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ENGLISH LANGUAGE CAREER

TITLE

"USING GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH YEAR OF BASIC EDUCATION AT DR. DANIEL RODAS BUSTAMANTE SCHOOL ACADEMIC PERIOD 2013 - 2014"

> Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major Specialization

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CERTIFICATION

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Professor of the Universidad Nacional de Loja

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In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

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The author

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal. This thesis is dedicated to all my family, for being the mainstay in my life, for all their efforts and sacrifices, which made possible the professional triumph achieved. It is specially dedicated to my mother who always gave me her unconditional support to continue my studies while telling me that my effort will be rewarded by the love of my son.
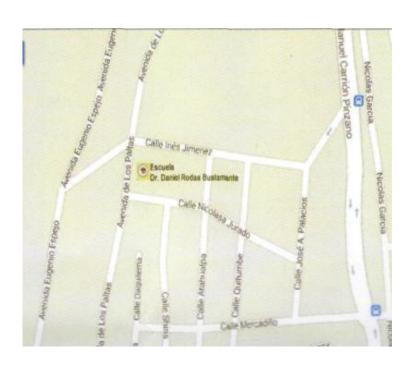
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MAPA GEOGRÁFICO Y CROQUIS

CROQUIS

THESIS SCHEME

a. TITLE

"USING GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5th, YEAR OF BASIC EDUCATION AT DR. DANIEL RODAS BUSTAMANTE SCHOOL ACADEMIC PERIOD 2013 – 2014"

b. RESUMEN

El objetivo de este estudio descriptivo es determinar si el uso de los juegos es útil en el mejoramiento del aprendizaje del vocabulario con los estudiantes de 5to grado de la escuela "Dr. Daniel Rodas Bustamante" Los métodos utilizados en este estudio fueron científico, descriptivo, analítico-sintético y estadístico. Un plan de intervención con once sesiones fue llevado acabo para el mejoramiento del aprendizaje del vocabulario. El investigador diseño pruebas y cuestionarios que fueron utilizadas para medir el progreso de los dieciséis estudiantes. Instrumentos adicionales como; guía de observación, diario de campo se utilizaron en cada sesión para poder observar el progreso de los estudiantes. Los resultados indicaron que el uso de los juegos facilitó el mejoramiento del aprendizaje del vocabulario, que se reflejó en el notable aumento de las calificaciones de los exámenes posteriores y el progreso de los estudiantes durante la intervención. Para concluir, la implementación de juegos en el aprendizaje del vocabulario mostró una relación positiva entre ambas variables; Juegos y vocabulario.

ABSTRACT

The purpose of this descriptive study is to determine if games are useful to improve vocabulary with students of 5th grade of basic Education at "Dr. Daniel Rodas Bustamante" school. The methods used in this study were; scientific, descriptive, analytic-synthetic, and statistic method. An intervention plan with eleven sessions was carried out to improve vocabulary learning. A researcher's-made test and questionnaire were designed and used to measure the sixteen students' progress. Additional instruments like an observation guide, a field diary were used in every session to see the students' advance. The results indicated that using games facilitated the improvement of vocabulary learning which was reflected in the posttest scores and students' progress during the intervention. To conclude, this study helped the students to improve their vocabulary learning.

c. INTRODUCTION

Nowadays, English has become one of the most important languages in the world; the purpose of this study is to find out. How can games help to improve vocabulary learning with the students of 5th year of basic education at "Dr. Daniel Rodas Bustamante School"? According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. While the Cambridge Advanced Learner's Dictionary states, that the word "vocabulary" has two definitions: - all the words known and used by a particular person - all the words which exist in a particular language or subject.

It is also important to mention that this study had some limitations; the few hours of English per week. (two periods of 40 minutes). Furthermore, according to the students, they never learned English through games because the teacher used only the textbook in class. She rarely used flashcards or pictures. After taking a diagnostic test, it was determined that the parameter in which students experienced more difficulty was; image and written word association (26%). After the application of the strategy selected, an improvement on the learning of vocabulary was conformed (73%) it means that had a relationship between both variables games and vocabulary.

The present study is considered to be significant for some major reasons. It can offer pedagogical applications for teachers, students as well as textbook developers. Applying Games can help teachers and students create contexts in which the language is useful and meaningful. The application of games to teach vocabulary gives students an opportunity to interact and collaborate in the class. In a similar

way, it can reduce inhibition among shy and weak students calling them to participate and therefore learn thrush in the games. Furthermore it is important to say that this action research was carried out as an intervention plan and this kind of research work has not been done before in the English language career of the Universidad Nacional de Loja.

Given the importance of this aspect in the teaching process, this research paper has stated the following specific objectives; to investigate the theoretical references about games as an strategy to improve the vocabulary learning in the English Language with students of 5th grade; to diagnose the negative issues that limit the vocabulary learning with students of 5th grade; to select the appropriate games to improve the vocabulary learning with students of 5th grade; to put in effect the most effective games as part of the classroom activities in order to solve the limitations in the vocabulary learning with students of 5th grade.

The current study worked with a sample of sixteen students (9 to eleven years old) in a urban public school. The action research work involved pre and posttests, pre and post questionnaires at the beginning and at the end the intervention. This intervention was planned based on the students' cognitive process to build up their knowledge. Eleven lessons were reinforced with activities that enabled students to master, remember and understand the new words. Three kinds of games were applied to the students: Snakes and Ladders game; Memory game and Bingo game.

The Scientific Method applied assisted the study of the use of games in the intervention of vocabulary sub-skill; the descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used; the

analytic-synthetic method was adopted to make the interpretation of data, the logical analysis and drawing up the conclusions, the statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data received from the observation guide, checklist and field diary.

The literature review includes topics related with vocabulary learning, that is one of the aspects of language besides grammar and pronunciation, which is crucial to language acquisition; As it is known, when teaching vocabulary, the researcher need to follow steps; Explain, restate, show, discuss, refine and apply. Qualitative and quantitative methods were used in this study to analyze data gathered from the investigation inside these classrooms. Finally, according to the results the researcher analyzed them and arrived to conclusions and recommendations.

d.   LITERATURE REVIEW

VOCABULARY LEARNING

Definition

According to (Richards, 2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In addition, Dupuis, (1989) state that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material.

Pikulski (2001) states that vocabulary is one of the main aspects of the language, because it appears in every skill of language: listening, speaking, reading and writing. Many people realize that their vocabulary is limited so that, they have difficulties in expressing their ideas.

Vocabulary is one of the aspects of language besides grammar and pronunciation, which is crucial to language acquisition. One of the greatest inhibitors to communication in the target language is the lack of vocabulary. Barnett (1989) states that "foreign and second language students repeatedly claim that lack of vocabulary knowledge is a major problem when reading." Moreover, Levine, (1965) states that "research has established a close correlation between vocabulary and intelligence". Student is identified as that of superior mental ability if she/he has good vocabulary.

Vocabulary is a list or collection of words and phrases alphabetically that people employed to communicate with others people, and also vocabulary is the most important factor that teachers need to teach to younger learners since, at this age they develop more easily this sub-skill.

➕ **Importance of vocabulary**

According to Putri (2010) the texts introduce us to new words, and in many cases, we can deduce their meanings from the written context. Presumably, we remember some of these new meaning associations, especially if we continue to read and meet the new items in context again. It seems reasonable to assume that this beneficial by-product of reading is also available to learners to reading in a second language. It is informed that the most complex thing of English is vocabulary. So, vocabulary is a vital aspect in language, because it appears in every skill of the language: listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking or writing when they are communicating to people. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English.

Vocabulary is central to the teaching of the English language, because without sufficient vocabulary students cannot understand others or express their own

ideas. Teaching vocabulary helps students to understand and communicate with others in English.

✚ Implications of Vocabulary learning to foreign language

The implications to foreign language learning are simple, the learner need to Pay attention to input and Pay particular attention to whatever aspects of the input (phonology, morphology, pragmatics, discourse, grammar, they should be conscious in what they are learning

Among ordinary language learners, the acquisition of vocabulary has long been felt to be a crucial component of learning a foreign language. Second Language Vocabulary Acquisition has the goal of comparing the effectiveness of the direct learning of vocabulary (through memorization) and the indirect learning of vocabulary (through context); it encourages an appropriate balance between direct and indirect teaching of vocabulary in second language classrooms. The authors of these original articles present theoretical background, empirical research, and case studies focusing on a variety of modes of vocabulary acquisition. There is also an exploration of relevant pedagogical issues, including a description of practical strategies and techniques for teaching vocabulary (Coady & Huckin, 1996)

✚ Vocabulary as a component of language skills

According to Nation, (1993) vocabulary knowledge is only one component of language skills such as reading and speaking. It should also not be assumed that vocabulary knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of

vocabulary knowledge, and knowledge of the world enables the increase of vocabulary knowledge and language use and so on.

✚ Vocabulary Development: Principles in Vocabulary Learning.

Gunning, (1992) described seven kinds of principles of vocabulary development. Their description is as follows:

1. Building experiential background:

The most effective step to build vocabulary is to provide students with a variety of rich experiences, for examples, taking children to a supermarket, zoo, museum etc.

2. Relating vocabulary to background

It is essential to relate new words to experiences that students may have. Students were asked to respond to new words that required some sort of personal judgment or observation.

3. Building relationship

Show how new words are related to each other. For example, students are about to read a selection about autobiographies and biographies that include the unfamiliar words accomplishment, obstacles and nonfiction along with autobiography and biography. Instead of simply presenting them separately, demonstrate how they are related to each other. Autobiography and biography are two similar types of nonfiction, and they often describe the subject's accomplishments and obstacles that he/she had to overcome.

4. Developing depth of meaning

There are two methods of developing depth of meaning: definitions and simulation. Definition, however, may provide only a superficial level of knowledge, while simulation is the thoughtful level of knowledge.

5.   Presenting several exposures

Gunning (1992:163) suggests that students study new words at least ten times. It also helps if words appear in different context so that students experience their shade of meaning.

6.   Creating an interest in words

In experiment program, (Gunning 1992:163) awarded students the title of "Word Wizard" if they come on an example of a taught word outside of the class and reported to the group. Children virtually swamped their teachers with instances of seeing, hearing or using the words as they worked toward gaining points on the word wizard chart.

7.   Promoting transfer

Students have to learn thousands of words, so teachers also have to show them to use the tools of vocabulary acquisition: (1) context clues, (2) morphemic analysis and (3) dictionary skills. Context clues refers to words or phrases, stated or implied, in a sentence, a paragraph or a passage that help students to understand new and difficult vocabulary. Morphemic analysis refers to the ability to determine a word meaning through examining its prefix, root or suffix. Dictionary skills refer to skills of looking up words, obtaining appropriate definition and deriving the correct pronunciations.

Nation, cited in Cameron (2001) lists basic techniques by which teachers can explain the meanings of new words, all of which can be used in the young learner classroom:

By demonstration or pictures

1. Using an object

2. Using a cut-out figure

3. Using gesture

4. Performing an action

5. Photographs

6. Drawings or diagrams on the board

7. Pictures from books

By verbal explanation

8. Analytical definition

9. Putting the new words in a defining context

10. Translating into another language.

⬩ The process of teaching vocabulary

According to Marzano, (2009) there are six steps for teaching vocabulary. Additionally, years of research and theory have provided rather clear guidance about direct instruction in vocabulary terms. Much of that research has been described and interpreted in the book *Building Background Knowledge for Academic Achievement* (Marzano R, 2004).

In brief, the research and theory point to instructional activities that help students understand new vocabulary terms that are taught directly and also remember

what they have learned at a later date. Those instructional activities can be organized into six instructional steps.

The first three steps are used to introduce a new term to students. The last three steps address different types of multiple exposures that students should experience over time to help them shape and sharpen their understanding of the terms.

Step 1: Explain—provide a student-friendly description, explanation, or example of the new term.

Step 2: Restate—Ask students to restate the description, explanation, or example in their own words.

Step 3: Show—Ask students to construct a picture, symbol, or graphic representation of the term.

Step 4: Discuss—Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.

Step 5: Refine and reflect—periodically ask students to return to their notebooks to discuss and refine entries.

Step 6: Apply in Learning Games—Involve students periodically in games that allow them to play with terms.

The teaching of vocabulary is not easy to do. Vocabulary is a central of English language acquisition, teaching" is defined as giving instruction to somebody knowledge, teaching vocabulary is an activity where the teacher gives students knowledge about vocabulary and how to use it in daily life.

Use of games in teaching vocabulary

Games are a welcome break from the usual routine of the language class, they are motivating and challenging. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. Also games provide language practice in the various skills - speaking, writing, listening and reading, they encourage students to interact and communicate. (Lee, 1995)

Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector and many others object surround them. It is

better if the games are familiar for children, because they learn in a variety of ways, for example; by watching, by listening, by imitating and by doing things.

