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TITTLE:

USING GAMES TO TEACH ENGLISH VOCABULARY TO STUDENTS WHO HAVE SPECIAL ABILITIES AT "ROSA SÁNCHEZ DE FIERRO ELEMENTARY SCHOOL", ACADEMIC YEAR 2013-2014

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

AUTHOR: Julia Elizabeth Piedra Benitez.

THESIS ADVISOR: Rosa Virginia Gonzáles Z. Mg. Sc.

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Firma:  _____

Autora: Julia Elizabeth Piedra Benitez.

N° Cédula: 110367047-5

Dirección: Loja- Barrio Esmeraldas Nortes. Calle Chuquiribamba.

Correo electrónico: elikhalissy@hotmail.com

Celular: 0959004749

DATOS COMPLEMENTARIOS

Director de tesis: Mg. Sc. Rosa Virginia González

Tribunal de grado:

Dra. M. Sc. Carmen Enith Dávila Vega

PRESIDENTA

Lcda. M. Sc. Diana del Cisne González Sarang

VOCAL

Lcda. M. Sc. María Augusta Reyes Vélez

VOCAL

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DEDICATION

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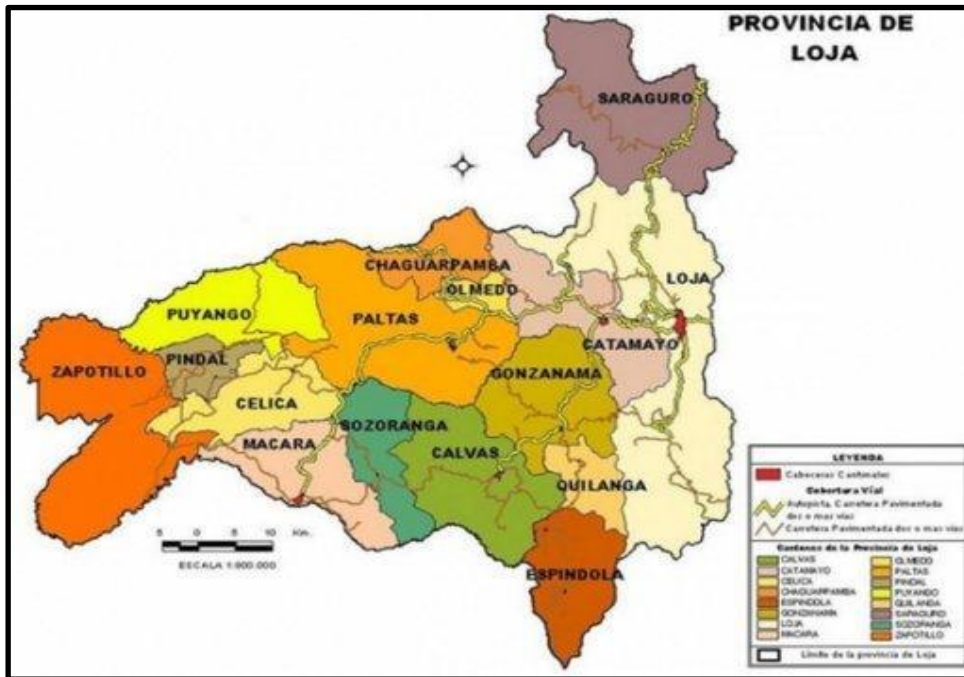
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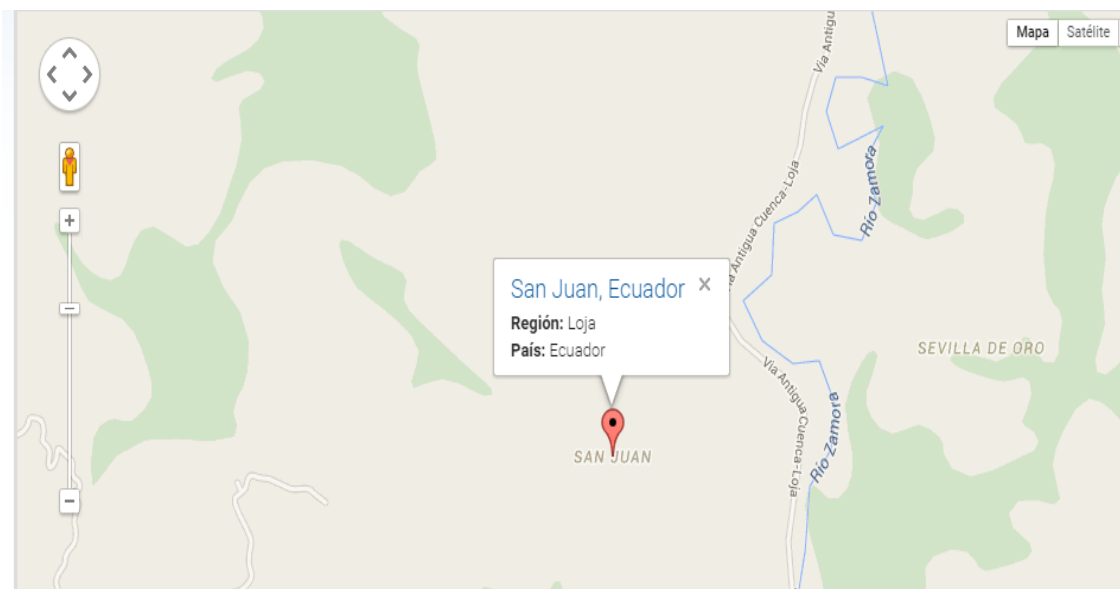
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a. TITTLE

