's cold and rainy in this season. People wear jackets and hats.</p> <p style="text-align: center;">200</p>	<p>Trees and flowers start to bloom in_____</p> <p style="text-align: center;">200</p>	<p>MMSEUR</p> <p style="text-align: center;">200</p>	<p>It is hot in winter.</p> <p style="text-align: center;">200</p>	<p>Name the season when it's hot and sunny.</p> <p style="text-align: center;">200</p>
<p>During this season, trees lose their leaves and the weather becomes cooler.</p> <p style="text-align: center;">300</p>	<p>In _____ weather, people usually use umbrellas.</p> <p style="text-align: center;">300</p>	<p>PSRNIG</p> <p style="text-align: center;">300</p>	<p>In autumn, trees lose their leaves.</p> <p style="text-align: center;">300</p>	<p>Name the weather when the sun is shining brightly and there are no clouds.</p> <p style="text-align: center;">300</p>
<p>This season is warm with flowers blooming.</p> <p style="text-align: center;">400</p>	<p>In_____ weather, people wear caps and sunglasses.</p> <p style="text-align: center;">400</p>	<p>ATMUNU</p> <p style="text-align: center;">400</p>	<p>People wear coats and use umbrellas on rainy days.</p> <p style="text-align: center;">400</p>	<p>Name the season when trees lose their leaves.</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the season	Complete	Unscramble the word	True or false	Naming the weather and seasons
Summer 100	Summer 100	WINDY 100	False 100	Winter 100
Winter 200	Spring 200	SUMMER 200	False 200	Summer 200
Autumn. 300	Rainy 300	SPRING 300	True 300	Sunny 300
Spring 400	Sunny 400	AUTUMN 400	True 400	Autumn 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/lna3r9lrmw/play>



LESSON FOUR: BODY PARTS

Topic:

Body parts

Duration:

40 minutes

Target Vocabulary:

Head, shoulders, knees, toes, eyes, ears, mouth, nose, hands, feet, arms, legs

Objective:

By the end of the lesson, students will be able to identify and name different parts of the body.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Start with a brief explanation of the game "Simon Says".
- Play the game focusing on body parts (e.g., "Simon says touch your nose", "Simon says touch your feet").
- Use this activity to introduce and reinforce the target vocabulary.
- Ensure all students participate and understand the commands.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 5) Teams will take turns choosing a category and point value.
 - 6) Each question will have a point value (100 to 400).
 - 7) Teams will answer based on the question established.
 - 8) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Review key vocabulary related to body parts.
- Ask students to share one new thing they learned today.
- Provide positive feedback and correct any pronunciation or usage errors.

Assessment

- Assign students to draw a person and label the body parts they have learned .Include at least eight parts of the body.

JEOPARDY GAME TEMPLATE SAMPLE

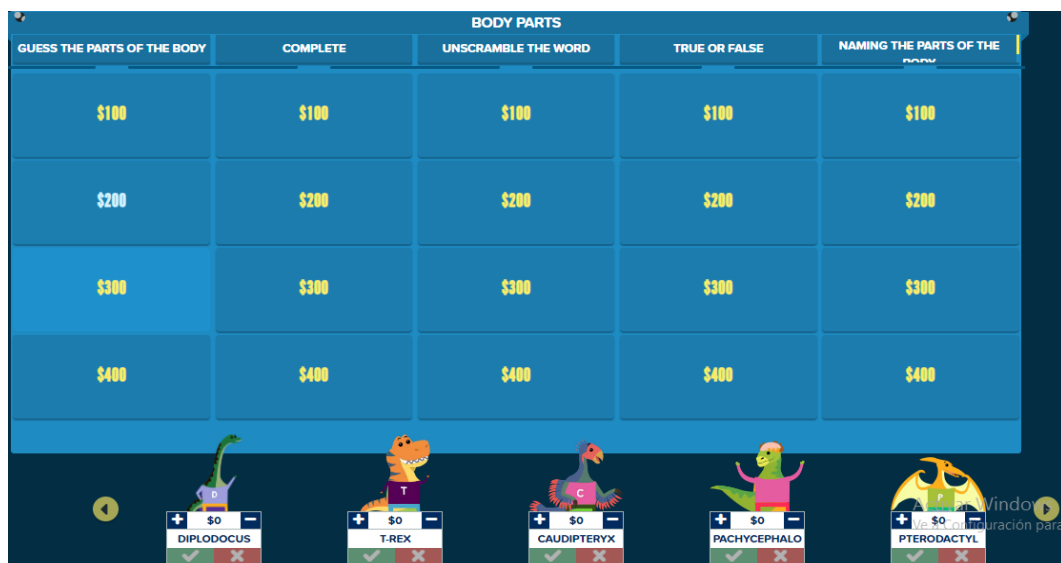
Guess the parts of the body	Complete	Unscramble the word	True or false	Naming the parts of the body
<p>This part of the body helps you see.</p> <p style="text-align: center;">100</p>	<p>You use your _____ to touch things.</p> <p style="text-align: center;">100</p>	<p>TMOUH</p> <p style="text-align: center;">100</p>	<p>You have one nose.</p> <p style="text-align: center;">100</p>	<p>Name the part of your body that you use to smell things.</p> <p style="text-align: center;">100</p>
<p>This part helps you move your head from side to side.</p> <p style="text-align: center;">200</p>	<p>You use your _____ to eat and speak.</p> <p style="text-align: center;">200</p>	<p>ONES</p> <p style="text-align: center;">200</p>	<p>You have two ears.</p> <p style="text-align: center;">200</p>	<p>Name the part of your body that you use to eat and speak.</p> <p style="text-align: center;">200</p>
<p>You use this part to walk or run.</p> <p style="text-align: center;">300</p>	<p>The _____ is at the top of your body and holds your brain.</p> <p style="text-align: center;">300</p>	<p>EEYS</p> <p style="text-align: center;">300</p>	<p>You use your hands to touch things.</p> <p style="text-align: center;">300</p>	<p>Name the parts of your body that you used to see.</p> <p style="text-align: center;">300</p>
<p>This part of the body is used to hear sounds.</p> <p style="text-align: center;">400</p>	<p>Your _____ help you balance when you walk</p> <p style="text-align: center;">400</p>	<p>HSUODLERS</p> <p style="text-align: center;">400</p>	<p>The eyes are used for hearing.</p> <p style="text-align: center;">400</p>	<p>Name the parts of your body that you use to hear sounds.</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the parts of the body	Complete	Unscramble the word	True or false	Naming the parts of the body
Eyes 100	Hands 100	MOUTH 100	True 100	Nose 100
Neck 200	Mouth 200	NOSE 200	True 200	Mouth 200
Legs 300	Head 300	EYES 300	True 300	Eyes 300
Ears 400	Feet 400	SHOULDERS 400	False 400	Ears 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/lw4w8b11qq/play>



LESSON FIVE: FAMILY MEMBERS

Topic:

Family members

Duration:

40 minutes

Target Vocabulary:

Mother, father, brother, sister, grandmother, grandfather, uncle, aunt, cousin, niece, nephew, son, daughter

Objective:

By the end of the lesson, students will be able to identify and describe family members in English, using appropriate vocabulary and simple sentences.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Distribute a blank family tree handout to each student.
- Display a sample family tree on the board and describe the different family members, explaining their relationships.
- Ask students to fill in their family trees with the names of their family members in English.
- After completing the activity, have students share one or two members from their family tree with the class.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question established.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Review key vocabulary related to family members by asking quick questions or showing flashcards and asking students to name the family member.
- Praise student participation and correct pronunciation errors.
- Provide positive feedback.