It means children learn their knowledge through what they see heard in their surrounding and then imitate it and imitating by doing things (children learn by doing) Children can generally imitate the sounds they hear quite accurately and copy the way adults speak. It means they do imitation, memorization, practice and over learning, what the people are said.

Bruner says that language is the most important tool for cognitive growth and he also investigate how adults can help the children to solve their problem. Scaffolding is burner's theory, it means that scaffolding is explaining to students and interacting to students to communicate, in scaffolding is holistic and must permeate all aspects of scientific teaching, if we answer. (Cameron, 2001)

So, teaching vocabulary-using games as methodology in learning – teaching process and the teaching materials for children less than five years old which is related with their surround, it means the vocabulary which related and introducing things surround them such as family names, naming of alphabet, name of number.

Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging.

Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games encourage, entertain, teach,

and promote fluency. Games are often used as short warm-up activities or when there is sometimes left at the end of a lesson.

Games ought to be at the heart of teaching foreign languages. Games are used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way (Ersöz, June 2000).

All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency. There are many criteria games as educational media for teaching English to children:

- A game must be more than just fun.
- A game should involve "friendly" competition.

Games help and encourage many learners to sustain their interest and work. Learners want to take part they feel motivating since they are amusing and at the same time challenging. They also encourage and increase cooperation and promote fluency. Games are used at all stages of the lesson, provided that they are suitable and carefully chosen; remember a game must be more than just fun. A game should involve "friendly" competition.

NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY

♣ Difficulties in vocabulary learning

Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Multiple sense English words and synonyms (words with a similar meaning present special difficulty for foreign learners)

Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation; vocabulary and grammar. I know some specialized books dealing with British and American English differences.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively and intensively for real life needs of learners. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English (Buvaley, 2012)

A second challenge relates to the large deficits in second language vocabulary of ELL and the limited time for direct instruction. It is critical to develop creative methods to expose ELL to words in ways that develop and reinforce word meaning throughout the school day as well as in out of- school settings. Examples of methods that expose children to more words as well as reinforce the words children have already learned include the use of technology. Games for student/student practice using picture cards and games that provide incentives for students to listen for new words or previously taught words outside of the vocabulary lesson, and word walls to display.

- By attracting student's interest to games, all of them were active and made noisy. So it was difficult for the teacher to control them.

- By doing games the teacher only had a little time to explain the material and gave some new vocabulary. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

Vocabulary is the most comprehensive and most difficult aspect to learners, especially in the basic school. At Dr. Daniel Rodas Bustamante school the students have issues in these sub-skill, because they don't have the technology to reinforce the words and also the students do not have a basic knowledge of vocabulary for that reason they have difficulties to understand what the teacher is explaining and asking during the class. Furthermore they only take classes two hours per week, which is not enough to learn a foreign language, that isn't enough to learn a foreign language.

GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE.

Definition

Games play an important role in the development of young children when they are acquiring a foreign language; for that reason, the researcher presents some definition of the games.

According to Wright (1984) language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

Games play an important role in the development of young children as you know before, but, don't forget is really useful to apply games in teaching, sometimes is hard work with children, it is possible with a good game, the class almost all the time, result fun.

♣ Importance of games

According to Rose, (2010) games are very important in the classroom, no matter what the age of the students. There are a variety of reasons for this, including the following:

It can add variety to a classroom.- Even if students pay attention, they may find it boring to always do the same sorts of things in a classroom. Educational games can provide a different way to learn about the same lessons.

There are many good lessons in playing a game itself.- Games can teach more than just the subject matter about which they explore. Many games teach about the importance of taking turns, which in itself is an important lesson. Students can learn about needing to wait and sometimes just watching while others play. Also, learning the rules of a game can help the children use their minds.

They may get the child excited about a subject.- If the game is a lot of fun then the student might equate learning about a subject as fun. It is good to get the students excited about learning. It may even help pave the way to a particular interest the student has.

♣ Types of games

Classifying games into categories can be difficult, because categories often overlap. Wright, (2006), explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the

other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing.

Guessing games

These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

Search games

Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell,

e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own g r i d a n d h e l p c l a s s m a t e s complete theirs.

Ladders and snakes game

Snakes and Ladders are a popular game for children in many countries of the word. It is easy to make from basic materials and can be adapt to suit many learning situations. The aim of the game is to be the first player to reach the end by moving across the board from square 1 to square 64. You will travel the board from base to top, right, and then left and so on.

Memory games

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Perlman, a British psychologist of the first half of the 20th century.

Labeling games: These are a form of matching, in that participants match labels and pictures.

Exchanging games: In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish:

Board games: Scrabble is one of the most popular board games that specifically highlight language.

Vocabulary bingo: Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card.

Role play games

The terms *role play*, *drama*, and simulation are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Crossword puzzles

Crossword puzzles also the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Finally, crossword puzzles have the benefit of being customizable to study content.

⬆ Advantages of using games in the classroom

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways, first, games bring in relaxation and fun for students, thus help them learn and retain new words more easily, second, games usually

involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities, third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.

2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills- speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

♣ Objective of games

There are objectives affective, cognitive, Class Dynamics and adaptability.

Affective:

- Lowers affective filter

- Encourages creative and spontaneous use of language

- Promotes communicative competence

- Motivate

- Fun

Cognitive:

- Reinforces - Reviews and extends.

- Focuses on grammar communicatively

Class Dynamics:

- Student centered

- Teacher acts only as facilitator

- Build class cohesion

- Fosters whole class participation

- Promotes healthy competition.

Adaptability:

- Easily adjusted for age, level, and interests

- Utilizes all four skills

- Requires minimum preparation after development

✛ Using games in the classroom

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively. (Nova,2010)

✛ The process of teaching vocabulary by using games.

There were four steps which were used by the writer in her process of teaching vocabulary by using games, (Iswardani, 2008) they are:

Motivating Strategy (Warming up)

In this step the writer should apply strategies to gain the student's motivation to focus in the lesson. One of the strategies done by the writer was by giving some clues related to the material and the students must guess what place the writer meant.

Strategy

In this step, the writer starts to give explanation about the material. The writer applied games method in presenting the material to the students. The writer also applied four skills (listening, speaking, reading, and writing) in delivering the xxxviii material to them. In teaching activities the writer used some colored pictures. The aim to help her in delivering the material because pictures especially colored pictures could attract the student's attention and make them easier to imagine the real objects.

Skill Practice

In this part the writer applied some vocabulary games. That vocabulary games contained four English skills (listening, speaking, reading, and writing). Those games are completing the words and match them with the pictures, crossword puzzle, and drawing a city map.

Firstly the writer explained the rules of those games and after that she asked the students to play the games based on the writer's rule. It was done to make the students to be more active and to make them enjoy in doing the task.

Assessment

This activity is done by the writer to check the student's progress in learning the material. The writer gave homework to the students to measure their ability in understanding the material for that day.

GAMES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it". Moreover, the "Vocabulary games provide a good chance for students to learn something from one another". Research reveals that games seem to provide young learners with the element of fun and enjoyment which is important for learning.

♣ Vocabulary bingo

Fall Words

Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card.

Objectives

• Students will review vocabulary.

• Teacher will be able to assess students' knowledge of vocabulary.

Materials

• Vocabulary list that class is covering

• Plain white paper unless using copies of the Vocabulary Bingo Cards

• Copies of the Vocabulary Bingo Cards –Optional

• Pen, pencil, or highlighter unless using chips or small pieces of colored paper

• Chips or small pieces of colored paper – Optional

• Fun prizes – Optional.

Activity Time:

30 minutes

Concepts Taught

Vocabulary Review

The Procedures using bingo game

➢ Students divide a plain piece of paper into five equal rows and columns by folding the paper in halves until there are 16 squares on the paper.

➢ The students determine where their free space will be and write the word "Free" in one of the spaces on the card. You may also print bingo cards for your students.

➢ You may also write the words on the cards creating several versions of bingo cards by writing different words on the cards and/or in different order.

➢ Using their vocabulary list, they chose any 16 words and write the words in any order, one in each box, on their bingo card. All the vocabulary words and definitions are written on strips of paper and put in a container.

➢   The teacher pulls a strip out of the container and reads the definition, checking the word off her list. The students highlight the word that matches the definition.

Give winners prizes.

Prepare prizes for the winners.

You may choose to award extra credit points to add to the quiz grade (make sure you keep a list of winners handy when you start adding extra credit points). You may also choose to award candy or toy prizes, depending on your school and classroom rules. Whatever you choose to do, make sure you tell your students about the prize before you begin the activity. Students switch cards and play again!

Assessments
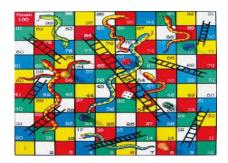
As the game progresses, walk around the room and check that the students are participating and are placing the markers on the correct spaces. Also, assess the students when they win a game by checking their cards to see that they correctly students when they win a game by checking their cards to see that they correctly matched the definition to the word on the Bingo card.

Extensions

1. This activity is well-adapted for ESE or ESOL students. You can also allow extra time to study by giving these students the vocabulary words prior to your introduction of this material

You might also have the Bingo cards laminated for longer durability.

✚ Snakes and Ladders game

Snakes and Ladders are a popular game for children in many countries of the word. It is easy to make from basic materials and can be adapted to suit many learning situations. The aim of the game is to be the first player to reach the end by moving across the board from square 1 to square 64. You will travel the board from base to top, right, and then left and so on.

Level: Beginners to intermediate

Players: Two, three, or four people

Time: 10 to 15 minutes

Material: Board, sheets, 1 die, instructions and rules of the game.

The Procedures Using ladders and snakes game

➢ Each player thrown the die or spin the spinner.

➢ The player who has the highest number starts the game by throwing the die and moving his/her counter, starting at space according to the number show on the die or spinner.

➢ If a player scores a six he or she throws the die or spins the spinner again.

➢ If a counter stops on the head of the snake the player must slide the counter down the snake until it gets to the tail, then carries on from that point. If a

counter lands at the foot of a ladder the player move it to the top and carries on front there.

➢ The first player to reach the square which has the highest number on it is the winner.

Description

The game can be played by two or more players up to a maximum of 6- 8.Each player should have their own marker (counter) different shaped sells or stones, or colorize pieces of paper or plastic, or bottle tops make good markers. Each player start with their marker on square I, marked start, which it at the bottom left hand corner on the board.

Memory game

Objective:

✓ Students will make and use a memory game to develop vocabulary learning.

A memory card game can be another effective way for reviewing vocabulary, but you or your class will need to do some advanced preparation

before you play. You will need a set of cards for the vocabulary you want to review.

For each word, one card should have the target vocabulary word and another card should have the definition of the word.

The players should then shuffle the deck and lay all the cards in a grid pattern face down on a large playing surface.

Each person turns over two cards each turn trying to find a match.

- If the cards do not match, he turns them over again and the next person takes a turn.

- If they do match, he keeps the cards and gets an additional turn. The player with the highest number of cards at the end of the game wins.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, and instruments, materials and procedures.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate (practitioners) and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

Dr. Daniel Rodas Bustamante basic public school was selected as the place for the present research work since it is the school where the researcher is currently teaching or had the opportunity to teach as part of his/her teaching practicum or had the opportunity to observed as a pre-investigation activity;

therefore she has an insight of the spectrum of English teaching within the school. Dr. Daniel Rodas Bustamante basic public school is located in Miraflores neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of "Dr. Daniel Rodas Bustamante" public school, the treatment of English as a subject within the curriculum of the school is obligatory but the class periods devoted to teach it are limited to 2 periods one a week. It has an English teacher as part of its teaching staff.

PARTICIPANTS

The participants who were part of this action research were a group of 16 students (6 and 10 boys / girls), of the fifth year of Basic Education, whose ages range from 9 to 11 years old. These students received two periods of English classes per week with a certified teacher; each period is about 40 minutes. The students have an English book called "My favorite book 5" The English classes are developed without any other teaching resources than the course book.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the use of games applied in the developing of vocabulary sub-skilI. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the   object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through the questionnaires, tests. It was adopted also   to make the interpretation of data, the logical analysis and drawing up the conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data received from the observation guide, checklist and field diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION

INSTRUMENTS

Questionnaires, conversations, students' grades, students' works (documentary evidence) field diaries & notes, systematic observations, (video recordings) and researcher's-made tests were used to gather the information.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target population, the fifth year students of Dr. Daniel Rodas Bustamante School; another human resource was the English school teacher who facilitated general information about target students.