**USING GAMES TO TEACH ENGLISH VOCABULARY TO STUDENTS WHO
HAVE SPECIAL ABILITIES AT "ROSA SÁNCHEZ DE FIERRO
ELEMENTARY SCHOOL", ACADEMIC YEAR 2013-2014.**

b. RESUMEN

Este estudio descriptivo investigó el uso de juegos como material didáctico para enseñar el vocabulario en Inglés con estudiantes de segundo año en la escuela "Rosa Sánchez De Fierro". Un plan de intervención con diez sesiones se llevó a cabo para enseñarlo. Pruebas y cuestionarios fueron diseñados y utilizados para medir el progreso y percepción de la utilización de juegos de vocabulario de los dos alumnos. Instrumentos adicionales, como diarios de campo se utilizaron en cada sesión para evidenciar el progreso de los estudiantes. Los resultados indicaron que los juegos facilitaron de manera significativa el aprendizaje del vocabulario lo que se reflejó en el incremento notable de las valoraciones obtenidas en el post-test. Las respuestas recibidas de los cuestionarios confirmaron también la actitud positiva para trabajar con vocabulario. Se debe concluir que este estudio ayudó a los estudiantes a enriquecer su vocabulario.

ABSTRACT

This descriptive study investigated the use of Games as didactic material to teach English vocabulary with second year students at “Rosa Sanchez De Fierro” school. An intervention plan with ten sessions was carried out to improve it. Two researcher’s-made tests and questionnaires were designed and used to measure the two students’ progress and perception of the use of Games. Additional instruments like field diaries were used every session to see the students’ growth. The results indicated that the Games facilitated meaningfully the improvement of vocabulary which was reflected in the noticeable increment of the posttest scores and students’ progress during the intervention. The answers received from the questionnaires also confirmed the positive attitude toward working with vocabulary. The researched conclude that this study helped the students to improve their vocabulary.

c. INTRODUCTION

Engagement and motivation has been a challenge when teaching vocabulary to EFL (English as a foreign language) students who have special abilities; that is why teachers are constantly looking for some useful tools and innovative strategies to implement in their classes in order to satisfy their students' needs. One of these strategies have proven to have very good results with this pair of learners is the use of games to teach and learn new vocabulary words.

The idea of using games in teaching does not seem to be widely accepted and implemented yet. Many teachers still think that using games can be a waste of time. However, some studies have demonstrated that the use of games can be an effective strategy to be implemented when teaching vocabulary. In fact, some authors have mentioned some advantages of using games, for example: Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, & Buckby, 2005). Other authors affirm that the emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction (Bransford, Brown, & Cocking, 2000; Ersoz, 2000; Lee, 1995).

The present research is intended to determine how the use of games influences on the process of vocabulary learning in the English language with eight and nine year old students who have special abilities. This research was developed in Loja city, at Rosa Sanchez de Fierro elementary school. The participants of the investigation were two students of second year of basic education. Both of them were diagnosed as students with special abilities due to their speech impairment and learning disability.