Assessment

- Assign students to draw a simple picture of their family and label each member in English.
- Ask students to present their family pictures to the class, explaining who each person is in their family.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the family members	Complete	Unscramble the word	True or false	Naming the family members
<p>This person is the daughter of your parents.</p> <p style="text-align: center;">100</p>	<p>The son of my parents is my _____.</p> <p style="text-align: center;">100</p>	<p>ATHFER</p> <p style="text-align: center;">100</p>	<p>Your father's brother is your uncle.</p> <p style="text-align: center;">100</p>	<p>Name a family member that starts with the letter "F".</p> <p style="text-align: center;">100</p>
<p>This person is the sibling of your father.</p> <p style="text-align: center;">200</p>	<p>Your mother's father is your _____.</p> <p style="text-align: center;">200</p>	<p>SSTIER</p> <p style="text-align: center;">200</p>	<p>Your mother's sister is your cousin.</p> <p style="text-align: center;">200</p>	<p>Name a family member that starts with the letter "S".</p> <p style="text-align: center;">200</p>
<p>This person is the spouse of your mother.</p> <p style="text-align: center;">300</p>	<p>My father's sister is my _____.</p> <p style="text-align: center;">300</p>	<p>DAHERUGT</p> <p style="text-align: center;">300</p>	<p>Your nephew is the son of your sister or brother.</p> <p style="text-align: center;">300</p>	<p>Name a family member that starts with the letter "N".</p> <p style="text-align: center;">300</p>
<p>This person is the child of your aunt.</p> <p style="text-align: center;">400</p>	<p>My mother's parents are my _____ and _____.</p> <p style="text-align: center;">400</p>	<p>MTOHERRGDAN</p> <p style="text-align: center;">400</p>	<p>Your grandmother is your mother's father.</p> <p style="text-align: center;">400</p>	<p>Name a family member that starts with the letter "D".</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the family members	Complete	Unscramble the word	True or false	Naming the family members
Sister 100	Brother 100	FATHER 100	True 100	Father 100
Uncle 200	Grandfather 200	SISTER 200	False 200	Sister 200
Father 300	Aunt 300	DAUGHTER 300	True 300	Nephew 300
Cousin 400	Grandmother and Grandfather 400	GRANDMOTHER 400	False 400	Daughter 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/lwexy6bt48/play>



LESSON SIX: PROFESSIONS AND OCCUPATIONS

Topic:

Professions and occupations

Duration:

40 minutes

Target Vocabulary:

Doctor, teacher, police officer, chef, engineer, nurse, firefighter, artist, mechanic, farmer, pilot, baker.

Objective:

By the end of the lesson, students will be able to identify and correctly use vocabulary related to common professions and occupations in English.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Begin the lesson with a quick and fun game of charades.
- Prepare flashcards with different professions (e.g., doctor, teacher, police officer).
- Students take turns picking a card and acting out the profession without speaking, while the rest of the class guesses the profession.

Jeopardy game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question established.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Conduct a quick review using a softball.
- Pass the ball to a student and ask them to name a profession they learned during the lesson and describe one task associated with that profession.
- That student then passes the ball to another student, and the process continues until all students have participated.
- Provide positive feedback and correct any errors in pronunciation or usage.

Assessment

- Assign students to create a simple poster about their dream job.
- The poster must include a picture of the profession and a short sentence about what the profession is about.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the professions and occupations	Complete	Unscramble the word	True or false	Naming the professions and occupations
<p>This person takes care of sick people and helps them get better.</p> <p style="text-align: center;">100</p>	<p>A _____ helps students learn in school.</p> <p style="text-align: center;">100</p>	<p>CFEH</p> <p style="text-align: center;">100</p>	<p>A nurse helps sick people.</p> <p style="text-align: center;">100</p>	<p>Name a profession or occupation that starts with the letter "N".</p> <p style="text-align: center;">100</p>
<p>This person bakes cakes, cookies, and bread.</p> <p style="text-align: center;">200</p>	<p>A _____ cooks food in a restaurant.</p> <p style="text-align: center;">200</p>	<p>IPOTL</p> <p style="text-align: center;">200</p>	<p>A baker makes bread and cakes.</p> <p style="text-align: center;">200</p>	<p>Name a profession or occupation that starts with the letter "D".</p> <p style="text-align: center;">200</p>
<p>This person flies planes to transport people and goods.</p> <p style="text-align: center;">300</p>	<p>A _____ grows vegetables and raises animals on a farm.</p> <p style="text-align: center;">300</p>	<p>EATHECR</p> <p style="text-align: center;">300</p>	<p>A police officer flies planes.</p> <p style="text-align: center;">300</p>	<p>Name a profession or occupation that starts with the letter "E".</p> <p style="text-align: center;">300</p>
<p>This person creates drawings or paintings and is very creative.</p> <p style="text-align: center;">400</p>	<p>A _____ fixes problems with cars and trucks.</p> <p style="text-align: center;">400</p>	<p>IEFRGIFTERH</p> <p style="text-align: center;">400</p>	<p>An artist draws and paints pictures.</p> <p style="text-align: center;">400</p>	<p>Name a profession or occupation that starts with the letter "F".</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the professions and occupations	Complete	Unscramble the word	True or false	Naming the professions and occupations
Nurse 100	Teacher 100	CHEF 100	True 100	Nurse 100
Baker 200	Chef 200	PILOT 200	True 200	Doctor 200
Pilot 300	Farmer 300	TEACHER 300	False 300	Engineer 300
Artist 400	Mechanic 400	FIREFIGHTER 400	True 400	Firefighter 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/lw7vc5d5mm/play>



LESSON SEVEN: EMOTIONS AND FEELINGS

Topic:

Emotions and feelings

Duration:

40 minutes

Target Vocabulary:

Happy, sad, angry, excited, scared, surprised, nervous, bored

Objective:

By the end of the lesson, students will be able to identify and express basic emotions and feelings in English, using appropriate vocabulary in simple sentences.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Begin by explaining that today's lesson will be about emotions and feelings.
- Show students a few emotion flashcards as examples (e.g., happy, sad, angry).
- Divide the class into small groups.
- Give each group a set of emoji stickers or emotion flashcards.
- Each group will take turns acting out an emotion without speaking while the other groups guess which emotion it is.
- Encourage creativity and expression in their performances.
- After each round, briefly discuss what clues helped them guess the emotion, reinforcing vocabulary.

Jeopardy game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question established.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Display a large whiteboard or use a digital drawing tool.
- Call on students one at a time to come up and draw an emotion from the vocabulary list without using words or letters.
- The rest of the class guesses the emotion being drawn.
- After the correct emotion is guessed, have the student who drew the emotion use it in a simple sentence (e.g., "I feel happy when I play with my friends").

Assessment

- Assign students to draw a picture of themselves experiencing the emotion and write a sentence about it.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the emotions and feelings	Complete	Unscramble the word	True or false	Naming the emotions and feelings
I feel this way when I get a new toy. 100	I feel _____ when I win a game 100	DAS 100	You feel happy when you get a new toy. 100	Name an emotion or feeling that starts with the letter "S". 100
I feel this way when I go to the playground. 200	When it rains and I can't play outside, I feel _____. 200	HPPAY 200	You feel nervous when you have to speak in front of the class. 200	Name an emotion or feeling that starts with the letter "B". 200
I feel this way when I get a zero on the test 300	I feel ____ when I meet a famous person. 300	NAGYR 300	You feel scared when you watch a scary movie. 300	Name an emotion or feeling that starts with the letter "A". 300
I feel this way when I have nothing to do . 400	I feel ____ when I don't have anything to do. 400	ERVUONS 400	You feel excited when you are waiting for something special. 400	Name a profession or occupation that starts with the letter "N". 400

ANSWERS

Guess the emotions and feelings	Complete	Unscramble the word	True or false	Naming the emotions and feelings
Happy 100	Happy 100	SAD 100	True 100	Sad 100
Excited 200	Sad 200	HAPPY 200	True 200	Bored 200
Sad 300	Excited 300	ANGRY 300	True 300	Angry 300
Bored 400	Bored 400	NERVOUS 400	True 400	Nervous 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0cja0uwn1/play>



LESSON EIGHT: FOOD AND DRINKS

Topic:

Food and drinks

Duration:

40 minutes

Target Vocabulary:

Apple, banana, bread, cheese, chicken, coffee, egg, fish, juice, milk, orange, pasta, pizza, rice, salad, sandwich, tea, water, yogurt, vegetables.