The personal computer, internet, removable memory stick, and multimedia were the technological resources used, and the office supplies like handouts, flashcards, videos, textbooks and bibliography made this research possible.

PROCEDURE

The study started with the observations to the students who were part of this research in order to identify the issues the students were facing. The analysis of the data gathered facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on vocabulary sub-skill and the use of games was done to support the questions raised upon the information received.

An intervention plan, organized in 12 lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage, quantitative and qualitative data were collected using the instruments mentioned above. After, the data gathered was tabulated and analyzed. The discussion of the outcomes was completed with the triangulation of the findings and the literature that supports this study. The conclusions were drawn up considering the initial inquiries. Finally, the reporting of the thesis was written and disseminated.

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$$

The Pearson Correlation coefficient was used to find out the relationship between the applications of games to improve vocabulary learning. Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the baseline data to the posttest results. Observation data was also obtained by periodical monitoring of the evolution of the language skill by means of a teacher – designed checklist. The manifestations of each observed behavior were turned into percentages that were analyzed and interpreted prior discussion.

The discussion of the outcomes was carried out with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f.   RESULTS

PRE-TEST RESULTS

The data of the pre-test scores is showed in the table below

Table1.

Pre-test Results

	I.O.W.A	I.W.W.A	R.S.W	O.W.W.A	R.W.C.		
Students' code	Part 1 /2	Part 2 /2	Part 3 /2	Part 4 /2	Part 5 /2	Total 10	100%
DRB 1	1	0,18	0,66	0,8	0,8	3,4	34
DRB 2	1,5	0,9	2	1,6	2	8	80
DRB 3	0,5	0,36	0,66	0,4	0	1,9	19
DRB 4	0,75	0,54	1,66	0	0	2,9	29
DRB 5	1,25	0,54	1,66	0,8	0	4,2	42
DRB 6	0,75	0,9	0,99	0,8	0,8	4,2	42
DRB 7	1,75	0,36	1,33	0	1,2	4,6	46
DRB 8	1,5	0,36	2,64	1,2	1,2	6,9	69
DRB 9	1,5	0,54	0,99	1,2	0,4	4,6	46
DRB 10	0,75	0,9	1,66	1,2	0,4	4,9	49
DRB 11	1,5	0,36	1,32	0	1,6	4,7	47
DRB 12	0,75	0,18	2,64	1,2	0,4	5,1	51
DRB 13	1,25	0,18	1,32	1,2	1,2	5,1	51
DRB 14	1	1,09	1,66	1,2	1,6	6,5	65
DRB 15	1,25	0,36	1,32	0,8	0	3,7	37
DRB 16	0,18	0,72	1,32	0,8	0,8	3,8	38
TOTAL	17,18	8,47	23,83	13,2	12,4	75	47
	54	26	74	41	39	47	
M. Arit.	1,07	0,53	1,49	0,83	0,78	4,6	

Note: I.O.W.A= Image and oral word association; I.W.W.A= Image and written word association; R.S.W= Remembering the spelling of the word; O.W.W.A= Oral and written word association; R.W.A= Recognize a word in context.

According to the data, of the sixteen participants who were tested, one student got a score higher than eight; fifteen students obtained lower scores than eight, which is the passing grade adopted for this study. The facts indicate that students did not have problem in remembering and spelling the word for that reason they had the

highest value in this learning sub-skill (74%). It can be seen a problem in image and written word association that is why the lowest value is located in this parameter (26%).

Considering the pre-test results only one student had the highest value in the parameter remembering the spelling of the word. On the contrary the rest of the students had a problem in image and written word association, that was the reason they got the lowest value here.

On the basis of the pre-test results, it is be concluded that, there is a relationship between pre-test and questionnaire results, applied since the students answered that the teacher only used the book and flashcard as resources in their teaching.

POST-TEST RESULTS

The dada of the post-test scores is showed in the Table. 2

Table 2

Post-test Results

	I.O.W. A	I.W.W.A	R.S.W	O.W.W.A	R.W.C		
Students' code	Part 1 /2	Part 2 /2	Part 3 /2	Part 4 /2	Part 5 /2	Total /10	100%
DRB 1	1,75	1,62	1,65	1,2	2	8,2	82
DRB 2	2	1,26	2	1,2	1,2	7,6	77
DRB 3	1,75	1,26	2	2	1,2	8,2	82
DRB 4	1,75	1,26	2	1,2	0,8	7	70
DRB 5	1,75	1,8	2	1,2	1,6	8,3	84
DRB 6	2	2	2	0,8	1,6	8,4	84
DRB 7	2	1,08	2	1,2	0,8	7	71
DRB 8	2	1,26	1,65	1,2	2	8,1	81
DRB 9	1,17	1,26	2	1,2	0,8	6,4	64
DRB 10	1,75	1,26	2	0,8	1,2	7	70
DRB 11	2	1,26	2	0,8	1,2	7,2	73
DRB 12	2	2	2	1,6	2	9,6	96
DRB 13	2	1,08	2	0,8	2	7,8	79
DRB 14	2	2	2	0,8	1,6	8,4	84
DRB 15	1,5	1,44	2	1,2	1,2	7,3	73
DRB 16	1,5	1,62	1,66	1,6	1,6	7,9	80
Total	28,92	23,46	30,96	18,8	22,8	124,9	78
	90	73	97	59	71	78	
M.Arit.	1,81	1,47	1,94	1,18	1,43	7,8	

Note: I.O.W.A= Image and oral word association; I.W.W.A= Image and written word association;
R.S.W= Remembering the spelling of the word; O.W.W.A= Oral and written word association; R.W.A=
Recognize a word in context.

The data shows, that four students got a score higher than eight; twelve
students obtained lower scores than eight, which is the passing grade adopted for
this study.

The results indicate that students did not have problem in remembering the spelling of the words, and they still had the highest value in this learning sub-skill (97%). It is evident, that there are still problems in establishing the relationship between oral and written word association; the lowest value in this parameter (59%).

Considering the post-test results only one the students, had the highest value in remembering the spelling of the words. During the intervention they had enhanced the following sub-skills; Image and oral word association; Image and written word association; Oral and written word association; Recognize a word in context. Contrary to this, the rest have a problem in oral and written word association. For that reason they had scores under the passing value.
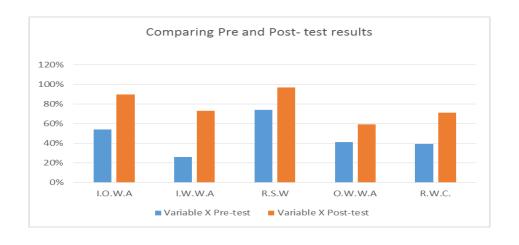
COMPARING TEST RESULTS

Table 3

Comparing Pre and Post- test results

Students' code	Variable X Pre-Test scores	Variable Y Post-Test Scores	X^2	Y^2	X Y
DRB 1	3,44	8,22	11.83	67.56	28.27
DRB 2	8	7,66	64	58.67	61.28
DRB 3	1,92	8,21	3.68	67.40	15,76
DRB 4	2,95	7,01	8.70	49.14	20.67
DRB 5	4,25	8,35	18,06	69,62	35,48
DRB 6	4,24	8,4	17,97	70,56	35,61
DRB 7	4,64	7,08	21,52	50,12	32,85
DRB 8	6,9	8,11	47,61	65,77	55,95
DRB 9	4,63	6,43	21,43	41,34	29,97
DRB 10	4,91	7,01	24,1	49,14	34,41
DRB 11	4,78	7,26	22,84	52,7	34,7
DRB 12	5,17	9,6	26,72	92,16	49,63
DRB 13	5,15	7,88	26,52	62,09	40,58
DRB 14	6,55	8,4	42,9	42,90	55,02
DRB 15	3,73	7,34	13,91	53,87	27,37
DRB 16	3,82	7,98	14,52	63,68	63,68
N=16	$\sum X=75,08$	$\sum Y=124,94$	$\sum X^2=362,1$	$\sum Y^2=671,05$	$\sum XY=511,01$

Note: I.O.W.A= Image and oral word association; I.W.W.A= Image and written word association; R.S.W= Remembering the spelling of the word; O.W.W.A= Oral and written word association; R.W.A= Recognize a word in context.

Comparing Pre and Post- test results

The coefficient is 0,09 it is -0, this value is significant. It means that a positive relationship between both variables exists. In other words, there has been an increase in the values of the variable under study although it is not certain that this variation could be the result of the implementation of the strategy. This statistical measure confirms what is been showed in Table 3. It is evident, the strategy applied during the intervention has had a positive influence on the results obtained.

ANALYSIS OF THE QUESTIONAIRIES

In this section a comparison of the students' perception toward language learning is included in the form of tables constructed around students' answers to the pre and post questionnaire.
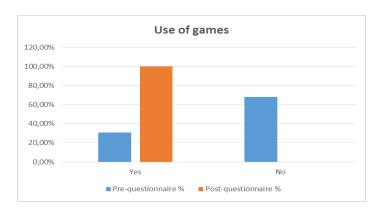
QUESTION 1

1. Does the teacher use games in their teaching?

Table 4

Use of games				
	Pre-questionnaire		Post-questionnaire	
Yes	f	%	f	%
	5	31	16	100
No	11	68	0	0
Total	16	100	16	100

Source: Students of 5th year of basic education at Dr. Daniel Rodas Bustamante School.
Researcher: Laura María Robles Espinoza

Use of games

The answers in the pre-questionnaire show that eleven students said that teacher did not use games in teaching; and the findings in the post-questionnaire show that sixteen of the students reported that the teacher (researcher) used games in teaching vocabulary. This finding, shows that the use of games as a resource in the intervention plan had a positive impact on students.

QUESTION 2

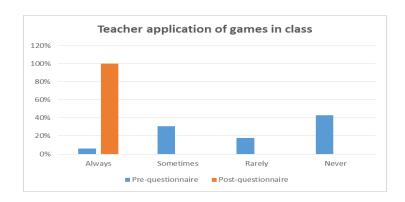How often does teacher apply games in class?

Table 5

Teacher application of games in class				
	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	1	6	16	100
Sometimes	5	31	0	0
Rarely	3	18	0	0
Never	7	43	0	0
Total	16	100	16	100

Source: Students of 5th year of basic education at Dr. Daniel Rodas Bustamante School.
Researcher: Laura María Robles Espinoza

Teacher application of games in class

From the questionnaire applied to students before the intervention, it can be seen that only one of the sixteen students reported that teacher always applies games during the class; while the majority of them responded that the teacher never applied games during the class. Answers to questionnaires applied at the end of the intervention indicate that teacher (researcher) applies games. It means that the frequency of games used as a tool to teach new vocabulary increased considerably during the intervention period of the research. The researcher designed the games according to the interests and age of the students. As result, they were more interested in learning vocabulary.

QUESTION 4

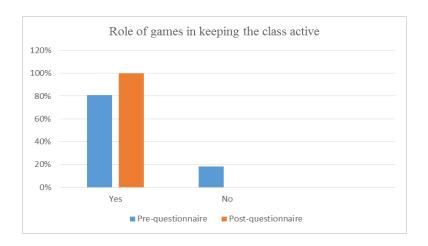Do you believe that games help to get class more active?

Table 6

Role of games in keeping the class active				
	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Yes	13	81	16	100
No	3	18	0	0
Total	16	100	16	100

Source: Students of 5th year of basic education at Dr. Daniel Rodas Bustamante School.
 Researcher: Laura María Robles Espinoza

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Role of games in keeping the class active

It can be seen from the pre-questionnaire, that a large population of (81, 25%) students believed that the use of the games helped maintaining the class more active while answers in the post-questionnaire all of the students believed that games helped maintaining the class more active, it means that students feel more active to work when the teacher uses games in teaching English.

According to the answers of the participants, it can be seen that the use of the games maintained the class more active, as it was confirmed by the findings in the post-questionnaire. The researcher included this strategy as part of the teaching process which resulted in more enjoyable classes, more interested students and more creative teacher practitioner. (Researcher created supporting material)

g. DISCUSSION

This study was performed in order to determine the relationship between games and vocabulary learning during the application of eleven workshops with students of fifth year of basic education at Dr. Daniel Rodas Bustamante" school. The findings support the research question. How can games help to improve vocabulary learning with the students of 5th Year of Basic Education at "Dr. Daniel Rodas Bustamante School?. Which is also consistent with Pikulski,(2001) that states, that vocabulary is one of the main aspects of the language, because it appears in every skill of language: listening, speaking, reading and writing. Many people realize that their vocabulary is limited so that, they have difficulties in expressing their ideas.