During the research, the effectiveness of using games to teach vocabulary to students who have special abilities was examined, analyzed, and recorded through an intervention plan which was divided into 10 sessions, in each one a different game was implemented in order to teach different topics of vocabulary. Besides a pre-test and post-test were used at the beginning and at the end of the investigation in order to evaluate the students' knowledge of vocabulary before and after the intervention plan. Students were monitored during the whole process of the intervention plan. The progress of the students was recorded through frequent evaluation and a field diary.

Through the implementation of an intervention plan in a real class environment, the researcher was able to analyze how games have an impact on the students' learning process. The researcher had the opportunity to evaluate the games used and draw conclusions on the effectiveness of each one. Besides, it was a great chance to interact with

students who have special abilities. This investigation demonstrates that students who have some kind of learning disability are also able to learn a new language; of course they move on at their own pace.

This investigation might be of interest to all the teachers who want to implement games in their classes as a tool to facilitate the teaching and learning process. Besides, as this action research focuses on students with special abilities, it can give teachers some ideas on how games can be used to motivate this group of students, and also can help the teachers determine which activities and games are appropriate when teaching vocabulary.

d. LITERATURE REVIEW

A. VOCABULARY LEARNING

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary (Hatch & Brown, 1995). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstijn, 1993, cited in Morin & Goebel, 2001). .

Vocabulary definition

“The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word ‘vocabularium,’ meaning ‘a list of words.’ It gained its modern meaning, ‘the sum of all words known by a person’, in the 1700s.” (*What are the types of vocabulary*, 2014)

According to Wikipedia website “A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary

usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge”. (*Vocabulary*, 2014)

There are some experts who give definitions of vocabulary. Evelyn Hatch and Cheryl Brown (1995) define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use. While according to Roget (1980, p. 12), Vocabulary is: “An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verbs.”

Importance of vocabulary

In the old days of language teaching, vocabulary learning and teaching were given little importance. As Moir and Nation (2008) write, at one time it was widely assumed that lexical instruction is not essential as it can happen by itself; therefore, the teaching of vocabulary was not popular. However, nowadays, the significance of vocabulary and its significance in learning a language have become more accepted. Vocabulary is a basic component of language proficiency which provides the basis for learners’ performance in other skills, such as speaking, reading, listening and writing.

Having a good vocabulary is essential for clear and effective spoken and written communication. In fact vocabulary is central to English

language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972, p. 111-112) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In the same way, Lewis (1993, p. 89) said that "lexis is the core or heart of language" Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Types of vocabulary

According to the article "*What are the different types of vocabulary*" (2014) vocabulary can be classified as follows:

If the term is used to mean a list of words, there are several types of vocabulary. These can be divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing are the most commonly used.

A person's knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is

a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word's meaning, forms and how to use it.

Reading vocabulary is a passive type of vocabulary. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also

rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

+ Approaches in teaching vocabulary. The Presentation, Practice and Performance model

The PPP approach to language teaching is the most common modern methodology employed by professional schools around the world in order to teach vocabulary. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom.

As Foster, P. (1999) claims in her journal 'Key Concepts in ELT, Task-based learning and pedagogy:

“The PPP model of language teaching ('presentation, practice, performance') is based on the assumption that a language is best presented to learners as a syllabus of structures, and that through controlled practice a fluent and accurate performance of the 'structure of the day' can be achieved.”

Harmer, J. (1998) also describes the method in the following terms: “Presentation, Practice and Production stands for (...) In PPP

classes or sequences the teacher presents the context and situation for the language (eg. describing a robot), and both explains and demonstrates the meaning and form of the new language” (p. 33)

While this approach is generally geared toward adult learners, most of the principles involved are also essential to lesson for children. It is very important to understand what “Presentation”, “Practice” and “Production” really are, and how they work in combination to create effective communicative language learning.

Firstly, the teacher presents the new word, an event which involves the presentation of pronunciation and spelling, all in context. Next the teacher allows the students to practice the new word in a controlled setting, making sure the student has understood it properly. Third is the production stage, where there is less-controlled practice and an informal assessment of learning whereby the students get chance to use the new word in an original way, to relate it to their knowledge and experiences. These three stages help the student to consolidate the new word in their mental vocabulary bank

Strategies to teach vocabulary

Vocabulary learning strategies are those which teachers use to improve the vocabulary among students within the classroom and thus make an appropriated learning process.