Objective:

By the end of the lesson, students will be able to recognize vocabulary related to common foods and drinks in English.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Prepare flashcards with images of different food and drinks on one side and the names on the other side.
- Divide students into pairs.
- One student holds up a flashcard without showing the name, and the other student has to guess the food or drink by asking yes/no questions.
- Switch roles after each guess.
- This activity will help students familiarize themselves with the vocabulary.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 5) Teams will take turns choosing a category and point value.
 - 6) Each question will have a point value (100 to 400).
 - 7) Teams will answer based on the question established.
 - 8) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Students sit in a circle. The first student says a food or drink item.
- The next student must repeat the previous word and add another.
- Continue around the circle, with each student adding a new word. If a student forgets the sequence, they are out.
- This activity reinforces vocabulary.

Assessment

- Assign students to create a short menu for a day, including breakfast, lunch, dinner, and a snack. They should write the names of the food and drinks.

JEOPARDY GAME TEMPLATE SAMPLE

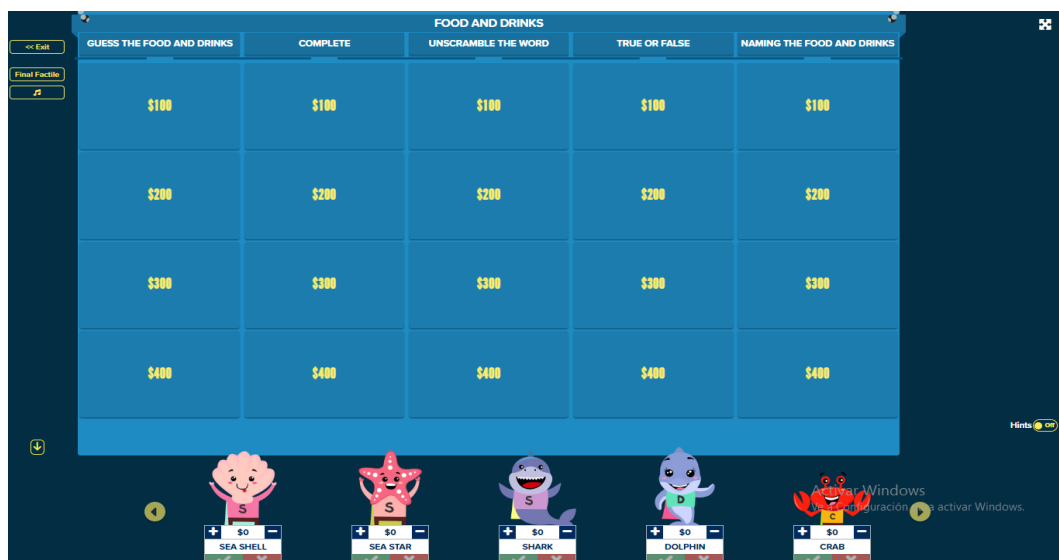
Guess the food and drinks	Complete	Unscramble the word	True or false	Naming the food and drinks
<p>I am yellow, long, and monkeys love to eat me. What am I?</p> <p style="text-align: center;">100</p>	<p>You can make a sandwich with bread and _____.</p> <p style="text-align: center;">100</p>	<p>IZAPZ</p> <p style="text-align: center;">100</p>	<p>Banana is a vegetable.</p> <p style="text-align: center;">100</p>	<p>Name a yellow fruit.</p> <p style="text-align: center;">100</p>
<p>I am white, often put in coffee, and I come from cows. What am I?</p> <p style="text-align: center;">200</p>	<p>_____ is a type of meat that is often grilled or fried.</p> <p style="text-align: center;">200</p>	<p>AASDL</p> <p style="text-align: center;">200</p>	<p>Water is a type of drink.</p> <p style="text-align: center;">200</p>	<p>Name a green vegetable.</p> <p style="text-align: center;">200</p>
<p>I am a popular Italian dish made with _____ dough, sauce, _____ and cheese. What am I?</p> <p style="text-align: center;">300</p>	<p>An _____ is a fruit that is red or green.</p> <p style="text-align: center;">300</p>	<p>JIUEC</p> <p style="text-align: center;">300</p>	<p>Cheese is made from milk.</p> <p style="text-align: center;">300</p>	<p>Name a type of meat that starts with the letter "C."</p> <p style="text-align: center;">300</p>
<p>I am a green leafy dish, often served as a side. What am I?</p> <p style="text-align: center;">400</p>	<p>An _____ is a fruit that you can drink as juice.</p> <p style="text-align: center;">400</p>	<p>SANDWHIC</p> <p style="text-align: center;">400</p>	<p>An egg is a type of fruit.</p> <p style="text-align: center;">400</p>	<p>Name a drink that starts with the letter "J."</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the emotions and feelings	Complete	Unscramble the word	True or false	Naming the emotions and feelings
Banana 100	Cheese 100	PIZZA 100	False 100	Banana 100
Milk 200	Chicken 200	SALAD 200	True 200	Vegetable 200
Pizza 300	Apple 300	JUICE 300	True 300	Chicken 300
Salad 400	Orange 400	SANDWICH 400	False 400	Juice 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0d1qoub4y/play>



LESSON NINE: FARM AND WILD ANIMALS

Topic:

Farm and wild animals

Duration:

40 minutes

Target Vocabulary:

Cow, pig, sheep, horse, chicken, lion, elephant, tiger, monkey, bear.

Objective:

By the end of the lesson, students will be able to identify and categorize various farm and wild animals in English and describe their characteristics.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Distribute bingo cards with pictures of farm and wild animals.
- Play different animal sounds one at a time.
- Students mark the animal corresponding to the sound on their bingo cards.
- The first student to mark all animals in a row shouts "Bingo!" and names the animals in English.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 1) Teams will take turns choosing a category and point value.
 - 2) Each question will have a point value (100 to 400).
 - 3) Teams will answer based on the question established.
 - 4) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Students take turns acting out an animal without speaking while others guess which animal it is.
- After each guess, review the correct pronunciation and characteristics of the animal.

Assessment

- Assign students to draw a picture of their favorite farm or wild animal and write a sentence describing it.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the animal	Complete	Unscramble the word	True or false	Naming the animal
<p>I am a pink animal that likes to roll in the mud. What am I?</p> <p style="text-align: center;">100</p>	<p>The _____ is a wild animal that likes to climb trees and eat bananas.</p> <p style="text-align: center;">100</p>	<p>WOC</p> <p style="text-align: center;">100</p>	<p>A cow lives in the jungle.</p> <p style="text-align: center;">100</p>	<p>Name an animal that gives us milk.</p> <p style="text-align: center;">100</p>
<p>I am a large cat with stripes, and I live in the jungle. What am I?</p> <p style="text-align: center;">200</p>	<p>A _____ is a black and white striped animal, related to the lion.</p> <p style="text-align: center;">200</p>	<p>SHPEE</p> <p style="text-align: center;">200</p>	<p>An elephant is smaller than a chicken.is a type of drink.</p> <p style="text-align: center;">200</p>	<p>Name a wild animal that is known for its big ears.</p> <p style="text-align: center;">200</p>
<p>I have a long trunk and large ears, and I live in the wild. What am I?</p> <p style="text-align: center;">300</p>	<p>The _____ is a large animal that lives in the forest and likes honey.</p> <p style="text-align: center;">300</p>	<p>SEHOR</p> <p style="text-align: center;">300</p>	<p>A lion is a type of bird.</p> <p style="text-align: center;">300</p>	<p>Name an animal that roars and lives in the jungle.</p> <p style="text-align: center;">300</p>
<p>I live on a farm and give milk. What am I?</p> <p style="text-align: center;">400</p>	<p>A _____ is an animal that has wool and lives on a farm.</p> <p style="text-align: center;">400</p>	<p>ONMKYE</p> <p style="text-align: center;">400</p>	<p>A bear can be found in the wild.</p> <p style="text-align: center;">400</p>	<p>Name an animal that has wool.</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the animal	Complete	Unscramble the word	True or false	Naming the animal
Pig 100	Monkey 100	COW 100	False 100	Cow 100
Tiger 200	Tiger 200	SHEEP 200	False 200	Elephant 200
Elephant 300	Bear 300	HORSE 300	False 300	Tiger 300
Lion 400	Sheep 400	MONKEY 400	True 400	Sheep 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0ea1qqfbr/play>



LESSON TEN: CLOTHING

Topic:
Clothing

Duration:
40 minutes

Target Vocabulary:
Shirt, pants, dress, hat, shoes, socks, jacket, sweater, scarf, gloves, belt, skirt, shorts, boots, tie.