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

The data measured through the Pearson coefficient (0,09) revealed a slight relationship between the variables under study. The increase in vocabulary learning, after eleven workshops during the intervention phase was the result of the application of the strategy (games). It can be observed that the acting stage generated positive results especially in the parameter of remembering the spelling of the word in order to improve vocabulary learning. The results indicated that the students overcame the difficulties they had in the pre-test (26%); and most of them got higher scores (78%) in the post-test.

In fact during the intervention there were some strengths because it was a great group they were cooperative, enthusiastic, interested and respectful. Another one was the classroom teacher and the school director who permitted to carried out the intervention. They were friendly, communicative and collaborative.

However, there were some limitations such as: the classroom size which made the study harder because there were sixteen students working in a small area; another one was that the school did not have the essential resources such as: Cd player, projector, speakers, posters, and accessories in order to learn the new words; therefore, the researcher solved the problem bringing her own materials to work in the class.

Based on the quantitative data gathered from the two-tests, checklist, field diary and questionnaires it is concluded that the application of games was an effective resource for teaching vocabulary, because it helped students understand the meaning of the words and retain new vocabulary, all of these helped to improve their communication, and understanding at the same time.

The games were applied related to the topic of the class, students worked using posters, flashcards, worksheets and the most important was the application of a set of games such as; snakes and ladders board game, memory game and bingo game; all of them were suitable in the building of cognitive skills that include problem-solving, imagination critical thinking in the English language learning.

This action research study was a great practice for the researcher since it helped to gain experience as a future qualified teacher. During the intervention, it was experimented how games can help students to improve vocabulary learning, this research work   made the researcher reflect towards the importance of making practice as teacher using a specific strategy before starting as a professional.

Action Research involves actively participating in changing a situation; so this research gave the researcher a really enriching opportunity to interact in a real way with students. Making action research is a necessary work that should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain strategies used in teaching-leaning process.

h. CONCLUSIONS

After having finished this research work, and taking into consideration the findings obtained from it, the researcher concluded that:

- The results showed an increase in the ability to use vocabulary in the foreign language after the implementation of the use of games to develop the understanding in the vocabulary learning, as it is showed by the Pearson coefficient (0,09) which, indicated a slight correlation between both variables games and vocabulary.

- The findings indicated that the students had serious problems in the vocabulary learning, this situation revealed that the students learned vocabulary only from the text book and memorize each word without practicing it, in a real context and they would forget the new words very soon, After the implementation of a set of games, the students got a better understanding of the new vocabulary,

- The use of games during the intervention plan was pertinent for reaching the objectives planned in this research work. As a result the students improved the weaknesses in the parameter: Image and written word association, they interacted, participated and collaborated during the application plan. For that reason, it is demonstrated that games had a positive effect in the vocabulary learning.

- Moreover, it is noticed that the most useful games had reached the students' knowledge in the vocabulary learning; the researcher concluded that games motivated children to get involved in the activities of the class and also they promote cooperation, interaction and good relationship among students.

i. RECOMMENDATIONS

The following recommendations were written with the intention of searching a better teaching process in the vocabulary learning.

- Teachers should raise awareness about the importance of the use of games in the lesson plan and how to incorporate them in their English classes.

- It is suggested that teachers should create their own games using some resources from the internet to catch the students' attention in each english class.

- It is recommended that english teachers should use games when teaching vocabulary, games offer a lot of tools and also help students to improve their vocabulary learning.

- Finally, teachers should combine games, during their classes, they can use games with pictures, flash-cards, written cards in order to explain the meaning of vocabulary.

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k. ANNEXES

ANNEX 1

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y

LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

> **"USING GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 5TH YEAR OF BASIC EDUCATION AT DR. DANIEL RODAS BUSTAMANTE SCHOOL. ACADEMIC PERIOD 2013-2014"**

Thesis project previous to obtain the Bachelor's degree in Sciences of Education, English Language Specialization

AUTHOR

LAURA MARIA ROBLES ESPINOZA

LOJA-ECUADOR

2013 -2014

a. THEME

"USING GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 5TH YEAR OF BASIC EDUCATION AT DR. DANIEL RODAS BUSTAMANTE SCHOOL.ACADEMIC PERIOD: 2013 –2014"

b. PROBLEM STATEMENT

2.1 Background

The present research work will be developed at Dr. Daniel Rodas Bustamante School for that reason it is important to make a brief background of it. The educative school was created due to the necessity of providing education of quality based on the encouragement and the human values.

The school vision is to develop human conditions of the students in all their manifestations, care nature, protection, social inclusion and quality of education according to the new model educational management.

The mission of this institution is to develop students' capacities and competencies in a comprehensive way. Also to develop the cognitive, psychomotor and socio effective areas through workshops, places of work and the proper use of information, technology and communication.

The first director was the Priest Luis Ongoño, who founded the school on October 25th 1962.The school started its academic functions with 40 students and one teacher. In 1982, Mr. Director of the school included 3 more teachers. Then in 1986 the school hired 12 teachers and nowadays this institution has 26 teachers, including the English teacher and 400 students.

The aim of my study is, to help these kids to improve vocabulary learning in the English Language. Their level of learning in the English Language is very basic, that is why it is important to improve their vocabulary skills so they can get a basic communication in

the English class with the teacher and students. Applying games is going to help them to improve not only vocabulary learning but to be motivated through games too.

2.2. Current situation of the research object

Nowadays, the English Language Learning is a concern that implies a wider range of technique procedures, strategies and difficulties for teachers, sometimes they have problems with their classes due their students get bored easily and they have limitations in the English Vocabulary Learning.

In "Dr. Daniel Rodas Bustamante" School students do not have a basic knowledge of vocabulary and they have difficulties to understand what the teacher is explaining and asking during the class. They only take classes two hours per week, which is not enough to learn a foreign language. Their limitation of vocabulary knowledge was discovered by the researcher who began working with the group of students one year ago developing the observation practices.

Furthermore, students have never worked with games to learn vocabulary. For this reason it is important that students learn the English language through games because it's useful, meaningful and effective which causes motivation, relaxation and fun to learners in class. The learners can learn languages fundamentally and easily through games.

In this field, Games as an essential and creative to improve vocabulary learning and it can be the solution for many problems in the English teaching.

The games make learning more enjoyable and enhance the developing of different abilities in the students. They will cooperate and complete activities without being aggressive, and will learn to be a good loser.

On the other hand, the development of monotonous English classes and the lack of motivational activities have made students become bored and distracted. They have lost their interest in learning English. That is why; this project is going to be developed with fifteen students who belong to the group that has more limitations in mastering vocabulary in the English Language. It is predictable that thought the application of fun games they will be more involved and feel motivated to participate and be part of the English language class.

Due to students' limitations at English comprehension it is important to do an action research, whose main problem is:

2.3   Research problem

How can games help to improve vocabulary learning with the students of 5th Year o f B a s i c Education at "Dr. Daniel Rodas Bustamante School"? Academic Period 2013 –2014

2.4   Delimitation of the research

The present research work will be performed with the students of 5th year of basic education at the elementary school at "Dr. Daniel Rodas Bustamante" School. Academic period 2013 –2014

2.4.1   Temporal

The present project will be develop during the period February and April 2014

2.4.2 Spatial

The stated project will be done at "Dr. Daniel Rodas Bustamante" School, which is located in Miraflores neighborhood.

2.4.3 Observation units

The people that will be part of the present research work are the following:

- The students of 5th year of Basic Education, at "Dr. Daniel Rodas Bustamante" school.
- The researcher.

2.5 Sub problems

1. What kind of theoretical references about games are effective to improve the vocabulary learning in the English language with students of 5th grade at "Dr. Daniel Rodas Bustamante" school? Academic period 2013 - 2014.

2. Which are the negative issues that limit the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school? Academic period 2013-2014.

3. Which games are appropriate to improve the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school? Academic period 2013 - 2014.

4. How do games as part of the classroom activities improve the limitations in the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school? Academic period 2013 - 2014.

5. How effective was the application of games in the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school? Academic period. 2013 - 2014.

c. JUSTIFICATION

The present research project of English is vital due to the fact that the group of students who will be part of it, need to improve their limitations in the English vocabulary learning. The researcher will do all her best in order to motivate and involve students in the English language class because it is a very important language component that must be discerned by the students in the learning of a new language.

From **educational** aspect this research will help to improve the English language learning of the group of students in the researched institution. This will be an essential project because students will enjoy, feel motivated and they will be involved in the normal learning of the English class easily. Therefore, students will become successful, not only in education but also in their lives.

From the **social** point of view, this project is important, because it will contribute to improve the social conditions of a group of students who belong to an educational institution that not offer individualized teaching in English. Also because their parents do not have enough economical resources to enroll them in English courses which could help them to improve their vocabulary knowledge.

From the **scientific** point of view, this project is useful because the best strategies and techniques, for learning the English language will be searched and applied to teach students basic vocabulary in the English Language, so that they can improve vocabulary Learning and consequently they can feel motivated to be involved in the English language class.

It is **pertinent** because, any kind of intervention has been applied before to help students who have limitations in their learning with the English language. So that, it is important to carry it out by applying creative activities to notice if they are an effective strategy that help students to learn vocabulary and improve their English language learning.

Finally this project is also justified because it is a **requirement** to get the Bachelors in arts degree English teaching in the Universidad Nacional de Loja. The researcher as undergraduate of the English Language Career is able to develop it and counts with enough resources to carry it on in the stated period of time.

d. OBJECTIVES

4.1 GENERAL

To determine if games are useful to improve vocabulary with students of 5th grade of Basic Education at "Dr. Daniel Rodas Bustamante" school.

4.2 SPECIFICS

1. To investigate the theoretical references about games as an strategy to improve the vocabulary learning in the English Language with students of 5th grade at "Dr. Daniel Rodas Bustamante" school academic period 2013 - 2014

2. To diagnose the negative issues that limit the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school. Academic period 2013 - 2014

3. To select the appropriate games to improve the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school. Academic period 2013 - 2014

4. To put in to effect the most effective games as part of the classroom to activities in order to solve the limitations in the vocabulary learning with students of 5th grade at dr. Daniel Rodas Bustamante school; Academic period 2013 - 2014.

5. To reflect about the effectiveness that the games had on the vocabulary learning in the English language with students of 5th grade at "Dr. Daniel Rodas Bustamante" school; Academic period 2013 - 2014.

e. THEORETICAL FRAME

5. VOCABULARY LEARNING

5.1.1 Definition

According to (Thornbury, 2002) vocabulary is a list of words with their meanings, especially one given in a reading book of a foreign language. Vocabulary is the total number of words in a particular language; it is an important part to master English correctly.

Vocabulary is a very important language component that must be discerned by the students in the learning of a new language. To master a language the students will get difficulties if they lack vocabulary.

5.1.2 TYPES OF VOCABULARY

There are 4 types of vocabulary:

Listening

Speaking

Reading

Writing

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies.

Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates grow thin another.

Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16weeks. Furthermore, babies are listening during all their waking hours –and we continue to learn new words this way all of our lives. By the time were ach adult hoods, most of us will. **Recognize and understand close to 50,000words**. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, **if** they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere **5,000 to 10,000 words** for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary IF you are a reader. If you are not areader, you cannot "grow" your vocabulary.

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and into nation to

help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell (Montgomery's, 2007).

5.1.3 Importance of vocabulary

The learners will be able to express their ideas precisely, if they have a good stock of vocabulary. Learners will be also able to comprehend the reading material, give response, understand other's speech, speak fluently and write about a specific topic if they count with the appropriate words. On the other hand, the learners will not be able to participate in conversations, express ideas, and ask for information, if they do not recognize the semantic and pragmatic aspects of the words.

Taking into account the relevance and role of vocabulary in learning a foreign language, vocabulary should be guaranteed and developed, and it is mostly learned in the primary school. Although a considerable amount of vocabulary is learned in primary, then the acquisition of most complex vocabulary occurs during high school years.

5.1.4 The process of teaching vocabulary by using games

There were four steps which were used by the writer in her process of teaching vocabulary by using games, they are:

Motivating Strategy

❖ **Warming up**

In this step the writer should apply strategies to gain the student's motivation to focus in the lesson. One of the strategies done by the writer was by giving some clues related to the material and the students must guess what place the writer meant.

1. **Presentation Strategy**

In this step, the writer starts to give explanation about the material. The writer applied games method in presenting the material to the students. The writer also applied four skills (listening, speaking, reading, and writing) in delivering the xxxviii material to them. In teaching activities the writer used some colored pictures.

The aim to help her in delivering the material because pictures especially colored pictures could attract the student's attention and make them easier to imagine the real objects.