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987) define learning strategies as "...any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p. 19) Richards and Platt (1992) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (p.209).

"Faerch Claus and Casper (1983, 67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language". According to Stern (1992, p. 261) "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem solving environment in which language learners are likely to face new input and difficult tasks given by their instructors learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

Vocabulary strategies can be divided into two types: explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text). The most common explicit vocabulary strategies are: Pre-teaching vocabulary, repeated exposure to words, keyword method, word maps, root analysis, restructuring reading material. On the other hand, the most common implicit vocabulary strategies are: incidental learning and context skills.

Strategies to teach vocabulary to children

Researchers interested in vocabulary instruction have examined direct and indirect approaches to teaching vocabulary. Direct approaches involve explicit teaching of new word meanings, whereas indirect methods encourage inferring word meanings from context. Currently there is considerable consensus that explicit vocabulary instruction is highly desirable for children in general, and especially important for youngsters with learning disabilities. Vocabulary instruction should involve many opportunities to use new words, to discuss words, and to compare new words with previously learned words.

Many teachers still teach vocabulary the way we were taught years ago. But drilling lists of spelling and isolated content words can be boring. Instruction in vocabulary involves more than looking up words in a dictionary and using them in a sentence. We need to focus on teaching vocabulary through a variety of fun word-learning strategies.

Start by celebrating words in your classroom. Terry NeSmith, a district coordinator for Memphis City Schools, suggests using a four-step approach:

- **Post the words:** A good way to post words is through word walls. If the words are visible and accessible to students, they are more likely to see them, think about them, and use them. Word walls are great places to display content-rich vocabulary as the teacher and their students explore across the curriculum.
- **Break the words apart:** It is best if the teacher has some structure and organization behind their choice of words rather than randomly selecting them. For instance, a teacher should present words in related groups like animals, fruits, emotions, etc.
- **Share the words:** Students love sharing their vocabulary notebooks. A teacher can assign students a different word each week. Then, the teacher and the students can thoroughly research the word and its meaning. After this is done, the students sketch a picture to illustrate the word. At the end of the week children present their drawings to the class.
- **Discuss the words:** Read-aloud is a great way to introduce new vocabulary. When the teacher reads aloud and encounters a

word unfamiliar to his/her class, he/she can let students see the word and discuss its meaning. Students remember the words better if they see them as well as hear them.

✚ Strategies to teach vocabulary to children with special needs (special abilities)

Students with special needs experiencing problems in reading will also have difficulty identifying words they wish to learn. Once they are able to identify new and interesting words, students with special needs will most likely be unable to use context to determine the meaning of the word. Research has shown that the interaction with others regarding word learning will offer them the support they need (Ruddel and Shearer, 2002).

Therefore, teachers should carefully select students to work together using a mixed grouping format and emphasize that it is important to discuss how and why words are selected. This will benefit students who do not know how to identify words for learning. Offer time and guidance to students with special needs by providing mini lessons on word identification skills, how to use context to guess the meaning of the word, and how to use other resources within the text such as pictures, graphics, glossaries, and diagrams.

Research findings indicate that students (with learning disabilities) at-risk for failing to learn a foreign language can benefit from multisensory structured, explicit language instruction (Ganschow & Sparks, 2005; Schneider, 1999; Schneider & Crombie, 2003; Sparks, Artzer, et al., 1998). A multisensory structured language (MSL) approaching the foreign language is similar to instruction in English. Below are a few specific suggestions for foreign language teachers, based on eight MSL principles. The suggestions are versatile strategies that can be effective in inclusive foreign language classrooms (Ganschow & Sparks, 2005; Schneider & Crombie, 2003).

- Multisensory

Teach the language using multiple input/output strategies: visual, auditory, tactile, and kinesthetic. Use several learning channels simultaneously (listening, speaking, reading, writing, and mnemonic devices for memory). Research findings suggest that hearing, seeing, and saying a word (concept) simultaneously enhances memory.

When teaching new sounds and symbols, teach only one or two at a time. In teaching a new or unfamiliar sound, ask the student to imitate the teacher's modeling of mouth movements and to trace the letter pattern while saying and spelling the sound.

Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color coded endings to illustrate gender and subject/verb agreement.

