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ARTÍCULO CIENTÍFICO:

**“TRADITIONAL GAME AS A STRATEGY FOR ENGLISH VOCABULARY
ACQUISITION IN CHILDREN WITH MONTUBIO CULTURAL INFLUENCE”**

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Traditional Game as a Strategy for English Vocabulary Acquisition in Children with Montubio Cultural Influence

Juego tradicional como estrategia para la adquisición de vocabulario en inglés en niños con influencia cultural Montubia

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ABSTRACT

This study examines how the traditional Ecuadorian game *La Olla Encantada* serves as a culturally meaningful strategy for supporting English vocabulary acquisition in children with *Montubio* cultural influence. A mixed-methods action research design guides the process. The intervention takes place in a rural public school on the Ecuadorian coast and involves 27 children aged seven to 10 years old. Over the course of six weeks, students participate in engaging activities, crafts, role-plays, and collaborative games centered on vocabulary related to colors, animals, food, nature, and action words. Quantitative data, collected through pre- and post-tests, demonstrate a statistically significant improvement in vocabulary acquisition ($p < 0.001$). At the same time, qualitative insights from visual narratives and classroom observations reveal increased motivation, oral participation, and emotional connection to the English language and its cultural roots. This experience enhances language learning and nurtures cultural identity and engagement. The study emphasizes the value of integrating cultural elements into diverse educational contexts to enrich children's linguistic and emotional development. It also underscores the teacher's key role in adapting instruction to students' sociocultural realities, creating a more inclusive and meaningful learning environment.

Keywords: traditional game, vocabulary acquisition, cultural identity, English teaching

RESUMEN

Este estudio explora cómo el juego tradicional ecuatoriano “La Olla Encantada” se convierte en una estrategia culturalmente significativa para fomentar la adquisición de vocabulario en inglés en niños con influencia cultural Montubia. Se aplica una metodología de investigación-acción con enfoque mixto. La intervención tiene lugar en una escuela pública rural de la costa ecuatoriana y cuenta con la participación de 27 niños de entre siete y 10 años. A lo largo de seis semanas, los estudiantes se sumergen en actividades lúdicas, manualidades, dramatizaciones y juegos colaborativos que giran en torno a vocabulario relacionado con colores, animales, alimentos, naturaleza y acciones. Los resultados cuantitativos, obtenidos mediante pruebas antes y después de la intervención, muestran una mejora significativa en la adquisición de vocabulario ($p < 0.001$). Al mismo tiempo, el análisis cualitativo de narrativas visuales y observaciones en el aula revela un aumento en la motivación, la participación oral y el vínculo emocional de los niños con el idioma y su cultura. Esta experiencia fortalece el aprendizaje del inglés y la identidad cultural de los participantes. El estudio resalta la importancia de integrar elementos culturales en contextos educativos diversos para enriquecer el aprendizaje lingüístico y emocional. Asimismo, destaca el papel esencial del docente para adaptar su enseñanza a las realidades socioculturales del alumnado.

Palabras clave: juego tradicional, adquisición de vocabulario, identidad cultural, enseñanza de Inglés

INTRODUCTION

Developing a strong vocabulary is fundamental to learning any language. In the case of English, which serves as a global lingua franca, a strong lexicon enhances both academic achievement and intercultural communication (Schmitt, 2019). For children, it also supports linguistic competence, critical thinking, and cultural awareness.

However, for young learners, it can be difficult, especially those in rural or multicultural environments with limited access to quality educational resources (Lugo-Neris et al., 2010). This challenge is particularly significant in Ecuador, where English is required in basic education. Many students face barriers due to a lack of appropriate tools, methodologies, and support for effective language learning (Rivera Ríos et al., 2020).

The Ministry of Education of Ecuador (2012) acknowledges that, given the country's multicultural nature, some students learning English may come from indigenous backgrounds where Spanish is a second language and English a third.

This cultural and linguistic diversity implies that English teachers must be culturally responsive and understand how students' cultural backgrounds can influence their language acquisition process. For instance, children from *Montubio*¹ backgrounds bring a rich cultural heritage that includes unique linguistic expressions, social practices, and traditional arts (Velásquez García, 2018).

Unfortunately, conventional teaching methods often overlook these cultural aspects, resulting in a disconnect between students' everyday experiences and their classroom learning activities (Comboni & Juárez, 2020). Research indicates that integrating culturally relevant teaching strategies can help bridge this gap, fostering greater engagement and improving educational outcomes (Ladson-Billings, 2014). For instance, traditional games like *La Olla Encantada* offer a promising way to incorporate cultural practices into the academic experience.