Objective:
By the end of the lesson, students will be able to identify and correctly use vocabulary related to clothing items in English.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Divide the class into small groups.
- Each group takes turns choosing a card with the name of an article of clothing.
- One student in the group must perform the clothing item without speaking while their team guesses what it is.
- Once correctly guessed, the student must say the word in English.
- Repeat until all groups have had a turn.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 5) Teams will take turns choosing a category and point value.
 - 6) Each question will have a point value (100 to 400).
 - 7) Teams will answer based on the question established.
 - 8) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Place different clothing items (or pictures) on a table.
- Divide the class into two teams.
- Each team must send one student at a time to the table to pick an item and say its name in English.
- The first team to correctly name all the items wins.
- Conclude by reviewing any challenging words or correcting pronunciation.

Assessment

Assign students to choose one clothing item they like (real or picture).Each student will come up and present their chosen item, describing its color, type, and when they would wear it.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the clothing	Complete	Unscramble the word	True or false	Naming clothing
<p>I am worn on your head to protect you from the sun. What am I?</p> <p style="text-align: center;">100</p>	<p>A _____ is a clothing that women often wear in the summer.</p> <p style="text-align: center;">100</p>	<p>TSOBO</p> <p style="text-align: center;">100</p>	<p>A dress is a type of clothing worn only by men.</p> <p style="text-align: center;">100</p>	<p>Name a piece of clothing worn on your head.</p> <p style="text-align: center;">100</p>
<p>I am worn around your neck to keep you warm in winter. What am I?</p> <p style="text-align: center;">200</p>	<p>You wear _____ on your hands when it's cold outside.</p> <p style="text-align: center;">200</p>	<p>STRHOS</p> <p style="text-align: center;">200</p>	<p>Boots are worn on your feet.</p> <p style="text-align: center;">200</p>	<p>Name a piece of clothing worn over a shirt when it's cold.</p> <p style="text-align: center;">200</p>
<p>I am a piece of clothing you wear over your shirt to keep warm. What am I?</p> <p style="text-align: center;">300</p>	<p>A _____ is a piece of clothing you wear under your shoes.</p> <p style="text-align: center;">300</p>	<p>CARFS</p> <p style="text-align: center;">300</p>	<p>Gloves are used to protect your hands from the cold.</p> <p style="text-align: center;">300</p>	<p>Name a piece of clothing that is tied around your waist to hold up your pants.</p> <p style="text-align: center;">300</p>
<p>I am a clothing you wear on your feet. What am I?</p> <p style="text-align: center;">400</p>	<p>You wear _____ to keep your pants from falling down.</p> <p style="text-align: center;">400</p>	<p>EWSATER</p> <p style="text-align: center;">400</p>	<p>A scarf is worn around your hands.</p> <p style="text-align: center;">400</p>	<p>Name a piece of clothing that covers your legs but is shorter than pants.</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the clothing	Complete	Unscramble the word	True or false	Naming clothing
Hat 100	Dress 100	BOOTS 100	False 100	Hat 100
Scarf 200	Gloves 200	SHORTS 200	True 200	Jacket 200
Jacket 300	Socks 300	SCARF 300	True 300	Belt 300
Shoes 400	Belt 400	SWEATER 400	False 400	Shorts 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0ee2wgips/play>



LESSON ELEVEN: HOBBIES

Topic:
Hobbies

Duration:
40 minutes

Target Vocabulary:
Painting, playing ,playing guitar , soccer, reading, cooking, dancing, gardening, singing ,swimming, painting, playing chess.

Objective:
By the end of the lesson, identify vocabulary related to hobbies in English.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Divide the class into small groups.
- Each group will receive a set of flashcards with different hobbies.
- A student from each group picks a card and draws the hobby on the board while their group guesses what it is in English.
- After guessing correctly, the student must say the word and use it in a simple sentence.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 9) Teams will take turns choosing a category and point value.
 - 10) Each question will have a point value (100 to 400).
 - 11) Teams will answer based on the question established.
 - 12) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Divide students into pairs and ask them to perform a conversation in which they talk about their favorite hobbies.
- Provide them with a simple dialogue template to follow
- Each team must send one student at a time to the table to pick an item and say its name in English.
- After the role play, ask a few pairs to perform their conversation for the class.
- The first team to correctly name all the items wins.
- Conclude by reviewing any challenging words or correcting pronunciation.

Assessment

Assign students to create a small poster about their favorite hobby. The poster should include the name of the hobby, a picture, and one or two simple sentences describing it.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the hobby	Complete	Unscramble the word	True or false	Naming hobbies
<p>I make beautiful pictures with colors. What is my hobby?</p> <p style="text-align: center;">100</p>	<p>I like to move my body to the rhythm of music; my hobby is _____.</p> <p style="text-align: center;">100</p>	<p>CINGDAN</p> <p style="text-align: center;">100</p>	<p>Painting is a hobby that uses colors and brushes.</p> <p style="text-align: center;">100</p>	<p>Name a hobby that involves reading books.</p> <p style="text-align: center;">100</p>
<p>I use my feet and a ball to play this sport. What is my hobby?</p> <p style="text-align: center;">200</p>	<p>I like to play music with strings; my hobby is _____.</p> <p style="text-align: center;">200</p>	<p>GINGSIN</p> <p style="text-align: center;">200</p>	<p>Cycling is done by riding a bicycle.</p> <p style="text-align: center;">200</p>	<p>Name a hobby that involves using a brush and colors.</p> <p style="text-align: center;">200</p>
<p>I enjoy books and spend a lot of time with them. What is my hobby?</p> <p style="text-align: center;">300</p>	<p>I run and kick a ball with my friends; my hobby is _____.</p> <p style="text-align: center;">300</p>	<p>MMINGSWI</p> <p style="text-align: center;">300</p>	<p>Gardening is a hobby where you care for plants.</p> <p style="text-align: center;">300</p>	<p>Name a hobby where you make delicious meals in the kitchen.</p> <p style="text-align: center;">300</p>
<p>I enjoy making delicious food in the kitchen. What is my hobby?</p> <p style="text-align: center;">400</p>	<p>I love spending time in the garden, and taking care of plants; my hobby is _____.</p> <p style="text-align: center;">400</p>	<p>DINGREA</p> <p style="text-align: center;">400</p>	<p>Swimming is a hobby done on dry land.</p> <p style="text-align: center;">400</p>	<p>Name a hobby that involves playing a game with pieces on a board.</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the hobby	Complete	Unscramble the word	True or false	Naming hobbies
Painting 100	Dancing 100	DANCING 100	True 100	Reading 100
Playing soccer 200	Playing guitar 200	SINGING 200	True 200	Painting 200
Reading 300	Playing soccer 300	SWIMMING 300	True 300	Cooking 300
Cooking 400	Gardening 400	READING 400	False 400	Playing chess 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0fbs15dhk/play>



LESSON TWELVE: PLACES IN THE CITY

Topic:

Places in the City

Duration:

40 minutes

Target Vocabulary:

Park, school, store, hospital, bus station, restaurant, museum, post office, library, playground, pharmacy.

Objective:

By the end of the lesson, students will be able to discuss and recognize about places in the city.

Materials:

Computer, projector, internet, jeopardy game template, whiteboard, markers, flashcards.

Lesson procedure

Introduction (10 minutes)

- Distribute a simple city map handout to each student.
- Ask students to label different places on the map based on clues you provide
- Review the correct answers together, reinforcing the vocabulary.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 13) Teams will take turns choosing a category and point value.
 - 14) Each question will have a point value (100 to 400).
 - 15) Teams will answer based on the question established.
 - 16) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Ask students to form small groups and discuss which city place they would like to visit and why.
- Each group shares their choice with the class, using the target vocabulary and prepositions in their explanations.

Assessment

Assign students to create a simple dialogue where one asks for directions to a place in the city, and the other gives directions using the vocabulary and prepositions learned in the lesson.