- Repetitive

Provide opportunities for the student to practice and review a concept frequently to assure automaticity. Examples might include practicing forming letters correctly, spelling non-phonetic words, and reviewing spelling patterns.

Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.

For reinforcement, provide ample time to discover, practice, and use meaningful mnemonic devices, such as songs with specified grammatical sentence structures or special rhythms; reinforce concepts by using acronyms (for example, USA = United States of America), drawings, and gestures.

- Structured

Teach language concepts in a logical progression and help the student categorize concepts. Provide structured, explicit

overviews of the material covered. Examples include study guides of the day's activities, summary sheets, graphic representations, and semantic maps. Directly and explicitly teach grammatical, syntactic, and morphological patterns engaging all learning channels for maximum outcomes.

- Sequential

Organize language concepts from simple to complex. For example, consonant+vowel+consonant patterns with three letters should be taught before using blends or digraphs for four- and five-letter words.

- Cumulative

Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

- Alphabetic/Phonetic

Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from

most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

- Metacognitive

Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

- Analytic/Synthetic

Show the student how to break apart words, especially words with more than one syllable, and then show him/her how to put the parts back together again. This approach will help students self-correct and improve their decoding and spelling.

 **Problems students with special abilities have to face when learn new words.**

According to the article “Assisting Students with Foreign Language Learning Difficulties in School”, written by Leonore Ganschow and Elke

Schneider (2006), one challenge for students with special abilities might be finding the appropriate learning environment for their particular needs. Sometimes students need extra time to learn a foreign language concept, a slower pace of instruction, and special attention to specific aspects of the foreign language, such as the sounds and special symbols of the language and grammatical rules. Sometimes students need extra tutoring in the language. They may need a distraction-free learning environment and explicit guidance about language concepts. These accommodations may not be available.

Another challenge might be the need for students to recognize and acknowledge their own unique learning difficulties. This may necessitate putting in considerable extra effort to complete the foreign language requirement successfully, asking for support from various resources (teachers, tutors, peers), and frequently requesting the additional explanations they may need to understand a concept.

B. GAMES AS A TOOL TO TEACH VOCABULARY

Educational games

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990, p. 5) defined games as "an activity with rules, a goal and an element of fun."

Therefore, games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

Importance of games

Educational 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.

Games have long been advocated for assisting language learning.

Here are some of the reasons why:

- Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005). After all, learning a language involves long-term effort.
- Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, & Buckby, 2005).
- This meaningful communication provides the basis for comprehensible input (Krashen, 1985), i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples (Long, 1991), and comprehensible output, speaking and writing so that others can understand (Swain, 1993).
- The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction (Bransford, Brown, & Cocking, 2000; Ersoz, 2000; Lee, 1995).

- The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988) and encourage shy learners to take part (Uberman, 1998), especially when games are played in small groups.
- Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).
- Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.
- Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996).
- As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).
- Games can connect to a variety of intelligences (Gardner, 1999).
For example:

- Games played with others involve interpersonal intelligence
- Games involving drawing connect with visual/spatial intelligence
- Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence

Games in the EFL classroom

Games and activities are an important part of almost every EFL classroom. Games and activities create situations where students can use the target language of the lesson in a playful situation or in presentation or production exercises. Games and activities allow opportunities to use language repeatedly and to build a habit from the structures provided.

Most EFL classes often start with a “warm-up” activity to help the students relax and settle into the class. The warm-up is often a game, just to start things on a “fun” level. Structured activities will be provided to students during the practice and production stages of the lesson as well and if time allows, a short language game may also be used at the end of the class.

The basic idea is to let the class play, have a couple laughs and some fun right at the very beginning, work them very hard in the middle

and finish up the class with some fun. Following this process, where the class begins and ends with anxiety-reducing activities or games, we should find the students more motivated for their next class.

Every experienced EFL teacher has several favorite games and activities that require minimal preparation. These games and activities also come in handy should you be asked to teach a class for someone else when you don't know the students and have not had an opportunity to prepare. Such surprises are not uncommon in the EFL teaching world.

Some considerations when using games as teaching tools within EFL classroom

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old

or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used because there is a big difference between using the game in the morning or in the afternoon, on Monday or Friday.