La Olla Encantada is a beloved Ecuadorian traditional game deeply rooted in folklore and community play. Its interactive nature aligns well with studies that games can significantly enhance language learning by increasing motivation, encouraging active participation, and promoting social interaction (Rusiana & Nuraeningsih, 2016).

Furthermore, games that reflect cultural traditions can support intercultural learning by helping children link new skills to their cultural background and identity (Ardila-Barragán, 2022). Using familiar and contextualized activities, such as the game aforementioned, can create engaging learning experiences that enhance vocabulary acquisition in a way that resonates with students' cultural backgrounds.

¹Montubios are people with their own cultural identity, living along the coastal and subtropical regions of Ecuador, primarily working as small farmers.

Thus, this study evaluates the effectiveness of *La Olla Encantada* as a culturally relevant strategy to improve English vocabulary acquisition in children with *Montubio* cultural influence, examining the relationship between cultural identity and language learning. As a result, the research questions that guide this study are: a) To what extent does *La Olla Encantada* help *Montubio* children improve their English vocabulary acquisition? Furthermore, b) What were the students' opinions about using traditional *La Olla Encantada* games to enhance vocabulary acquisition?

Literature Review

The Importance of Vocabulary Acquisition in Language Learning

Building vocabulary is central to learning a new language; it allows people of all ages to express themselves more clearly and understand what they hear or read. Schmitt (2019) suggested that vocabulary acquisition is greatly improved through interactive and engaging activities. That's why using games in vocabulary learning has been shown to create a more natural and enjoyable learning environment, promoting incidental learning. Similarly, Villacrés et al. (2021) emphasized the effectiveness of game-based learning in improving vocabulary retention and recall in young learners.

In addition to its role in communication, a solid vocabulary is essential for academic success. Nation (2006) argues that a robust vocabulary is the basis of reading comprehension and overall language proficiency. Furthermore, Snow (2010) highlights that contextualized vocabulary instruction helps young learners associate words with their meanings, thereby enhancing their understanding and application. Agustín Llach and Canga Alonso (2020) support the integration of cultural elements into vocabulary teaching to make learning more meaningful and relevant, especially in multicultural classrooms. Similarly, Mayer (2009) underscores that for instructional activities, especially game-based ones, to be cognitively effective, they must be carefully aligned with specific learning goals and principles of multimedia learning.

Traditional Games as Tools for Vocabulary Acquisition

Traditional games are excellent tools for vocabulary acquisition because they integrate play with language learning in a natural context. Velásquez García (2018) notes that games, such as *La Olla Encantada*, are essential to the cultural and social life of communities like *Montubio*. These games entertain and preserve cultural heritage, fostering teamwork, social interaction, and physical interaction. Kenanoğlu & Duran (2021) emphasize that games offer authentic, interactive contexts for language practice, making them particularly effective for young learners. Moreover, Krashen's (1982) input hypothesis further supports the use of games in language learning, suggesting that vocabulary acquisition is most effective when learners engage with comprehensible input in meaningful, low-stress environments.

This perspective also resonates with Vygotsky's (1978) sociocultural theory, which emphasizes the value of social interaction and scaffolding in the zone of proximal development

(ZPD), where children can achieve more with support in meaningful contexts, such as traditional games.

Teaching Children with Montubio Cultural Influence

Teaching children from *Montubio* cultural backgrounds requires understanding their unique cultural context, considering that this culture is rich in traditions and customs that can be integrated into educational practices to make learning more relevant and engaging for children. Velásquez García (2018) emphasized the role of traditional games in transmitting cultural values and fostering a sense of identity among young learners.

Therefore, Ladson-Billings (2014) emphasizes that culturally relevant pedagogy empowers students by validating their cultural identities and encouraging critical thinking about society. Adam (2021) highlights that many educational settings offer monocultural book collections, which can silence the voices of children from minority backgrounds. To address this issue, educators should actively seek out and incorporate diverse children's literature that reflects the cultural diversity of their students.

For *Montubio* children, incorporating *La Olla Encantada* into English vocabulary instruction aligns with this approach, making learning more engaging and relatable. However, as Krasnof (2016) cautions, while culturally responsive teaching is essential, it must be implemented with balance to ensure students are also exposed to global perspectives and prepared to use language in diverse contexts.