2. **Skill Practice**

In this part the writer applied some vocabulary games. That vocabulary games contained four English skills (listening, speaking, reading, and writing). Those games are completing the words and match them with the pictures, crossword puzzle, and drawing a city map. Firstly the writer explained the rules of those games and after that she asked the students to play the games based on the writer's rule. It was done to make the students to be more active and to make them enjoy in doing the task.

3. **Assessment**

This activity is done by the writer to check the student's progress in learning the material. The writer gave homework to the students to measure their ability in understanding the material for that day.

5.1.5 Vocabulary development

The former group also outperformed the pronunciation and memorization group on text recall. This study shows that active processing of word meanings leads to greater recall and understanding of word meanings, but it was only a brief learning trial using one list of words, so its long-term implications cannot be assessed.

Another vocabulary study with ELLs examined the effectiveness of procedures for presenting words to first-grade Spanish dominant students in this doctoral dissertation; children were randomly assigned to two groups. Both groups received vocabulary instruction during a 30-minute daily English as a Second Language class.

One group worked on learning words that were presented in individual sentence contexts. The other group worked on words presented in meaningful narratives, dictated their own sentences using the target words, and examined picture cards that illustrated the word meanings. During 3 weeks of instruction, 31 words were presented to each group. By the end of the training, the latter group, whose instruction was more elaborated than the first group, showed better ability to use the English vocabulary than did the control group (21 words learned vs. 9).

Developed, implemented, and evaluated an intervention designed to build breadth and depth of word knowledge and reading comprehension in 254 bilingual and monolingual children from nine fifth-grade classrooms in four schools in California, Virginia, and Massachusetts.

The intervention, which consisted of 15 weeks of instruction, was organized around the topic of immigration; the curriculum relied on a variety of text genres including newspaper articles, diaries, firsthand documentation of the immigrant experience, historical accounts, and fiction. Instruction was delivered for 30–45 minutes 4 days a week. Every fifth week was devoted to review of the previous 4 weeks' target words.

Students' classroom teachers were trained by the researchers to deliver the instruction. In accordance with research indicating words are best learned from rich semantic contexts, target vocabulary words were selected from brief, engaging reading passages. A relatively small number of vocabulary items were introduced each week (12); the words were those that

students at this level were likely to encounter repeatedly across texts in different domains.

Although there were relatively few words introduced each week, activities helped children make semantic links to other words and concepts and thus attain a deeper and richer understanding of a word's meaning as well as learn other words and concepts related to the target word. In keeping with research-based best practice previously cited, the lessons also taught students to infer meanings from context and to use roots, affixes, cognate, morphological relationships, and comprehension monitoring (August, 2005).

5.2   NEGATIVE ISSUES THAT AT LIMIT THE DEVELOPMENT OF VOCABULARY.

5.2.1   Difficulties in vocabulary learning

Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Multiple sense English words and synonyms (words with a similar meaning present special difficulty for foreign learners).

Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialized books dealing with British and American English differences. English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively and intensively for real life needs of learners. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English, (Buvaley, 2012)

5.2.2   Deficiencies

A second challenge relates to the large deficits in second language vocabulary of ELLs and the limited time for direct instruction. It is critical to develop creative methods to expose ELLs to words in ways that develop and reinforce word meaning throughout the school day as well as in out of- school settings. Examples of methods that expose children to more words as well as reinforce the words children have already learned include the use of technology, additional scripted books purposefully crafted to reinforce word meanings, games for student/student practice using picture cards and games that provide incentives for students to listen for new words or previously taught words outside of the vocabulary lesson, and word walls to display.

- By attracting student's interest to games, all of them were active and made noisy. So it was difficult for the teacher to control them.

- By doing games the teacher only had a little time to explain the material and gave some new vocabulary. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

5.3   GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE

5.3.1   Definition

Games play an important role in the development of young children when they are acquiring a foreign language; for that reason, the researcher presents some definition about the game.

According to (Wright, 2006) language l e a r n i n g is hard work. Effort i s required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

They can be useful to students who have trouble focusing during lectures

The truth of it that many students feel that lectures are boring. They may tune out what the teacher says. If they are reading books they may re-read the same statement twelve times and still not really know what it said. For many students with a short attention span, educational games can be very useful. They may be fun for the student to play thus they may pay more attention to them. A good educational game will teach at the same time that it entertains. The students may also find it to be an easier way to learn.

Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

Games are used to teach English to liven up lessons and create a relaxed learning atmosphere where students feel confident to practice new language skills.

The games provide alternative ways of learning Basic English vocabulary and take the form of board games, written games such as word searches or crossword puzzles, or action and role-playing games. In order to create a positive learning experience, teachers link games with the curriculum or syllabus and make sure students understand what they will learn from the game.

5.3.2   Importance of games

Why Educational Games are Important in the Classroom

According to (Rose, 2010) games are very important in the classroom, no matter what the age of the students. There are a variety of reasons for this, including the following:

It can add variety to a classroom

Even if students pay attention, they may find it boring to always do the same sorts of things in a classroom. Educational games can provide a different way to learn about the same lessons.

The students may be able to better remember the lessons if they learn it in different ways. They may also find an educational game to be more memorable and they may remember the subject material with it.

There are many good lessons in playing a game itself

Games can teach more than just the subject matter about which they explore. Many games teach about the importance of taking turns, which in itself is an important lesson. Students can learn about needing to wait and sometimes just watching while others play. Also, learning the rules of a game can help the children use their minds.

They may get the child excited about a subject

If the game is a lot of fun then the student might equate learning about a subject as fun. It is good to get the students excited about learning. It may even help pave the way to a particular interest the student has.

Educational games can take many different forms. Some might be on the computer. In this case, it can be important because it can help teach the students about using a computer, which is a very important thing to know in today's modern world. It can even help them with their typing skills. Consider these and the above benefits when deciding whether or not educational games are right for your classroom.

5.3.3 Types of games

Classifying games into categories can be difficult, because categories often overlap. (Wright, 2006) Explains two ways of classifying language games.

First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

Information gap games.-In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

Guessing games: These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to

find clues in order to guess who or what the person is thinking of.

Search games: These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

Ladders and snakes game: Snakes and Ladders are a popular game for children in many countries of the word. It is easy to make from basic materials and can be adapt to suit many learning situations. The aim of the game is to be the first player to reach the end by moving across the board from square 1 to square 64. You will travel the board from base to top, right, and then left and so on.

Memory games: As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

Labeling games: These are a form of matching, in that participants match labels and pictures.

Exchanging games: In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish:

Board games: Scrabble is one of the most popular board games that specifically

highlight language.

Vocabulary bingo: Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card.

Role play games: The terms *role play*, *drama*, and simulation are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Crossword puzzles

Is a much more active type of learning, and will engage students with the material more than passive types of review techniques do. Crossword puzzles also have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword. Finally, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble.

5.3.4   Advantages of using games in the classroom

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily.

Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities.

Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen.

Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.

2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills- speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

5.3.5 Objectives of games

There are for objectives affective, cognitive, Class Dynamics and adaptability.

Affective:

- ✓ Lowers affective filter

- ✓ Encourages creative and spontaneous use of language

- ✓ Promotes communicative competence

- ✓ Motivates

- ✓ Fun

Cognitive:

- ✓ Reinforces

- ✓ Reviews and extends

- ✓ Focuses on grammar communicatively

Class Dynamics:

- ✓ Student centered

- ✓ Teacher acts only as facilitator

- ✓ Builds class cohesion

- ✓ Fosters whole class participation

- ✓ Promotes healthy competition.

Adaptability:

- ✓ Easily adjusted for age, level, and interests

- ✓ Utilizes all four skills

- ✓ Requires minimum preparation after development

5.3.6   Using games in the classroom

* Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.

* Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

* The game context makes the foreign language immediately useful to the children. It brings the target language to life.

* The game makes the reasons for speaking plausible even to reluctant children.

* Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

* Even shy students can participate positively

5.4 GAMES TO TEACH VOCABULARY LEARNING IN THE INGLISH LANGUAGE

Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it". Moreover, the "Vocabulary games provide a good chance for students to learn something from one another"

Research reveals that games seem to provide young learners with the element of fun and enjoyment which is important for learning. However, not a lot of tea

5.4.1   Vocabulary bingo

Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card.

Corresponding Events

Any events requiring vocabulary development.

Objectives

  ✓ Students to will review vocabulary.

✓ Teacher to will be able to assess students' knowledge of vocabulary.

Materials

❖ Vocabulary list that class is covering

❖ Plain white paper unless using copies of the Vocabulary Bingo Cards

❖ Copies of the Vocabulary Bingo Cards –Optional

❖ Pen, pencil, or highlighter unless using chips or small pieces of colored paper

❖ Chips or small pieces of colored paper – Optional

❖ Fun prizes – Optional

Activity Time:

30 minutes

Concepts Taught:

Vocabulary Review

The Procedures using bingo game

➢ Students divide a plain piece of paper into five equal rows and columns by folding the paper in halves until there are 16 squares on the paper.

➢ The students determine where their free space will be and write the word "Free" in one of the spaces on the card. You may also print bingo cards for your students.

➢ You may also write the words on the cards creating several versions of bingo cards by writing different words on the cards and/or in different order.

➢ Using their vocabulary list, they chose any 16 words and write the words in any order, one in each box, on their bingo card. All the vocabulary words and

definitions are written on strips of paper and put in a container.

➢ The teacher pulls a strip out of the container and reads the definition, checking the word off her list. The students highlight the word that matches the definition.

➢ When Students have four across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins! Have students read out the words that gave them bingo, checking that you actually read the definitions for those words.

Give winners prizes.

o Prepare prizes for the winners.

o You may choose to award extra credit points to add to the quiz grade (make sure you keep a list of winners handy when you start adding extra credit points).

o You may also choose to award candy or toy prizes, depending on your school and classroom rules. Whatever you choose to do, make sure you tell your students about the prize before you begin the activity. Students switch cards and play again!

Options

o Award a small prize to the winner.

o Play four corners.
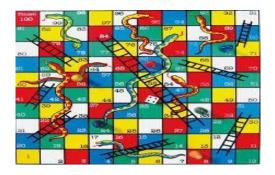
o Play to cover whole board.

Assessments

As the game progresses, walk around the room and check that the students are participating and are placing the markers on the correct spaces. Also, assess the students when they win a game by checking their cards to see that they correctly matched the definition to the word on the Bingo card.

Extensions

1. This activity is well-adapted for ESE or ESOL students. You can also allow extra time to study by giving these students the vocabulary words prior to your introduction of this material

You might also have the Bingo cards laminated for longer durability.

5.4.2 Ladders and snakes game

Snakes and Ladders are a popular game for children in many countries of the word. It is easy to make from basic materials and can be adapt to suit many learning situations.

The aim of the game is to be the first player to reach the end by moving across the board from square 1 to square 64. You will travel the board from base to top, right, and then left and so on.

Level: Beginners   to   intermediate

Players: Two, three, or four people

Time: 10 to 15 minutes

Material: Board, sheets,1 die, instructions and rules of the game.

The Procedures Using ladders and snakes game.

- o Each player thrown the die or spin the spinner.
- o The player who has the highest number starts the game by throwing the die and moving his/her counter, starting at space according to the number show on the die or spinner.
- o If a player scores a six he or she throws the die or spins the spinner again.
- o If a counter stops on the head of the snake the player must slide the counter down the snake until it gets to the tail, then carries on from that point. If a counter lands at the foot of a ladder the player move it to the top and carries on front there.
- o The first player to reach the square which has the highest number on it is the winner.

Description

The game can be played by two or more players up to a maximum of 6- 8. Each player should have their own marker (counter) different shaped sells or stones, or colorize pieces of paper or plastic, or bottle tops make good markers. Each player start with their marker on square I, marked START, which it at the bottom left hand corner on the board.

5.4.3 Memory game

Objective:

⊥ Students will make and use a memory game to develop vocabulary learning.

A memory card game can be another effective way for reviewing vocabulary, but you or your class will need to do some advanced preparation before you play. You will need a set of cards for the vocabulary you want to review.

- For each word, one card should have the target vocabulary word and another card should have the definition of the word.

- The players should then shuffle the deck and lay all the cards in a grid pattern face down on a large playing surface.

- Each person turns over two cards each turn trying to find a match.

- If the cards do not match, he turns them over again and the next person takes a turn.

- If they do match, he keeps the cards and gets an additional turn. The player with the highest number of cards at the end of the game wins.