JEOPARDY GAME TEMPLATE SAMPLE

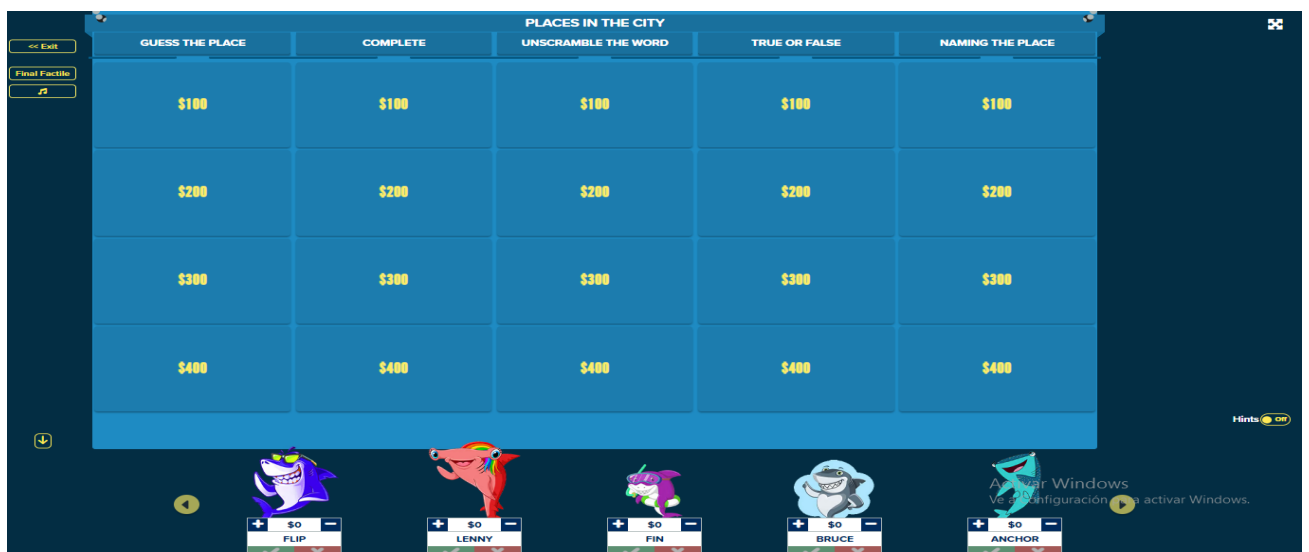
Guess the place	Complete	Unscramble the word	True or false	Naming the place
<p>I am a place where you can buy fresh fruits and vegetables.</p> <p style="text-align: center;">100</p>	<p>The _____ is where you can find many books to read.</p> <p style="text-align: center;">100</p>	<p>PRKA</p> <p style="text-align: center;">100</p>	<p>A school is a place where you can borrow books.</p> <p style="text-align: center;">100</p>	<p>Name a place where you buy medicine.</p> <p style="text-align: center;">100</p>
<p>I am a place where you go to learn new things.</p> <p style="text-align: center;">200</p>	<p>The _____ is where you can buy medicine.</p> <p style="text-align: center;">200</p>	<p>HOSCOL</p> <p style="text-align: center;">200</p>	<p>A museum is a place where you can see art and history.</p> <p style="text-align: center;">200</p>	<p>Name a place where you catch a bus.</p> <p style="text-align: center;">200</p>
<p>I am a place where you can see animals from all around the world.</p> <p style="text-align: center;">300</p>	<p>You can send a letter from the _____ office.</p> <p style="text-align: center;">300</p>	<p>IHOPSTLA</p> <p style="text-align: center;">300</p>	<p>A hospital is where people go to watch movies.</p> <p style="text-align: center;">300</p>	<p>Name a place where you can eat food.</p> <p style="text-align: center;">300</p>
<p>I am a place where you go when you feel sick or need medical help.</p> <p style="text-align: center;">400</p>	<p>You go to the _____ when you need to catch a bus.</p> <p style="text-align: center;">400</p>	<p>RSEATURANT</p> <p style="text-align: center;">400</p>	<p>A park is a place where people relax and play.</p> <p style="text-align: center;">400</p>	<p>Name a place where you send letters</p> <p style="text-align: center;">400</p>

ANSWERS

Guess the place	Complete	Unscramble the word	True or false	Naming the place
Market 100	Library 100	PARK 100	False 100	Pharmacy 100
School 200	Pharmacy 200	SCHOOL 200	True 200	Bus Station 200
Zoo 300	Post Office 300	HOSPITAL 300	False 300	Restaurant 300
Hospital 400	Bus Station 400	RESTAURANT 400	True 400	Post Office 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0fqvn2qjz/play>



LESSON THIRTEEN : DAILY ROUTINES

Topic:

Places in the City

Duration:

40 minutes

Target Vocabulary:

Wake up, brush teeth, have breakfast, go to school, study, play, have lunch, do homework, have dinner, go to bed..

Objective:

By the end of the lesson, students will be able to describe their daily routines using basic vocabulary and simple present tense structures.

Materials:

Computer ,projector, internet, jeopardy game template, whiteboard, markers, flashcards .

Lesson procedure

Introduction (10 minutes)

- Prepare flashcards with images representing different daily routines.
- Divide students into small groups.
- One student from each group will pick a flashcard and act out the routine without speaking.
- The other group members guess the routine in English.
- After each correct guess, review the vocabulary word and its correct pronunciation.

Jeopardy Game (20 minutes)

- Divide the class into 4 teams.
- Explain the rules of the game, including how to answer and the point system:
 - 17) Teams will take turns choosing a category and point value.
 - 18) Each question will have a point value (100 to 400).
 - 19) Teams will answer based on the question established.
 - 20) Correct answers earn points; incorrect answers lose points.
- Begin the game, allowing teams to take turns selecting categories and point values.
- Keep track of scores on the whiteboard.
- Interact with students during the game to encourage participation and discussion.

Wrap-Up (10 minutes)

- Ask students to write down three daily routines they do every day.
- Pair students and ask them to share their routines.
- Invite a few students to share their partner's routine with the class using simple sentences.
- Provide positive feedback and correct any pronunciation or usage errors.

Assessment

Assign students to create a simple poster illustrating their daily routines, using drawings or cut-out pictures and labeling each routine in English.

JEOPARDY GAME TEMPLATE SAMPLE

Guess the routine	Complete	Unscramble the word	True or false	Naming the routines
I am the first thing you do in the morning. 100	I ___ up at 7 AM. 100	OG 100	You go to bed after you wake up. 100	Name the routine you do at night before bed. 100
This is what you do when you get to school. 200	I ___ my teeth in the morning. 200	PAYL 200	You have dinner before you have lunch. 200	Name the routine you do at school. 200
This is what you do with your friends or family after finishing your homework. 300	I ___ homework after school. 300	RSUYD 300	You brush your teeth after you have breakfast. 300	Name the routine you do after school. 300
This is what you do when you finish dinner. 400	I ___ breakfast before I go to school. 400	BURSH TTHEE 400	You go to school after you wake up. 400	Name the routine you do before going to bed. 400

ANSWERS

Guess the routine	Complete	Unscramble the word	True or false	Naming the routines
Wake up 100	Wake 100	GO 100	False 100	Brush teeth 100
Study 200	Brush 200	PLAY 200	False 200	Study 200
Play 300	Do 300	STUDY 300	True 300	Do homework 300
Wash the dishes 400	Eat 400	BRUSH TEETH 400	True 400	Brush teeth 400

DIGITAL JEOPARDY GAME TEMPLATE USING FACTILE

Link: <https://www.playfactile.com/jeopardy-game/m0fuyzps6y/play>



Evaluation of the innovative proposal

A continuous formative assessment is provided during the Jeopardy sessions to effectively monitor students' progress, providing continuous feedback on their understanding of the content and their ability to apply the vocabulary they have learned. It involves observing learners' participation in the various game activities, their understanding of the vocabulary categories, and their ability to answer questions correctly. Formative evaluation provides immediate feedback that helps to adjust instruction and activities according to individual and group needs (Bennett, 2011).