Legal Framework

This action research aligns with Goal 4 of the United Nations 2030 Agenda for Sustainable Development, which emphasizes inclusive, quality education for everyone (United Nations, 2015, p.17). Specifically, Target 4.7 supports the idea that education should help learners appreciate cultural diversity and contribute to a more inclusive world. By integrating (LOA) into English vocabulary instruction for children with *Montubio* cultural backgrounds, this study gives value to students' identities and strengthens inclusive learning environments.

Nationally, the Constitution of the Republic of Ecuador (2008) affirms that education is a universal right (Art 26) and should promote diversity and intercultural understanding (Art 28). Furthermore, the Organic Law of Intercultural Education (LOEI, 2011) also states that teaching must be grounded in the cultural identity of every student. This gives educators a solid legal foundation to design lessons that reflect the social and cultural background of the students.

The Ministry of Education of Ecuador (2012) acknowledges that Ecuador's classrooms are multicultural. As such, it encourages educators to adapt their methods according to students' backgrounds, especially for those learning English as a third language. In this context, the inclusion of *La Olla Encantada* is a way to align classroom practices with national policy and students' reality.

Moreover, the Convention on the Rights of the Child (United Nations, 1989) asserts that all children have the right to receive an education that respects their cultural identity (Art 29). This research embodies that principle by making students' heritage a visible and celebrated part of their learning process.

METHODOLOGY

This action research employed a mixed-methods approach, combining qualitative and quantitative research to assess the effectiveness of a traditional *Montubio* game as a culturally relevant strategy for vocabulary acquisition in children. According to Kemmis and McTaggart (2000), action research is a participatory process that involves systematic inquiry by practitioners to improve their practices, understanding, and the situations in which they work. This creative strategy gave valuable insight into how bringing cultural elements into lessons can make language learning more meaningful and engaging for students. (Creswell & Creswell, 2017).

Population and Sample

The study involved a sample of 27 children (N = 27), comprising 10 boys and 17 girls, aged seven to 10 years, from a public school in a Rural Coastal Ecuadorian community with a strong *Montubio* cultural influence. The children were selected based on age, cultural background, and early stages of English language acquisition, making them an ideal sample for a vocabulary-focused intervention. This culturally specific focus examined how incorporating cultural heritage into the language learning process could enhance engagement and facilitate vocabulary retention.

Innovation

Description of the Intervention

The implementation lasted six weeks, during which children participated in three sessions per week, each lasting two hours. The intervention was designed around the Ecuadorian game *La Olla Encantada*, which was integrated into vocabulary instruction to promote culturally relevant learning.

The process began with a pre-test to assess students' existing knowledge of vocabulary related to colors, animals, food, and nature. The vocabulary test used was carefully designed based on previous observations of the target group. Before the intervention began, the researcher spent time in the classroom observing the children's interactions, linguistic skills, and familiarity with English vocabulary. Based on these insights, a test was created to measure vocabulary knowledge across the key thematic categories aforementioned. To ensure validity, the test was reviewed by an expert in the field of education, who provided suggestions to enhance clarity and age appropriateness. The final version of the test was then applied to a pilot group of children of similar ages, grade levels, and cultural characteristics. This process helped refine the instrument and confirmed its reliability in capturing students' vocabulary knowledge in contexts like those of *Montubio* communities.

Following this, the researcher introduced the traditional game context, and students gradually crafted their own "magic pots" over several sessions. Each week focused on a thematic vocabulary set.

That is how students decorated their pots with flashcards of vocabulary they had learned (animals, food, colors, shapes, actions, and nature) during each lesson, connecting English words to their cultural world. Lessons also included mimicking animals, cooking, role-plays, drawing nature elements, and participating in movement-based traditional games, such as *Carrera de Tres Pies*. These were reinforced with collaborative tasks, songs, and chants, culminating in the decoration and presentation of the pots.

The intervention concluded with vocabulary-based games, storytelling, oral presentations, and the conventional "breaking of the pot" event, where students retrieved small surprises inside their pots that symbolized their learning. Post-tests and visual narratives were then used to assess vocabulary acquisition and emotional engagement.

Throughout the process, children received continuous feedback and were encouraged to reflect on their learning. The instructor facilitated culturally sensitive pedagogy, allowing students to relate English words to their *Montubio* identity. A detailed schedule of the intervention is presented in Table 1.