5.1 APPLICATION THE GAMES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE

LESSON		TOPIC
WORKSHOP 1		Pre-test
WORKSHOP 2	Posters	Adjectives
WORKSHOP 3	Flashcards Game	Adjectives
WORKSHOP 4	Ladders and snakes Game	Adjectives
WORKSHOP 5	Posters	Numbers
WORKSHOP 6	Flashcards	Numbers
WORKSHOP 7	Memory game	Numbers
WORKSHOP 8	Posters	Human body parts
WORKSHOP 9	Flashcards	Human body parts
WORKSHOP 10	Bingo game	Human body parts
WORKSHOP 11		Post-test

WORKSHOP 1

THEME: Pre-test	
OBJECTIVE: ✓ To find out the prior knowledge of students about vocabulary. ✓ To know the issues that students have in vocabulary learning.	**ACTIVITY DESCRIPTION**
	PRESENTATION PRACTICE ❖ Teacher introduces test and explains the purpose to students. ❖ Teacher explains the test structure and procedure to solve the test. ❖ Teacher gives students the test ❖ Teacher gives students some instructions to develop the test. ❖ Teacher monitors students' test completion.
MATERIALS: ❖ Sheet of paper ❖ Pencil ❖ Test papers	
TIME: 60 minutes	
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.englishwsheets.com/	

WORKSHOP 2

THEME: Adjectives	

OBJECTIVE:
Teacher
   ✓ To introduce vocabulary set adjectives
Student
   ✓ To name adjectives
   ✓ To associate image and oral word.
   ✓ To recognize adjectives.
	ACTIVITY DESCRIPTION
	
	WARM UP: "If you are Happy"
	Students watch a video and sing a "If You are Happy" song in order to become familiar with the topic.

CONTENTS **ADJECTIVES** old young strong weak thin fat small big tall short slow fast hard soft dirty clean ugly beautiful long short	**PRESENTATION:** ❖ Teacher asks question and demonstrates answer. ❖ Teacher presents image and spoken word. ❖ Teacher says the word and students repeat it

MATERIALS:
  ❖ Puppet
  ❖ Computer
  ❖ Record player
  ❖ CD
  ❖ Book My favorite book 5
  ❖ Flashcard
  ❖ Worksheet
  ❖ Handouts
	PRACTICE:
	
	❖ Teacher briefly explains what an adjective is?
	❖ Teacher shows 2 adjective flashcard and asks students to confirm or deny
	❖ Teacher gives students a worksheet with adjectives pictures and request to students to make a circle in the adjective that they like.

TIME: 80 minutes	**ASSESSMENT:** ❖ Teacher gives a handout with 12 pictures and asks student to mark with **X** the adjective they listen.
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.saberingles.com.ar/flashcards/	

WORKSHOP 3

THEME: Adjectives	
OBJECTIVES: Teacher ✓ To review the adjectives in oral forms ✓ To introduce the spelling of adjective Student ✓ To associate image and written word.	**ACTIVITY DESCRIPTION**
	WARM UP: "PASS THE BALL" In order to remember the adjectives.
CONTENTS ADJECTIVES old young strong weak thin fat small big tall short slow fast hard soft dirty clean ugly beautiful long short	**PRESENTATION:** • Teacher presents written word (flashcard) • Teacher sticks flashcard with the image on the board and explain it. • Teacher reads each word aloud. Students repeat the word. **PRACTICE:** • Students see the image and written word and read it in order to practice pronunciation. • Teacher puts word flashcards on the desk and image flashcard on the board. • Teacher asks students in turns to stick a word flashcard below each image. • Teacher gives a worksheet with adjectives pictures with the name under them, students fill in the blanks with missing letter.
MATERIALS: ❖ Ball ❖ Flashcard ❖ Written word (flashcard) ❖ Pictures ❖ Worksheet	
TIME: 80 minutes	
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.saberingles.com.ar/flashcards/	**ASSESSMENT:** • On a worksheet students match the picture with the word. • Students look at the picture and write the adjective next to the image.

OBJECTIVE:	ACTIVITY DESCRIPTION

Teacher
  ✓ To assess the adjectives by applying sentences.
  ✓ To apply snake and ladders game
Student
  ✓ To identify the adjectives in a sentence.
  ✓ To review the adjectives in a fun way by applying snake and ladders game
	WARN UP: "Pass Ball"
	Teacher gives a ball to the students and say pass, pass, pass, if she says pun the student answer the question that she asks.
	Who is it?
	She like
	Is she beautiful?
	❖ **PRESENTATION:**
	❖ Teacher makes some simple sentences on the board as example so that the students make this after.
	❖ Teacher present a poster with snake and ladders game

CONTENTS ADJECTIVES
  old   young
  strong   weak
  thin   fat
  small   big
  tall   short
  slow   fast
  hard   soft
  dirty   clean
  ugly   beautiful
  long   short
	PRACTICE:
	❖ Teacher gives students a worksheet to complete it by looking the adjectives on the box. She is…………
	❖ Teacher gives a brief explanation about game.
	❖ Teacher divides the class into groups A-B.
	❖ Each group has a marker; each student throws the die the one who has the highest number stars the game.

MATERIALS: ❖ Ball ❖ Computer ❖ Worksheet ❖ Pencil ❖ Eraser ❖ Ladders and snakes Poster ❖ Dice ❖ One marker per player (for example, a coin, a bottle top, a plastic piece etc.) ❖ Prize for winner ❖ Worksheet (crossword)	❖ Students sit around the poster to play a snake and ladders game with adjectives. ❖ When the die falls on the square she or he must answer the question about adjectives or perform the direction given. ❖ If the die fall on the head of the snake the student must slide the counter down the snake until it gets to the tail. ❖ If the die falls on lands at the foot of a ladder the student move it to the top and carries on from there. ❖ The first player to reach the square which has the highest number on it the winner.
TIME: 80 minutes	**ASSESSMENT:** ❖ Teacher gives students a crossword with ❖ 12 adjectives
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.wikihow.com/Play-Snakes-and-Ladders	

WORKSHOP 4

WORKSHOP 5

THEME: Numbers	

OBJECTIVE:
Teacher
  ✓ To introduce vocabulary set numbers
Student
  ✓ To name numbers
  ✓ To associate image and oral word.
  ✓ To recognize numbers.
	ACTIVITY DESCRIPTION

	WARM UP: "Numbers" Students watch a video and sing a "numbers" song in order to become familiar with the topic. **PRESENTATION:** ❖ Teacher introduces the vocabulary (numbers) using a flashcards.

CONTENT
NUMBERS
  one   two
  three   four
  five   ten
  twenty   thirty
  forty   fifty
  sixty   seventy
  eighty   ninety
  one-hundred
	❖ Teacher presents image and spoken word.
	❖ T eacher pronounces the number and students repeat after her.
	PRACTICE:
	❖ Teacher briefly explains when we should use the numbers.
	❖ Teacher shows a picture and asks students to confirm true or false. (Is this forty).

MATERIALS:
  ❖ Poster
  ❖ Computer
  ❖ Video
  ❖ Record player
  ❖ CD
  ❖ Book My favorite book 5
  ❖ Picture
  ❖ Flashcard
  ❖ Worksheet
  ❖ Handouts
	❖ Teacher gives students a worksheet with numbers pictures and request to students to underline the number that the she pronounce.
	
	ASSESSMENT:
	
	❖ Teacher gives a handout with 20 numbers pictures and asks students to mark with X the number that they listen.

TIME: 80 minutes	❖ Teacher puts on the desk 25 pictures flashcards and asks students to pay attention to listen the number and then they run to the desk to look for it and stick on the board.
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.saberingles.com.ar/flashcards/	

WORKSHOP 6

THEME: Numbers	

OBJECTIVES:
Teacher
  ✓ To review the numbers in oral forms
  ✓ To introduce the spelling of number
Student
  ✓ To associate image and written word.
	ACTIVITY DESCRIPTION

CONTENTS
NUMBERS
  one   two
  three   four
  five   ten
  twenty   thirty
  forty   fifty
  sixty   seventy
  eighty   ninety
  one-hundred
	WARM UP: "Crossword"
	Teacher gives students a crossword with numbers.
	
	PRESENTATION:
	
	❖ Teacher presents written word number (flashcard)
	❖ Teacher sticks flashcard with the image on the board and explain it.
	❖ Teacher reads each word aloud. Students repeat the word.

MATERIALS:
  ❖ Flashcard
  ❖ Written word (flashcard)
  ❖ Pictures
  ❖ Worksheet
  ❖ Worksheet (crossword)
	PRACTICE:
	❖ Students see the image and written word and read it in order to practice pronunciation.
	❖ Teacher puts word number flashcards on the desk and image number flashcard on the board.
	❖ Teacher asks students in turns to stick a word flashcard below each image.
	❖ Teacher gives a worksheet with word number and image number to match them.
	❖ Teacher gives students a worksheet with some numbers in Spanish so that they write them in English

TIME: 80 minutes	
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.saberingles.com.ar/flashcards/	**ASSESSMENT:** ❖ Teacher writes on the board some English numbers and asks students to pass on the board to write the Spanish number.

WORKSHOP 7

THEME: Numbers

OBJECTIVE:	ACTIVITY DESCRIPTION

Teacher
  ✓ To assess the numbers by applying sentences.
  ✓ To memory game.
Student
  ✓ To identify the numbers in a sentence.
  ✓ To review the numbers in a fun way by applying memory game
	WARN UP: " Password "
	Teacher divides the class into two teams, and explains the game. One student from the first team stands facing the front of the class as the teacher writes a vocabulary word on the board. Students on that team take turns providing a definition or explanation of the word in an effort to have the student guess the word within one minute. Then, the second team gets a turn. Teams alternate having a player at the front of the room until the class has reviewed all words or time is up

CONTENTS NUMBERS
  one two
  three four
  five ten
  twenty thirty
  forty fifty
  sixty seventy
  eighty ninety
  one-hundred
	PRESENTATION:
	❖ Teacher presents a poster with some countable numbers. (sentences)
	❖ Teacher presents a worksheet with some exercises.
	❖ Teacher presents some flashcard to play a memory game.
	PRACTICE:
	❖ Teacher read the sentences and students repeat after her it.

MATERIALS:
  ❖ Poster
  ❖ Worksheet
  ❖ Pencil
  ❖ Eraser
  ❖ Flashcard
  ❖ Big box
  ❖ Letters
  ❖ Prize for winner
	❖ Teacher gives students a worksheet with numbers and the students need to write a big or small number before it.
	❖ Students look at the exercises and answer them. For example Three plus six equals nine (3+6=9).
	❖ Teacher sticks on the board the English numbers and the students choose two to form quantities.
	❖ Teacher puts on the floor the English number and Spanish number, and invited students to look at them, then she face down it. .

TIME: 80 minutes	❖ Each student turns two cards each turn trying to find a match.
LEVEL: Beginners.	❖ If the card does not match, he turns them over again and the next student takes a turn.
STUDENTS: 17	
SOURCE: My favorite book 5 Vocabulary + Games + for + Middle + School. pdf .	❖ If they do match, he keeps the cards and get an additional turn. ❖ The player with highest number of cards at the end of the game wins. **ASSESSMENT** Teacher puts the letters inside the big box and students to look for the letters to form the numbers the winner is the student that more numbers have.

WORKSHOP 8

THEME: Human body parts	
OBJECTIVE:	**ACTIVITY DESCRIPTION**
Teacher	
✓ To introduce vocabulary set human body parts	**WARM UP: "Head shoulders knees and foot"**
Student	**PRESENTATION:**
✓ To name human body parts	
✓ To associate image and oral word.	❖ Teacher introduces the vocabulary (human body parts) using a poster.
✓ To recognize human body parts.	❖ Teacher presents images and spoken word.
CONTENT	❖ Teacher pronounces the human body parts and students repeat after her.
HUMAN BODY PARTS	**PRACTICE:**
shoulder hand	❖ Teacher briefly explains human body parts.
arm leg	❖ Teacher shows a picture and asks students to confirm true or false. (Is it a leg)
fingers foot	
face chin	
knee mouth	❖ Teacher gives students a picture to stick on the board to form the human body.
nose neck	
hear check	❖ Teacher gives a puzzle with human body parts and students need to find the human body parts.
head toes	
MATERIALS:	**ASSESSMENT:**
❖ Poster	❖ Teacher gives students a crossword with human body parts and students need to see the image, read the word and complete it.
❖ Computer	
❖ Record player	
❖ CD	
❖ Book My favorite book 5	❖ Teacher shows again the pictures and asks to students a question. Do you remember what this is?
❖ Picture	
❖ Worksheet	
❖ Worksheet puzzle	
❖ Worksheet crossword	
TIME: 80 minutes	
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.saberingles.com.ar/flashcards/	

WORKSHOP 9

THEME: Human body parts	
OBJECTIVES: Teacher ✓ To review the human body parts in oral forms To introduce the spelling of human body parts Student ✓ To associate image and written word.	**ACTIVITY DESCRIPTION**
CONTENTS **HUMAN BODY PARTS** shoulder hand arm leg fingers foot face chin knee mouth nose neck hear check head toes	**WARM UP: " THREE QUESTIONS "** Make three questions. Ex: What is it? What do you do with this? When you use this? (using pictures) As learners think more deeply about a word and make connections between familiar and unfamiliar terms, they solidify their learning. **PRESENTATION:** ❖ Teacher presents written word (flashcard) ❖ Teacher sticks flashcard with the image on the board and explains it. ❖ Teacher reads each word aloud. Students repeat the word. Ex: It is a leg.
MATERIALS: ❖ Poster ❖ Written word (flashcard) ❖ Pictures ❖ Pencil ❖ Eraser ❖ Worksheet	**PRACTICE:** ❖ Students see the image and written word and read it in order to practice pronunciation. ❖ Teacher puts flashcards word and pictures on the desk then teacher asks students to find a picture /word card and stick on the board. ❖ Teacher gives a worksheet with image and respective name the students read the word and rewrite three times the same word. ❖ Teacher gives a worksheet with some pictures and short sentences, the students should fill the missing word by looking the words on the box.
TIME: 80 minutes	
LEVEL: Beginners.	**ASSESSMENT:** ❖ Teacher sticks on the board a body poster and invited to students to write the part of it.
STUDENTS: 17	
SOURCE: My favorite book 5 <u>Vocabulary + Games + for + Middle + School. pdf</u> .	