In addition, self-assessment is conducted to encourage learners to evaluate their progress in vocabulary learning. This includes reflecting on their acquired skills, identifying areas for improvement, and evaluating their participation in collaborative activities. Furthermore, students can assess their classmates in terms of contribution, collaboration, and understanding of the vocabulary. Moreover, at the end of the 13 sessions, a summative evaluation is conducted to measure the level achieved by the students in learning English vocabulary. This assessment includes a post-test that evaluates vocabulary learning in a variety of contexts and understanding of specific terms (Sullivan & Hall,1997).

Validation through practical implementation of the proposal

A structured process is developed to validate the proposal of the Jeopardy game as a tool to improve vocabulary learning in English, including the authorization, test administration, and implementation of the didactic unit presented in the proposal. The first step is to obtain the authorization to carry out the study, guaranteeing that all the requirements of the study have been fulfilled. Subsequently, a pre-test is conducted to determine the students' English vocabulary level before the intervention. This initial assessment provides an excellent baseline to compare and measure the impact of the proposal (Cook & Hatala,2016).

The proposal consists of a didactic unit that integrates the Jeopardy game, designed to promote vocabulary learning and reinforcement. After the application of the didactic guide in the learning environment, a post-test is carried out to determine the progress and improvement in the participants' English vocabulary knowledge. The comparison between the results of the pre-test and the post-test makes it possible to observe a significant transformation in vocabulary learning, which validated the effectiveness of the proposal. Therefore, the proposal's validation is evidenced through a significant improvement in the results of the participants and the support of the institution, demonstrating the effectiveness of the Jeopardy game as an excellent educational component in the English vocabulary learning process. (Baptista et al.,2021).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After applying, processing, and analyzing the data collection, it is possible to provide concrete information that allowed the researcher to establish the following conclusions related to the impact of the Jeopardy game in the improvement of English vocabulary learning in eighth-grade students at "Unidad Educativa Ricardo Descalzi" during the 2024-2025 academic year.

After analyzing the theoretical underpinnings of the Jeopardy game and its application in English vocabulary learning, it is determined to be particularly effective because it encourages active and participatory learning, where students are required to think and communicate, which reinforces vocabulary retention (Rabaie,2023). According to Suryani and Kareviati (2021) highlighted that the game facilitates the memorization of information, which is crucial for effective vocabulary learning. In addition, Jeopardy allows students to explore the meaning of words and cover important aspects of vocabulary. Furthermore, Simkin (2013) established that the Jeopardy game promotes learning by encouraging a more complete knowledge and practical application of vocabulary in real contexts.

The pre-test conducted to identify students' English vocabulary level showed that the learners had low vocabulary knowledge in all five categories tested: meaning, part of speech, word family, collocations, and spelling. The average score was 5,28 out of 10, indicating that the students are close to achieving the required learning. The pre-test results highlighted the importance of implementing interactive and practical, such as the Jeopardy game, to address these deficiencies. Furthermore, the results showed that students presented greater difficulty with collocations and spelling, suggesting that these aspects should be prioritized in the learning sessions.

The intervention developed through the application of 13 sessions with the Jeopardy game demonstrates its effectiveness in improving English vocabulary

learning. During these sessions, students are exposed to specific vocabulary topics, which enhances learning by making it more contextualized and meaningful. Therefore, the sessions are structured to introduce learners to specific vocabulary categories to foster holistic learning. Moreover, the game involves questions and immediate rewards, which keeps learners highly motivated and facilitates an environment that makes learning new vocabulary engaging and effective.

The comparative analysis of the results of the pre-test and post-test showed that using the Jeopardy game is highly effective in supporting the learning of English vocabulary. In the post-test, students scored an average of 8.17 out of 10, which is a significant improvement on the pre-test where the average score was 5,28 out of 10. This progress reflects an improvement in their knowledge of words and their ability to use them correctly in different linguistic contexts. The most notable results were in the Collocations and Word family categories, where students demonstrated notable progress. The effectiveness of the Jeopardy game is based on its ability to make the learning process an active and participatory experience.

Recommendations

It is suggested to incorporate the Jeopardy game regularly as a pedagogical activity in the English vocabulary learning process (Wichadee & Pattanapichet, 2018). Considering that theoretical analysis supports the effectiveness of this approach in promoting active and participatory learning. Furthermore, Kusumaningrum and Binarti (2021) recommended that teachers incorporate this game into their lesson plans since it helps consolidate vocabulary and promotes a collaborative learning environment where students are motivated to participate and explore the language in a meaningful way.

According to the results of the pretest, which show specific deficits in the collocations and spelling categories, it is appropriate to dedicate complementary sessions to these topics. It is suggested to develop specific activities during the Jeopardy game that focus on these aspects and guarantee that students get adequate attention in the categories where they had the most difficulties. In this way, learning and overall vocabulary improvement would be enhanced.

It is recommended to develop vocabulary content that is contextualized in real situations and relevant to the students to maximize the effectiveness of the Jeopardy game (Pitaloka, 2017). Thus, it will increase student interest and motivation by facilitating understanding and practical application of the vocabulary learned. Hence, Wichadee & Pattanapichet, (2018) pointed out that vocabulary categories should be chosen carefully, reflecting the topics of interest and needs of the learners and enriching the learning experience.

Neary (2000) emphasized that it is essential to have a continuous assessment process to monitor students' progress in vocabulary learning. Therefore, it is suggested to conduct regular assessments, similar to the pre-test and post-test used in the study, to identify areas of improvement. Likewise, this will allow educators to adapt their teaching activities and guarantee that all students are making progress in their language proficiency, making learning more effective and successful (Rodrigues & Oliveira, 2014).

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ANNEXES:

Annex 1. Authorization for data collection



UNIDAD EDUCATIVA RICARDO DESCALZI

AMBATO – ECUADOR

Ambato, 9 de septiembre de 2024

CERTIFICACIÓN

Quien suscribe la presente, en calidad de Rector de la Unidad Educativa Ricardo Descalzi, previa solicitud escrita, tengo el agrado de certificar que la Licenciada **GENESIS NICOLE SEVILLA VILLAFUERTE** con cédula de identidad No. **1804846549** y estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Enseñanza de Inglés con el tema "**USING JEOPARDY GAME TO BOOST ENGLISH VOCABULARY LEARNING**", ha sido autorizada para realizar el trabajo de investigación en nuestro plantel educativo.

Lo que se certifica para los fines que estime conveniente la parte interesada puede hacer uso de este presente documento, como se crea necesario.

Atentamente,

Lic. Byron Barriga
RECTOR



Annex 2. Pre-test

**VOCABULARY TEST
UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

Score

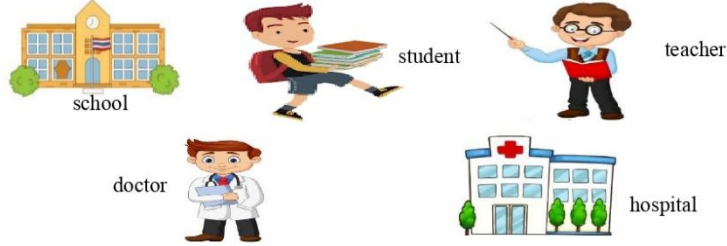
INFORMATIVE DATA			
Full name:		Date:	___/___/2024
Subject:	English	Time:	30 minutes
Level:	8th (A1 level)	Professor :	Lic. Nicole Sevilla
Theme:	Using jeopardy game to boost English vocabulary learning		
Objective	To identify the English vocabulary level of eighth-grade students before and after the treatment		

Instructions:

- This test is divided into five sections (meaning, spelling, collocations, word family and parts of speech).
- Be sure you understand each question before you start answering.
- If you do not understand a question, raise your hand to ask for help from your teacher.
- Read carefully!
- Answer all the questions.

PART 1 (MEANING)

A. Look and read. Choose the correct words and write them on the lines. (2 points, each 0.40 points).



1. A person who is studying at a school or college.
2. A person that educates and guides students.
3. A place where people study.
4. A person who helps you when you're not well.
5. A place where people go for medical attention.