Table 1
Intervention Schedule

Day	Experimental
1	Pre-test
2	Introduction to <i>La Olla Encantada</i> + Pre-craft activity
3	Vocabulary practice (colors + shapes) + Crafting: painting pots
4	Vocabulary practice (animals) + Crafting: drawing animals
5	Vocabulary practice (animals + food) + Role-play (farm animals) + Crafting: Drawing food
6	Vocabulary practice (food+ nature+ action words) + Role play (Preparing green plantain chips) + Craft: Drawing elements of nature
7	Vocabulary practice (action words) + Traditional game day (<i>Carrera de Tres Pies</i>) + Craft decoration
8	Craft decoration: Drawing actions + Speaking practice: describing their pot
9	Vocabulary treasure hunt game + Speaking practice
10	Collaborative Story Creation + Pot Decoration: Painting the main character of the story (themselves)
11	Final craft touches + Practice for presentations.
12	Presentation of pots + Reflection activity

13	Game day: <i>Postas</i> + review vocabulary
14	Destruction of the pots + Vocabulary retrieval (items inside)
15	Visual narrative creation (to draw how they felt)
16	Group games + Vocabulary evaluation
17	Oral storytelling using vocabulary learned.
18	Post-test

Data Collection Instruments

Data was collected in two phases. The quantitative phase was integrated by a pre-test and post-test, which were analyzed using a T-test and the SPSS program, where all data were revised to create descriptive statistics. The qualitative phase used observations and visual narratives to obtain rich and in-depth information about the feelings of students using (LOA) to learn English Vocabulary.

Test

Brown (2004) describes a test as a way to check what someone knows or can do in a certain area. In this study, the test served as a tool to assess students' vocabulary knowledge, their comprehension of the words, and their ability to use them in context (Schmitt, 2019). Two versions of the test were implemented: a pre-test and a post-test.

The pre-test was applied before the intervention to assess the students' existing vocabulary. It included four parts. First, students looked at a picture and chose the correct English word from three options. Then, they matched words with pictures. In the next part, they completed sentences using the appropriate word. Finally, they saw pictures and answered closed questions such as: "What color is the pot?"

After the intervention, the post-test was given. It contained the same structure, words, and questions as the pre-test. This helped show whether students had improved or acquired vocabulary after learning through the game-based and culturally relevant method.

Visual Narrative

A visual narrative is a qualitative method that combines imagery with short written or spoken reflections to capture learning experiences and emotions (Lemon, 2006). By the same token, the 27 students were asked to draw how they felt during the intervention and how they connected their vocabulary to their culture and learning experiences. However, a visual narrative is incomplete without language and dialogue to accompany it (Lemon, 2006), so after that, they were requested to write a short phrase or reflection describing their experiences, feelings, and thoughts related to learning vocabulary with the Ecuadorian Traditional Game *La Olla Encantada*. The analysis of drawings and written reflections provided insights into how the

children conceptualized the vocabulary and its cultural significance (Rusiana & Nuraeningsih, 2016).

Classroom Observations

According to Kumar (2023), observation as a data collection method in educational research involves the systematic and purposeful watching and recording of behaviors and phenomena within their natural settings. For that reason, the 27 children's engagement levels, vocabulary usage, and interactions with the material were observed during 6 weeks of learning lessons (Creswell & Creswell, 2017), to learn about their thoughts and behaviors using a traditional game as a way of learning vocabulary in English. Notes were used to document their responses, attitudes, and actions in every lesson.

Data Analysis

Quantitative Analysis

Descriptive statistics, such as means, standard deviations, and frequencies, were calculated to summarize the effectiveness of (LOA) as a culturally relevant strategy to improve English vocabulary acquisition in children with *Montubio* cultural influence. A paired sample t-test was applied to the pre-test and post-test results to determine whether there were significant differences in vocabulary acquisition. The data were analyzed using SPSS version 25, a widely used statistical software in the social sciences and related disciplines. This tool allows researchers to execute computer-based analyses by organizing, categorizing, and interpreting data (Pacheco et al., 2020).

Qualitative Analysis

The visual narratives were analyzed through thematic coding to identify recurrent themes related to vocabulary comprehension, cultural connection, and student engagement (Braun & Clarke, 2006). The classroom observations serve as a record and support of the learning process, identifying behavior patterns, progress in performance, and engagement levels during the 18 lessons.