WORKSHOP 10

THEME: Human body parts	

OBJECTIVE:
 	
Teacher
  ✓ To assess the human body parts by applying sentences.
  ✓ To apply bingo game.
Student
  ✓ To identify the human body parts in a sentence.
  ✓ To review the human body parts in a fun way by applying bingo game
	ACTIVITY DESCRIPTION
	
	Teacher divides your class into two different teams. Write a vocabulary word on the board. The students who think they know the answer can stand up. The teacher calls on a student at random to define the word. If the student gets it, his team gets points. The team with the most points at the end wins.
	
	PRESENTATION:
	❖ Teacher presents some pictures with human body parts in order to remember the words.
	❖ Teacher makes a review of human body parts with the students at the beginning of class.

CONTENTS **HUMAN BODY PARTS** shoulder hand arm leg fingers foot face chin knee mouth nose neck hear check head toes	**PRACTICE:** ❖ Teacher gives students a bingo table with human body parts words. ❖ Teacher puts the words in the box and chose one and read. ❖ Students listen to the word and put over the word a corn. ❖ The winner is the student that has the complete table.
MATERIALS: ❖ Markers ❖ Worksheet ❖ Pencil ❖ Eraser ❖ Pictures ❖ Prizes for the winner	**ASSESSMENT** ❖ Teacher writes on the board five sentences with missing words and invited to the students to go to the board to complete it. ❖ Teacher read the sentences and students repeat after her it.
TIME: 80 minutes	
LEVEL: Beginners.	
STUDENTS: 17	
SOURCE: My favorite book 5 Vocabulary + Games + for + Middle + School. pdf .	

WORKSHOP 11

THEME: Post-test	

OBJECTIVE:
Teacher
  ✓ To Know if the use of games was successful in vocabulary learning.
  ✓ To know if the use of games solved the students' problems in vocabulary learning.
	ACTIVITY DESCRIPTION

CONTENTS
 	
  HUMAN BODY PARTS
	PRESENTATION PRACTICE
	
	  ❖ Teacher introduces post- test and explains the purpose to students.
	
	  ❖ Teacher explains the test structure and procedure to solve the post-test.

MATERIALS:
 	
  ❖ Sheet of paper
  ❖ Pencil
  ❖ Test papers
	❖ Teacher gives students the post-test
	
	  ❖ Teacher gives students some instructions to develop the post-test.

TIME: 60 minutes	
LEVEL: Beginners.	❖ Teacher monitors students' post-test completion.
STUDENTS: 17	
SOURCE: My favorite book 5 http://www.englishwsheets.com/	

5.2 ASSESSMENT OF THE EFFECTIVENESS OF GAMES   ON THE

VOCABULARY LEARNING

ASSESSMENT WORKSHOP 1

CHECKLIST FOR MONITORING SKILL DEVELOPMENT (VOCABULARY)

Date:	
Content:	
Activity:	

	Degree of Completion and Development					
	Understanding words			Producing words		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						
Student 9						
Student 10						
Student 11						
Student 12						
Student 13						
Student 14						
Student 15						
Student 16						

A- Achieved   **N. A -** Not at all   **I. P -** In process

RESEARCHER FIELD DIARY.

GAMES.

Date:		Time:
Objective:		
Content:		
Activity:		

ASPECTS TO BE OBSERVED	75-100%	50-75%	Less tan 50%
Were students involved in the activity?			
Was the activity appropriate for the class?			
Did students understand and follow the strategy being applied?			
Were the objectives of the activity accomplished?			
Were conditions favorable to the application of strategy?			

Comments:

………………………………………………………………………………………….
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

f.   METHODOLOGY

6.1   DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 1993; At web, Kemmis & Weeks, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him/her reflect upon her teaching and improve his/her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his/her students' language learning.

6.2 METHODS

In the present research work the following methods will be used:

To study the Vocabulary the researcher is going to use games which will serve in the following:

COMPREHENSIVE METHOD: This will be used as a means to study the vocabulary with the students of five grades and how it is developed or taught. It will also help to understand the importance that vocabulary as a sub skill of the English language learning process.

It is important to know that by analyzing the development of Vocabulary learning it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will improve vocabulary learning by the application of games during a period of time that let the researcher get effective results.

To make a theoretical relation between games with the development of vocabulary learning the researcher will use the analytic and synthetic methods.

ANALYTIC METHOD: This method will help to know more about the benefits of games to improve vocabulary learning of the children who will participate in the action research project. It will also serve to analyze the literature found by the researcher during the action stage. To gather the literature some instruments will be used like: observation guide that include some indicators. Another instrument is the field diary which will help to get qualitative data.

SYNTHETIC METHOD: It will help in the right understanding of the core problem in the vocabulary learning in the students of five grades, which will help the research to synthesize the models of games that are appropriate and are useful to improve vocabulary in children.

To determine the negative aspects that limit the development of vocabulary learning in children the researcher will use the participative diagnostic method.

PARTICIPATIVE DIAGNOSTIC METHOD: It will let the real situation of vocabulary learning in the students of five grades in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this skill. It will let the researcher correct this reality by applying new strategies through games as a possible solution that will help the children into the English Language process. To select the appropriate games to improve vocabulary learning the proactive method will be used.

PROACTIVE METHOD: This is useful to identify the difficulties that students have in vocabulary learning and to determine the improvements that the application of games have and which will help to solve the problem found in this sub-skill. It will let select the best models or alternatives that games has in order to improve the students' limitations in the vocabulary learning into the English language process.

WOKSHOPS METHOD: It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of game, so students are able to solve their limitations and be more active

learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in vocabulary learning and they will let get better outcomes in the new strategies used in this intervention. Finally to assess the every workshop the researcher will use comprehensive assessment method.

COMPREHENSIVE ASSESSMENT METHOD: It will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the games strategies and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of vocabulary learning.

6.3 TECHNIQUES AND INSTRUMENTS

❖ **Pre-test**

It will be selected to gather initial data on the students' knowledge before to start with the intervention and to check the participants' vocabulary learning in the English Language. The pre-test will have seven questions to measure the vocabulary students' level.

❖ **Observation**

The researcher will carefully observe students' performance during lessons. She will use an observation guide to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

❖ **Field dairy and notes.**

The researcher will use a dairy to record qualitative data. It will help to write up the findings during the intervention, significant events during the observation or any particular situations that happen. The purpose of this instrument is to gather qualitative information. To get this information, a sheet of paper will be given to each student to write some answers according to the basic questions that they will be asked. It will serve to gather qualitative data.

❖ **Post-test**

It will be the same pre-test that will be applied before starting with the intervention. The objective of this instrument is to measure how the participants will developed their vocabulary. This pos-test will compare the advance since the beginning of the research until the end of the session of the action stage

❖ **Portfolio**

It will help to keep organized the activities that they are going to develop during the action stage. It also helps the researcher to demonstrate the findings of the improvements of the participants session by session.

6.4 PROCEDURES

The action research work process will include the following stages:

❖ **Investigate**

In this stage the researcher is going to use just a pre-test in order to get the real knowledge situation of the students in vocabulary learning.

❖ **Plan**

This actions research will be done in twelve workshop sections, one hundred twenty minutes each section, two   sections per week, during two months. The student also is going to create a folder, including twenty games, with their topics.

✓ The researcher is going to apply a game per session; the section is for

120 minutes each one.

✓ The games will be applied into four steps; Motivation, Presentation strategy, skill Practice, assessment.

✓ The researcher will use a field diary to take notes about the

participants' progress.

✓ The researcher will present a class with the participants ate the end of the research in order to disseminate the results.

❖ **Act**

In the stage of **acting**; will be applied the technique of observation in order to follow the students´ development; besides will be analyzed the students acting; besides will be needed an observation guide with the purpose of checking if the instruments applied where useful according to the students' opinion; and finally will be used a field diary for each student which help to take notes of all the issues in the research.

This action will be divided into four steps;

➕ Motivation

➕ Presentation strategy

➕ Skill Practice

➕ Assessment.

❖ **Motivation**

✓ The researcher is going to present a warm up in order to break the ice with the students.

❖ **Presentation strategy**

✓ The researcher is going to present a poster with the human body parts in order to catch the students' attention.

✓ The researcher is going to make a review of the human body vocabulary at the beginning of class.

❖ **Skill Practice**

▪ The researcher shows some pictures to the class with human body parts.

▪ The researcher is going to write a word on the board and spells the letters.

▪ The researcher gives students a bingo table to complete.

▪ The researcher says one letter and students identify what letter it is.

❖ **Assessment**

At the end of each session, the searcher is going to take ten minutes to apply a crossword with the purpose to get information to keep in the field diary.

❖ **Reflect**

In the stage of **reflecting**; will be used a post test the same which was applied at the beginning in order to evaluate the students´ improvement; also that test will help to the researcher to analyze and report the findings. The information of all

the research will be shared with the institution where will be done this action research project.

❖ **Dissemination**

In this stage will be applied a demonstrative class in front to teachers and parents in order to socialize learners´ improvement and report findings.
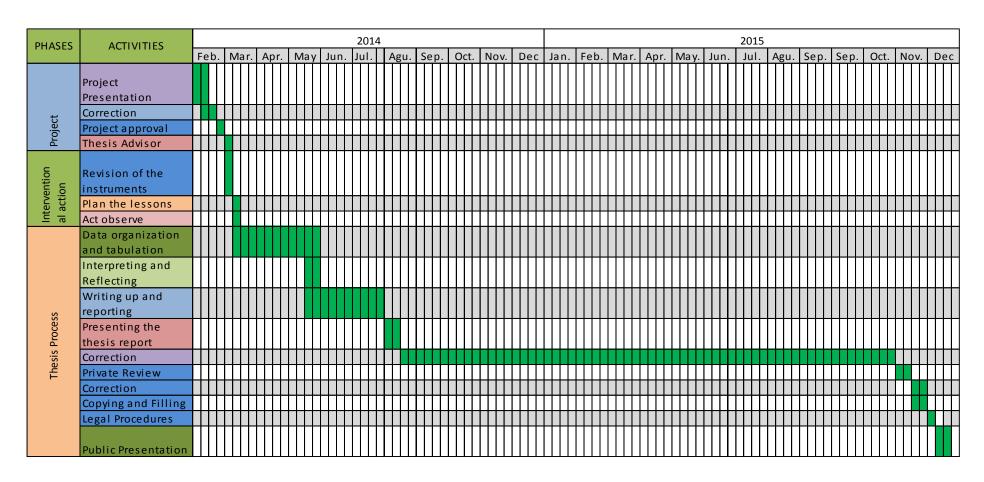
6.5 POPULATION

The individuals who will be taken in account are established as follows:

Chart of the population.

Age	Women	Men
9	3	10
10-11		3
Total	16	

PHASES	ACTIVITIES	2014											2015											
		Feb.	Mar.	Apr.	May	Jun.	Jul.	Agu.	Sep.	Oct.	Nov.	Dec	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Agu.	Sep.	Sep.	Oct.	Nov.	Dec
Project	Project Presentation																								
	Correction																								
	Project approval																								
	Thesis Advisor																								
Intervention al action	Revision of the instruments																								
	Plan the lessons																								
	Act observe																								
Thesis Process	Data organization and tabulation																								
	Interpreting and Reflecting																								
	Writing up and reporting																								
	Presenting the thesis report																								
	Correction																								
	Private Review																								
	Correction																								
	Copying and Filling																								
	Legal Procedures																								
	Public Presentation																								

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCHRESOURCES

7.1.1 Human

Researcher

English coordinator

English staff

7.1.2 Material

The material sources used throughout this research are:

Office material

- Book
- Dictionaries
- Copies
- Paper
- Folders and bindings.