PART 2 (SPELLING)

B. Fill in the blanks from the given options. (2 points, each 0.40 points).

6. The rose is a beautiful _____. (flour/flower)



7. The _____ at the zoo is very big. (bear/bare)



8. The _____ plays with the toys. (boy/boi)



9. The Sahara is the largest _____ in the world. (desert/dessert)



10. There is a green _____ in the garden. (tree/three)



PART 3 (COLLOCATIONS)

C. Read the text and choose the best answer. (2 points, each 0.40 points).

11. I _____ my homework in the evening.

- a) make
- b) do
- c) create



12. He _____ his bicycle to work.

- a) rides
- b) drives
- c) walks



13. She _____ to music on her headphones.

- a) listens
- b) watches
- c) knows



14. I _____ a uniform to school.
 a) wear
 b) use
 c) utilize



15. My father _____ a blue car.
 a) drives
 b) rides
 c) jumps



PART 4 (WORD FAMILY)

D. Choose the correct word based on the information given. (2 points, each 0.40 points).

16. Water from the sky is called rain rainy raining



17. Shakira is a singer sing singing



18. It is a good idea to drink enough water watered watering



19. My brother is my best..... friend friendly friendship



20. The teacher is always..... happy happiness happily



PART 5 (PARTS OF SPEECH)

E. Circle the word that does not belong to each group. (2 points, each 0.40 points).

21.	dog	giraffe	tiger	sad
22.	tall	short	dance	beautiful
23.	between	on	under	red
24.	write	jump	sleep	happy
25.	sister	big	mother	father

Annex 3. Post-test

**VOCABULARY TEST
UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

Score

INFORMATIVE DATA			
Full name:			Date: ____/____/2024
Subject:	English		Time: 30 minutes
Level:	8th (A1 level)	Professor :	Lic. Nicole Sevilla
Theme:	Using jeopardy game to boost English vocabulary learning		
Objective	To identify the English vocabulary level of eighth-grade students before and after the treatment		

Instructions:

- This test is divided into five sections (meaning, spelling, collocations, word family and parts of speech).
- Be sure you understand each question before you start answering.
- If you do not understand a question, raise your hand to ask for help from your teacher.
- Read carefully!
- Answer all the questions.

PART 1 (MEANING)

A. Look and read. Choose the correct words and write them on the lines. (2 points, each 0.40 points).



restaurant



chef



pharmacy

vet



zoo



1. A person who prepares food in the kitchen.
2. A person who treats animals.
3. A place where people eat food and pay for it.
4. A place where people buy medicine.
5. A place where animals are kept for people to look at.

PART 2 (SPELLING)

B. Fill in the blanks from the given options. (2 points, each 0.40 points).

6. The _____ is a small insect. (aunt/ant)



7. He is _____ years old. (for/four)



8. The _____ is big and yellow. (sun/son)



9. She has _____ dogs. (three/tree)



10. My favorite _____ is the chocolate cake. (desert/dessert)



PART 3 (COLLOCATIONS)

C. Read the text and choose the best answer. (2 points, each 0.40 points).

11. I _____ breakfast in the morning.

- a) make
- b) do
- c) design



12. I _____ exercise every day.

- a) do
- b) make
- c) prepare



13. They _____ a romantic movie.

- a) sleep
- b) watch
- c) dance



14. I _____ a shower early in the morning.

- a) take
- b) drink
- c) do



15. My father _____ a motorcycle.

- a) drives
- b) rides
- c) manages



PART 4 (WORD FAMILY)

D. Choose the correct word based on the information given. (2 points, each 0.40 points).

16. Stephen King is a famous.....

- writer
- write
- writing



17. The snake is

- danger
- dangerous
- dangerously



18. The tiger runs very

- fast
- faster
- fastly



19. My brother is very kind and

- friend
- friendly
- friendship



20. In winter I make a

- snowman
- snowy
- snow



PART 5 (PARTS OF SPEECH)

E. Circle the word that does not belong to each group. (2 points, each 0.40 points).

21.	happy	hungry	sad	sleep
22.	beautiful	handsome	nice	between
23.	on	behind	under	bored
24.	eat	drink	sleep	tall
25.	doctor	teacher	angry	dentist

Annex 4. Request for validation of pre-test and post-test to expert 1.



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Expert validator's name: M.Sc Alejandra Cárdenas **Date** July 30th ,2024

Theme:

Using Jeopardy game to boost English vocabulary learning.

Objective:

To determine the validity and reliability of the evaluation instrument designed to identify the level of English vocabulary by applying a pre-test.


Instructions:

After a complete review of the pre-test instrument, mark with an X in the appropriate box according to your criteria. Your contribution is very valuable in the context of the research in process.

Evaluation Criteria											
Item	The item contains clear and accurate instructions.		The item allows the accomplishment of the research objectives.		The item is distributed logically and sequentially.		The item is adequate for the evaluation.		The item in the instrument belongs to the statement.		Observations
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	X		X		X		X		X		
11	X		X		X		X		X		
12	X		X		X		X		X		
13	X		X		X		X		X		
14	X		X		X		X		X		
15	X		X		X		X		X		



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

16	X		X		X		X		X		
17	X		X		X		X		X		
18	X		X		X		X		X		
19	X		X		X		X		X		
20	X		X		X		X		X		
21	X		X		X		X		X		
22	X		X		X		X		X		
23	X		X		X		X		X		
24	X		X		X		X		X		
25	X		X		X		X		X		
Validity (mark with an x in the appropriate box according to your criteria).											
Applicable:	X		Not applicable:					Applicable based on the observations:			
Validation Expert data											
Evaluator's expertise:											
Validated by:	M.Sc. Alejandra Cardenas		ID:1713206835					Date:30/7/2024			
Signature:			Tel. Number: 0994818913	0994818913				E-mail: alejancard@yahoo.es			



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Post-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Expert validator's name: M.Sc Alejandra Cárdenas **Date** July 30th ,2024

Theme:

Using Jeopardy game to boost English vocabulary learning.

Objective:

To determine the validity and reliability of the evaluation instrument designed to identify the level of English vocabulary by applying a post-test.


Instructions:

After a complete review of the pre-test instrument, mark with an X in the appropriate box according to your criteria. Your contribution is very valuable in the context of the research in process.

Evaluation Criteria											
Item	The instrument contains clear and accurate instructions.		The items allow the accomplishment of the research objectives.		The items are distributed logically and sequentially.		The number of items is adequate for the evaluation.		The items in the instrument belong to the statement.		Observations
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	X		X		X		X		X		
11	X		X		X		X		X		
12	X		X		X		X		X		
13	X		X		X		X		X		
14	X		X		X		X		X		



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Post-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

15	X		X		X		X		X		
16	X		X		X		X		X		
17	X		X		X		X		X		
18	X		X		X		X		X		
19	X		X		X		X		X		
20	X		X		X		X		X		
21	X		X		X		X		X		
22	X		X		X		X		X		
23	X		X		X		X		X		
24	X		X		X		X		X		
25	X		X		X		X		X		
Validity (mark with an x in the appropriate box according to your criteria).											
Applicable:	X		Not applicable:			Applicable based on the observations:					
Validation Expert data											
Validated by:	M.Sc Alejandra		ID:1713206835				Date: 30/7/2024				
Signature:	 CARDENAS		Tel. Number: 0994818913				E-mail: alejancard@yahoo.es				

Annex 5. Request for validation of pre-test and post-test to expert 2.



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Expert validator's name: Anabel Cedeño. **Date:** July 30th, 2024

Theme:

Using Jeopardy game to boost English vocabulary learning.

Objective:

To determine the validity and reliability of the evaluation instrument designed to identify the level of English vocabulary by applying a pre-test.

Instructions:

After a complete review of the pre-test instrument, mark with an X in the appropriate box according to your criteria. Your contribution is very valuable in the context of the research in process.