Ethical Considerations

The study adhered to ethical guidelines to ensure the protection and well-being of participants. Before starting, formal permission was obtained from the educational institution. Furthermore, the participation in the study was entirely voluntary, and informed consent was obtained from both the participants and their parents or legal guardians. They were provided clear information about the study's objectives, procedures, and right to leave without any negative consequences.

All data collected was kept confidential and used exclusively for the research, which was in line with ethical standards (Cohen et al., 2018). Throughout the process, special care was taken to respect the children's cultural background and ensure their comfort and safety during the intervention.

RESULTS AND DISCUSSIONS

The findings indicate a statistically significant improvement in vocabulary acquisition after the implementation of (LOA). A paired sample t-test was conducted to compare the participants' pre-test and post-test scores.

There was a significant difference in the scores for the pre-test ($M = 4.95$, $SD = 2.51$) and post-test ($M = 7.81$, $SD = 1.90$) conditions ($p < 0.001$), which rejects the null hypothesis. Table 2 presents the descriptive statistics and significance values.

Table 2
Paired Sample T-test

(N = 27)					
Test	Min	Max	Mean	Std.Dev.	Sig. (P).
Pre	1.33	9.67	4.95	2.51	0.000
Post	4.66	10	7.81	1.90	

Note: N=sample M= mean Sd= standard deviation Min= Minimum Max= Maximum Sig (P): Significance

The quantitative results show a meaningful improvement in the students' English vocabulary knowledge by the end of the intervention using *La Olla Encantada*, aligning with the primary objective of integrating culturally relevant strategies to enhance vocabulary language acquisition. Moreover, the increase in scores from pre-test and post-test also reflects the potential of game-based learning as an engaging and effective method for children.

This improvement supports Schmitt's (2019) view that students learn new words best through fun and meaningful activities. Similarly, Villacrés et al. (2021) support the idea that games can activate deeper learning mechanisms, particularly in young learners. In this case, the game was a bridge that connects students' backgrounds to the learning process.

Nonetheless, it is essential to consider the depth and sustainability of this learning. Mayer (2009) cautions that educational games must be closely aligned with learning objectives to produce real cognitive benefits. While the post-test scores are promising, they mostly reflect short-term acquisition. Further studies are needed to determine if this vocabulary is retained over time and whether students can transfer these words to other contexts, such as writing or spontaneous conversation.

Beyond academic progress, this study opened a space for cultural identity to shine in the classroom. Many participants expressed pride in their heritage, stating comments such as "My culture is beautiful" and "My culture is fun" as presented in Figure 1.

Figure 1

Visual Narrative: Student Feelings about learning with a traditional game



These comments, captured in the visual narratives, suggest that language learning becomes more engaging when children recognize themselves and their roots in the activities.

In Lesson 4, during the pot-decorating activity, students asked with genuine curiosity what would come next in the game. Some even began to wonder how elements of their culture, such as banana, cocoa, green plantain, skirt, flower, and a variety of Ecuadorian dishes would be named in English. This desire to explore both languages shows how culturally relevant content can foster natural motivation and curiosity, which are key aspects in language acquisition.

This pattern of emotional engagement was also clear in other sessions. For example, in Lesson 6, during a role-play activity called “Preparing green plantain chips”, the researcher, acting as a chef, did a magic trick that turned small circular pieces of paper into real green plantain chips. One student, smiling widely, said, “English teachers can do magic!” followed by “Not just because of the tricks, but also because they can make everything more fun. I like English.” These statements demonstrate the importance of engaging students to foster motivation, aligning directly with the third objective of the EFL Ecuadorian Curriculum, which emphasizes the importance of creating a love of learning languages from an early age (Ministry of Education, n.d.).

These observations support Ladson-Billings’ (2014) framework of culturally relevant pedagogy, which affirms the value of connecting students’ lived experiences to classroom learning. When students feel seen and heard, their engagement increases, and learning becomes more meaningful.

Nonetheless, it is necessary to strike a balance. While celebrating local culture is important, overemphasizing it could unintentionally limit students’ exposure to diverse global uses of language. Krasnof (2016) argues that focusing too narrowly on one cultural context might prevent learners from developing the flexibility to use English in a variety of situations. Therefore, a balanced approach is needed. One that honors cultural identity while also preparing them for communication beyond their local context.