7.1.3 Technical Resources

- Internet
- Computer
- Printer
- Flash memories
- Camera.

7.1.4 Budget

Project	$ 350
Printing	$ 300
Copies	$ 200
Office material	$ 100
Paper	$ 30
Notebooks and folders	$ 100
Internet	$ 100
Transport	
TOTAL	$ 1200

7.1.5 Financing

The expenditures resultant from the development of this research work will be covered by the research.

i. BILIOGRAPHY

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ENGLISH LANGUAGE TEST

Students` name: _____ **Score:** _____

Date: _____ **Grade:** _____

1.- Listen and mark X (2 points)

		13
12		
20		30

2.- Match the picture with the word. (2 points)

forty

arm

ear

fifteen

old

fingers

knee
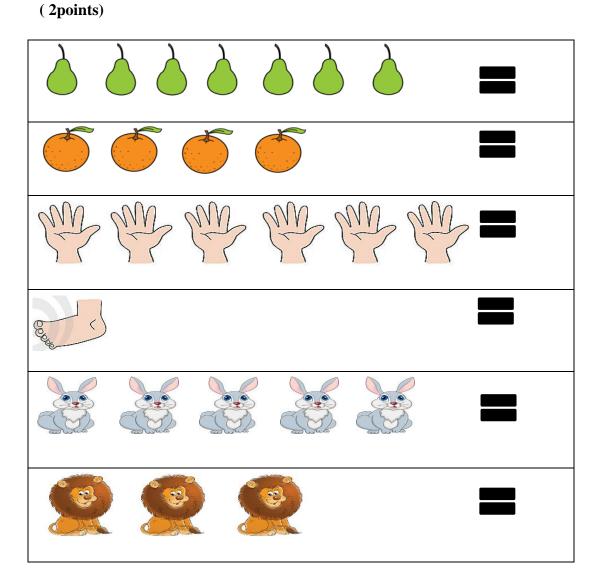
young

fourteen

thin

sixteen

3. Look at the picture and count how many do you have. Write the number.

(2points)

🍐🍐🍐🍐🍐🍐🍐	=
🍊🍊🍊🍊	=
✋✋✋✋✋✋	=
🦶	=
🐰🐰🐰🐰🐰	=
🦁🦁🦁	=

4.- Underline the word that you hear (2 points)

1. chin   check   knee

2. strong   long   short

3. five   fifty   fifteen

4. neck   knee   head

5. fourteen   forty   four

5. Write the correct word (2 points)

1. My …………………………. Is happy   (teacher , house)

2. The boy has ten………………………….   (arms , fingers)

3. My grandmother has …………………………………years   (sixty, fourteen)

4. The chair is …………………………..   (old, fat)

5. My dog has …………………..eyes   (two, four)

NATIONAL UNIVERSITY LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE DEPARTMENT

Dear student I request your cooperation by answering the following questions to help me carry out my research work on: Using games to improve vocabulary learning with students 5th Year Basic Education School "Dr. Rhodes Daniel Bustamante ". I will be very grateful for your feedback.

INTERVIEW

1. **Does teacher use games in their English class?**

   Si (   )   No (   )

2. **How often the teacher implements games in their class?**

   Always   (   )
   Sometimes   (   )
   Rarely   (   )
   Never   (   )

3. **Do you prefer work in group or pair?**

   Group   (   )
   Pair   (   )

4. **Do you believe that games help students to have more active class?**

   Yes   (   )   No (   )

5. What type of resources the teacher uses in the class?

Songs   (   )

Video   (   )

Games   (   )

Prints   (   )

Book   (   )

Posters   (   )

6. Do you like that the teacher implement games in the English class?

Yes   (   )   No (   )

Thanks for your collaboration

INTERVENTION PLAN

General Objective To apply games in order to improve vocabulary learning in the English Language with students of nine to eleven years old at "Dr. Daniel Rodas Bustamante" school. Academic Period 2013 – 2014.		
DESCRIPTION: The present intervention will be carried out with sixteen students of fifth year of basic education at "Dr. Daniel Rodas Bustamante" school. The researcher will work eleven sessions, three sessions per week and each session will be about 100 minutes. Three kinds of games will be used to improve the vocabulary learning: Snakes and Ladders; Memory Game and Bingo Game.		
LESSON	**Objectives**	**Resource**
Workshop 1 Pre-test	To find out knowledge of students about vocabulary.	❖ Pre-test ❖ Pencil ❖ Eraser
Workshop 2 Adjectives	**Teacher** ❖ To introduce vocabulary set: of adjectives **Student** ❖ To associate image and oral word. ❖ To name adjectives. ❖ To recognize adjectives in oral form.	❖ Puppet ❖ Computer ❖ Video ❖ My favoritebook 5 ❖ Flashcards ❖ Worksheet ❖ Handouts
Workshop 3 Adjectives	**Teacher** ❖ To review adjectives in oral form. ❖ To introduce the spelling of adjectives. **Student** ❖ To associate image and written word. ❖ To answer some question related to the topic.	❖ Ball ❖ Pencil ❖ Eraser ❖ Written Word (flashcard) ❖ Pictures ❖ Worksheet ❖ CD ❖ My favorite book 5
Workshop 4 Adjectives	**Teacher** ❖ To asses adjectives through writing sentences. ❖ To apply Snake and Ladders game **Student** ❖ To identify adjectives in a sentence. ❖ To review adjectives in a fun way by applying Snake and Ladders game.	❖ Ball ❖ Computer ❖ Worksheet ❖ Pencil and Eraser ❖ Ladders and snakes Poster ❖ Dice ❖ One marker per player (for example, a coin, a bottle top, a plastic piece etc.) ❖ Prize for winner

	Teacher	❖ Poster
Workshop 5 Numbers	❖ To introduce vocabulary set numbers.	❖ Computer ❖ Video ❖ My favorite book 5
	Student ❖ To name numbers. ❖ To associate image and oral word. ❖ To recognize numbers.	❖ Picture ❖ Flashcard ❖ Worksheets ❖ Handouts
Workshop 6 Numbers	**Teacher** ❖ To review the numbers in oral form. ❖ To introduce the spelling of numbers.	❖ Flashcard ❖ Written word (flashcard) ❖ Pictures ❖ Worksheet ❖ Worksheet (crossword)
	Student ❖ To associate image and written word.	
Workshop 7 Numbers	**Teacher** ❖ To evaluate the numbers by applying writing sentences. ❖ To apply Memory Game.	❖ Poster ❖ Worksheet ❖ Pencil ❖ Eraser
	Student ❖ To identify the numbers in a sentence. ❖ To review the numbers in a fun way by applying Memory Game.	❖ Flashcard ❖ Big box ❖ Letters ❖ Prize for winner
Workshop 8 Human body parts	**Teacher** ❖ To introduce vocabulary set: Human body parts.	❖ Poster ❖ Computer ❖ Record player ❖ CD ❖ Book My favorite book 5
	Student ❖ To name human body parts. ❖ To associate image and oral word. ❖ To recognize human body parts.	❖ Picture ❖ Worksheet ❖ Worksheet puzzle ❖ Worksheet crossword
Workshop 9 Human body parts	**Teacher** ❖ To review the human body parts in oral form. ❖ To introduce the spelling of human body parts.	❖ Poster ❖ Written word (flashcard) ❖ Pictures ❖ Pencil ❖ Eraser ❖ Worksheet
	Student ❖ To associate image and written word.	
	Teacher	❖ Poster

	To evaluate the human body parts vocabulary by writing sentences. ❖ To apply Bingo Game	❖ Pictures ❖ Pencil ❖ Eraser
Workshop 10 Human body parts	**Student** ❖ To identify the human body parts in a sentence. ❖ To review the human body parts in a fun way by applying eliminator game.	❖ Worksheet ❖ Bingo cards ❖ Dice ❖ Prizes for winners
Workshop 11 Post - Test	❖ To evaluate the level of vocabulary learning in the English Language that students have after the intervention plan was applied.	❖ Post- Test ❖ Pencil ❖ Eraser

RESEARTH MATRIX

THEME: USING GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF 5TH YEAR OF BASIC EDUCATION AT "DR. DANIEL RODAS BUSTAMANTE SCHOOL" ACADEMIC YEAR 2013 – 2014

GENERAL PROBLEM	GENERAL OBJECTIVE	THEORETICAL FRAME CATEGORIES	RESEARCH STAGES	TECHNIQUES AND INSTRUMENTS
1. **How can games help to improve vocabulary learning with the students of 5th Year of Basic Education at the at "Dr. Daniel Rodas Bustamante School" academic year 2013 – 2014** 2. **What kind of theoretical frame about games are effective to improve the vocabulary learning in the English language with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013- 2014**	To determine if games are useful to improve vocabulary learning with students of 5th year of Basic Education at "Dr. Daniel Rodas Bustamante" school: Academic period 2013-2014 1. To investigate the theoretical frame about games as an strategy to improve the vocabulary learning in the English Language with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013-2014	E.THEORETICAL FRAME SCHEME 5.VOCABULARY LEARNING 5.1.1 Definition 5.1.2.TYPES OF VOCABULARY 5.1.3Importance of vocabulary 5.1.4 The process of teaching vocabulary by using games 5.1.4 Vocabulary development 5.2 NEGATIVE ISSUES THAT AT LIMIT THE DEVELOPMENT OF VOCABULARY. 5.2.1. Difficulties in vocabulary learning 5.2. 2Deficiencies 5.3 GAMES TO IMPROVE VOCABULARY IN THE ENGLISH LANGUAGE 5.3. 1 Definition 5.3.2 Importance of games 5.3.3 Types of games	**Investigate** Diagnostic the level of the vocabulary learning. **Plan** Workshop **Act** A set of games such as bingo, memory, ladders and snakes. **Reflect** To analyze and interpret the process of games in improves vocabulary learning.	Pre-test Lesson plan Observation Field diary Post-test Class presentation

3. **Which are the negative issues that limit the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013-2014.** 4. **Which games are appropriate to improve the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013- 2004.** 5. **How do games as part of the classroom activities improve the limitations in the vocabulary learning with students of 5th grade at dr. Daniel Rodas Bustamante school year. 2013 - 2014.** 6. **How effective was the application of games in the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013- 2014**	2. To diagnose the negative issues that limit the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013-2014 3. To select the appropriate games to improve the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013-2014 4. To put in to effect the most effective games as part of the classroom to activities in order to solve the limitations in the vocabulary learning with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academc period 2013-2014 5. To reflect about the effectiveness that the games had on the vocabulary learning in the English language with students of 5th grade at "Dr. Daniel Rodas Bustamante" school: Academic period 2013-2014	5.3.4. Advantages of using games in the classroom 5.3. 5 Objectives of games 5.3.6 Using games in the classroom 5.4 GAMES TO TEACH VOCABULARY LEARNING IN THE INGLISH LANGUAGE 5.4.1 Bingo game 5.4.2 Vocabulary bingo 5.4.3 Memory game 5.5. APPLICATION THE GAMES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE 5.5.1.WORKSHOP ONE: 5.5 ASSESSMENT OF THE EFFECTIVENESS OF GAMES ON THE VOCABULARY LEARNING	**Dissemination** To show the results with a demonstrative class where students will be able to participate demonstrating what they have learnt about vocabulary, all these activities will be presented to the authorities of the institution and their parents.
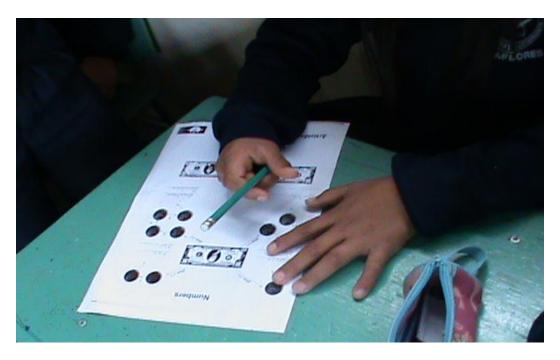
Student feeling worksheets: maching images of words
Author: Laura María Robles Espinoza

Student listening and completing worksheet
Author: Laura María Robles Espinoza

Student developing a follow up activity: add
Author: Laura María Robles Espinoza

Student placing word cards to label parts of the body
Author: Laura María Robles Espinoza

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