Evaluation Criteria											
Item	The item contains clear and accurate instructions.		The item allows the accomplishment of the research objectives.		The item is distributed logically and sequentially.		The item is adequate for the evaluation.		The item in the instrument belongs to the statement.		Observations
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1	✓		✓		✓		✓		✓		Question 13, the three of them are correct See a horror movie is informal but correct Watch is the most formal and common Play a horror movie (You are playing or projecting it on a computer or a device Or they are the characters of a PLAY at a theater, or probably they




Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

										are living such situation) The instruction is fine, just SEMANTICS needs to be corrected, YOU CAN CHANGE THE OPTIONS
2	✓		✓		✓		✓		✓	
3	✓		✓		✓		✓		✓	
4	✓		✓		✓		✓		✓	
5	✓		✓		✓		✓		✓	
6	✓		✓		✓		✓		✓	
7	✓		✓		✓		✓		✓	
8	✓		✓		✓		✓		✓	
9	✓		✓		✓		✓		✓	
10	✓		✓		✓		✓		✓	
11	✓		✓		✓		✓		✓	
12	✓		✓		✓		✓		✓	
13	✓		✓		✓		✓		✓	
14	✓		✓		✓		✓		✓	
15	✓		✓		✓		✓		✓	
16	✓		✓		✓		✓		✓	
17	✓		✓		✓		✓		✓	
18	✓		✓		✓		✓		✓	
19	✓		✓		✓		✓		✓	
20	✓		✓		✓		✓		✓	
21	✓		✓		✓		✓		✓	
22	✓		✓		✓		✓		✓	
23	✓		✓		✓		✓		✓	
24	✓		✓		✓		✓		✓	
25	✓		✓		✓		✓		✓	



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Validity (mark with an x in the appropriate box according to your criteria).					
Applicable:	<input type="checkbox"/>	Not applicable:	<input type="checkbox"/>	Applicable based on the observations:	<input checked="" type="checkbox"/>
Validation Expert data					
Validated by:	Anabel Cedeño	ID:	1712480472	Date:	July 30 th , 2024
Signature:		Tel. Number:	0986871295	E-mail:	juccedenio@espe.edu.ec



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Post-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Expert validator's name: Anabel Cedeño **Date:** July 30th, 2024

Theme:

Using Jeopardy game to boost English vocabulary learning.

Objective:

To determine the validity and reliability of the evaluation instrument designed to identify the level of English vocabulary by applying a post-test.


Instructions:

After a complete review of the pre-test instrument, mark with an X in the appropriate box according to your criteria. Your contribution is very valuable in the context of the research in process.

Evaluation Criteria											
Item	The instrument contains clear and accurate instructions.		The items allow the accomplishment of the research objectives.		The items are distributed logically and sequentially.		The number of items is adequate for the evaluation.		The items in the instrument belong to the statement.		Observations
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1	✓		✓		✓		✓		✓		Check the ones made in the pretest. Semantics on an exercise needs to be checked, it can alter the results
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		
10	✓		✓		✓		✓		✓		
11	✓		✓		✓		✓		✓		



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Post-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

12	✓		✓		✓		✓		✓		
13	✓		✓		✓		✓		✓		
14	✓		✓		✓		✓		✓		
15	✓		✓		✓		✓		✓		
16	✓		✓		✓		✓		✓		
17	✓		✓		✓		✓		✓		
18	✓		✓		✓		✓		✓		
19	✓		✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		
21	✓		✓		✓		✓		✓		
22	✓		✓		✓		✓		✓		
23	✓		✓		✓		✓		✓		
24	✓		✓		✓		✓		✓		
25	✓		✓		✓		✓		✓		
Validity (mark with an x in the appropriate box according to your criteria).											
Applicable:		Not applicable:		Applicable based on the observations:	✓						
Validation Expert data											
Validated by:	Anabel Cedeño	ID:	1712480472	Date:	July 30 th , 2024						
Signature:		Tel. Number:	0986871295	E-mail:	Jacedenio@espe.edu.ec						

Annex 6. Request for validation of pre-test and post-test to expert 3.



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Expert validator's name: Mishell Romina Angulo **Date: 20-08-2024**

Theme:

Using Jeopardy game to boost English vocabulary learning.

Objective:

To determine the validity and reliability of the evaluation instrument designed to identify the level of English vocabulary by applying a pre-test.

Instructions:

After a complete review of the pre-test instrument, mark with an X in the appropriate box according to your criteria. Your contribution is very valuable in the context of the research in process.

Evaluation Criteria											
Item	The item contains clear and accurate instructions.		The item allows the accomplishment of the research objectives.		The item is distributed logically and sequentially.		The item is adequate for the evaluation.		The item in the instrument belongs to the statement.		Observations
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	X		X		X		X		X		
11	X		X		X		X		X		
12	X		X		X		X		X		
13	X		X		X		X		X		
14	X		X		X		X		X		
15	X		X		X		X		X		



**Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte**

16	X		X		X		X		
17	X		X		X		X		
18	X		X		X		X		
19	X		X		X		X		
20	X		X		X		X		
21	X		X		X		X		
22	X		X		X		X		
23	X		X		X		X		
24	X		X		X		X		
25	X		X		X		X		
Validity (mark with an x in the appropriate box according to your criteria).									
Applicable:	X		Not applicable:			Applicable based on the observations:			
Validation Expert data									
Validated by:	Mishell Angulo		ID:	171 729 1569		Date:	20-08-2024		
Signature:	 MISHELL ROMINA ANGULO ALVAREZ		Tel. Number:	0999982358		E-mail:	romymish@hotmail.com		



Universidad Tecnológica Indoamérica,
Format for validating the contents of the “Pre-test” instrument of the research
Author: Génesis Nicole Sevilla Villafuerte

Expert validator's name: Mishell Angulo Alvarez

Date: 20-08-2024

Theme:

Using Jeopardy game to boost English vocabulary learning.

Objective:

To determine the validity and reliability of the evaluation instrument designed to identify the level of English vocabulary by applying a post-test.


Instructions:

After a complete review of the pre-test instrument, mark with an X in the appropriate box according to your criteria. Your contribution is very valuable in the context of the research in process.

Evaluation Criteria											
Item	The instrument contains clear and accurate instructions.		The items allow the accomplishment of the research objectives.		The items are distributed logically and sequentially.		The number of items is adequate for the evaluation.		The items in the instrument belong to the statement.		Observations
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	X		X		X		X		X		
11	X		X		X		X		X		
12	X		X		X		X		X		
13	X		X		X		X		X		



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14	X		X		X		X		X		
15	X		X		X		X		X		
16	X		X		X		X		X		
17	X		X		X		X		X		
18	X		X		X		X		X		
19	X		X		X		X		X		
20	X		X		X		X		X		
21	X		X		X		X		X		
22	X		X		X		X		X		
23	X		X		X		X		X		
24	X		X		X		X		X		
25	X		X		X		X		X		
Validity (mark with an x in the appropriate box according to your criteria).											
Applicable:	x		Not applicable:			Applicable based on the observations:					
Validation Expert data											
Validated by:	Mishell Angulo		ID:	1717291569		Date:	20-08-2024				
Signature:			Tel. Number:	0999982358		E-mail:	romymish@hotmail.com				

Annex 7. Authorization to apply the proposal.



UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS

Ambato, 09 de septiembre de 2024

Estimado,
Lic. Bayron Barriga

RECTOR DE LA UNIDAD EDUCATIVA RICARDO DESCALZI

De mi consideración:


Yo, Génesis Nicole Sevilla Villafuerte, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Enseñanza de Inglés, me dirijo a usted con el propósito de solicitar su autorización para llevar a cabo mi trabajo de investigación, titulado:

TEMA: "USING JEOPARDY GAME TO BOOST ENGLISH VOCABULARY LEARNING "

Con el objetivo de desarrollar esta investigación, solicito su amable autorización para aplicar los instrumentos de recolección de datos y la propuesta innovadora a los estudiantes de Octavo Año de Educación Básica de la institución que usted dirige. Estos datos serán fundamentales para la elaboración de mi tesis, que tiene un fin académico y busca contribuir al mejoramiento del entorno educativo en general.

Agradezco de antemano su colaboración, la cual será de gran valor para el avance teórico de este estudio. Felicito su disposición para apoyar los desafíos y necesidades de la educación. Quedo a la espera de su favorable respuesta.

Atentamente,


.....
Lic. Génesis Nicole Sevilla Villafuerte
C.I. 1804846549
Tel. 0987933376



Annex 8. Evidence of the implementation of the proposal.

Pre-test



Interventions









Post-test