One unexpected outcome was the increase in oral participation. Although vocabulary was the primary focus, students began to use new words in class conversations spontaneously. This shift in behavior aligns with Krashen's (1982) input hypothesis, which points out the importance of creating low-anxiety, meaningful environments for second language acquisition. The playful, familiar atmosphere created by the game reduced students' fear of making mistakes and encouraged natural language use.

Vygotsky's (1978) theory of the zone of proximal development (ZPD) also offers insight into this behavior. The tasks placed students at a level that was challenging enough to stretch their skills without overwhelming them. The support from the teacher and the group allowed them to take risks and participate with greater confidence. This proves that culturally responsive, game-based strategies foster an environment where students are more likely to speak, collaborate, and learn from one another.

Importantly, students were not excited merely because the activity was new; rather, their enthusiasm was deeply tied to the cultural familiarity of the game. *La Olla Encantada* is already known in their community, which made the learning feel more personal and authentic. What was novel was building the game from scratch using recycled materials, a twist that empowered them creatively and strengthened emotional engagement.

If the intervention had been implemented without the traditional game, it is unlikely that the vocabulary gains and emotional connections would have been as impactful. Students often recalled new words by linking them to specific moments in the game, such as decorating the pots or playing role-plays, which suggests that the integration of movement, art, and culture triggered stronger memory encoding.

That said, replicability in urban or intercultural contexts requires nuance. While urban students may not share *Montubio* heritage, this game could still serve as a gateway to cultural awareness and appreciation. As one participant-observer from the same culture, the teacher's own cultural identity played a major role in the emotional resonance of the lessons. Teachers unfamiliar with the culture would need to research, approach with respect, and perhaps collaborate with local community members to preserve the integrity and sensitivity of the experience.

In short, while the game proved effective in this rural, culturally aligned setting, its strength lies not just in what was taught, but how and from where it was taught. Culturally responsive pedagogy, when implemented with authenticity and heart, not only teaches a language but also nurtures identity, belonging, and joy in learning.

Overall, the results show how a culturally rich activity like *La Olla Encantada* can serve as a powerful tool for language learning. It supports cognitive growth and emotional and social connection, making the classroom a space where students feel excited to learn, proud of who they are, and curious about how their world fits into the language they are learning.

CONCLUSION

The primary purpose of this study was to examine how a traditional Ecuadorian game can contribute to vocabulary acquisition in English among young learners. Throughout the study, students participated in interactive activities based on these games, creating a dynamic and engaging learning environment. By incorporating culturally relevant games into English lessons, students were more motivated to participate and showed increased retention of new vocabulary.

To implement this approach effectively, the lesson plan was designed using a structured framework that aligned learning objectives with engaging activities. First, key vocabulary was selected based on the thematic focus of the games. Then, activities were developed to encourage repeated exposure and meaningful use of the words. Finally, students had the opportunity to reinforce their learning through hands-on participation and collaborative interactions.

The results of this study confirm that traditional Ecuadorian games, when integrated meaningfully into the classroom, can become powerful tools for language acquisition. *La Olla Encantada* supported vocabulary development and made learning more enjoyable, emotionally meaningful, and connected to students' cultural identity. However, the success of such strategies does not rely solely on the materials or activities used, but also on the role of the teacher.

Educators need to receive ongoing training that helps them recognize, value, and incorporate students' cultural backgrounds into their lessons. Teachers need time and tools to observe their learners, understand their realities, and adapt their methodologies accordingly. In classrooms that reflect diversity, such as those with *Montubio* influence, teaching should transcend textbooks by being inclusive, dynamic, and culturally grounded.

By embracing this perspective, educators can transform their practice and help every student feel seen, heard, and supported, not just in learning a new language but in finding pride in who they are.

Limitations and recommendations

This study faced two main limitations. First, some students had irregular attendance, which meant they missed key lessons that could have supported their vocabulary development. Second, there were times when access to materials for the game-based activities was limited, which reduced the variety and depth of the learning experience.

To strengthen future research, it would be beneficial to find ways to encourage more consistent student participation, whether through scheduling adjustments or increased engagement efforts. Ensuring better access to materials and resources would also help enrich the activities and maximize their impact.

In addition, future studies could explore how *La Olla Encantada* might support the development of other language skills, such as speaking and listening. Understanding its potential to improve fluency, pronunciation, and spontaneous communication could offer valuable insights.

By building on these areas, educators can create more engaging and effective ways to integrate traditional games into English language learning.

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