In addition to the factors mentioned teachers should also be able to play and overact sometimes to help students feel comfortable and want to join the activity. This means teachers should thoroughly understand the game and its nature and be able to lead the game.

It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time.

It is necessary for those who want to use games as a learning aid to be concerned about how to use them. Hadfield (1990) suggested that games should be regarded as an integral part of the language syllabus, not an amusing activity for Friday afternoon or for the end of the term. Games can contribute to students' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure.

Language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Unfortunately, because of limitations of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always easy to incorporate games into the class.

Nevertheless, it can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Therefore, it is recommended that teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching.

Types of games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999) 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.
- Matching 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.
- Board games. Scrabble is one of the most popular board games that specifically highlight language.
- Role play games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). 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.

Another distinction among games is that between competitive games and cooperative ones (Jacobs, in preparation). Research suggests that learning, as well as affective variables, are enhanced by a cooperative

environment (Johnson, Johnson, & Stanne,2000; Slavin, 1995). Millis (2005) outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

Advantages of using games in the classroom

According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

The main reason why games are considered effective learning aids is that "they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971, p. 315-321). Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, knowledge and so on. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that:

"...Stress is a major hindrance in language learning process. This process (learning language in traditional way) is by its nature time consuming and stress provoking... raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. ...one method has been developed to make students forget that they are in class, relax students by engaging them in stress-reducing task (games)."(p. 43)

There is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. Since students know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

Next, students learn without realizing that they are learning (Schultz, 1988.) For instance, when playing a game called "What Would You Do If?" students will have to pick one hypothetical question from those that they have written in a box. They might get a question like "What would you do if a lion came into this classroom?" Next they have to pick one answer that they have written before. The answer they get may be "I would be a fly." Usually the question and the answer they get do not match each other, so students have to use their own imaginations to explain their bizarre answer, and everyone has fun listening to it. The explanation might be "If a lion came into this classroom, I would be a fly because I am a good person, so an angel would come and rescue me by turning me into a fly." While trying to explain, students do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, students do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously-learn without realizing they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schultz, 1988.)

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield (1990,p. 43) confirms that

"games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real world." Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

GAMES

SIMON SAYS is an excellent ludic activity for children of 6 – 12 years old. To play this what the teacher needs is; the whole class leader, competing teams leaders, and small groups vocabulary. The aim is to be able to recognize the names of the vocabulary by their names so that 10 minutes is the best length for the whole game. Classroom or playground lift, etc. are the best place for this game Leader gives instruction. Players obey him/her only if s/he says "Simon says"....." but take no notice if he gives instruction without saying this. Players who make a mistake are Penalized..E.g. "Simon says put your head..." (Everyone obeys) "touch your nose" (no one obeys) because it wasn't said "Simon says" ... and the best player is who have more changes to obey the commands.

I Spy or I see.- Spy or I see. - is such an important game to play at school because children are often learning and are interested in letters long. If a child is talking about letters it's a good indication they are

wanting to know more and often children will start noticing and working them out themselves. The game consist on starting with one object the child is familiar with. Place the object in front of the child and say "I spy with my little eye something that beings with ". Allow the child time to guess and name the object. Prompt the child if necessary and say the whole word. "I spy with my little eye something that starts with buh (pause) buh - nana." Ensure you clearly articulate the sounds. It is important to use two objects that start with different letters. Ensure the letters the objects start with are not similar, for example don't use 'b' and 'd' or 'd' and 'p'. For example try 'a' apple and 'b' banana or 'd' dog and 'c' cat. Play as above and only prompt the child if necessary.. Shelagh Rixon (1981 pag 14-22) This kind of strategy elicits pupils encourage to enlarge their vocabulary and familiarize with the unknown words by a funny activity.

Matching 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

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, instruments, materials and procedure.

DESIGN OF THE RESEARCH

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 Sell reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then replanting, 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 the researcher's reflected upon teaching and also improve students' learning.

CONTEXT

Rosa Sanchez de Fierro Elementary public School was selected as the place for the present research work since it is the school where the researcher was teaching at the moment of the study. Therefore she had the insight of the spectrum of English teaching within this institution.

This school is located in El Valle Parish, in the North of city Loja. Even though it is organized according to Ecuadorian School System it doesn't have all the necessary resources to provide a substantial education to the students of the sector.

Students who attend this rural public school live under the social surroundings whose characterizes are quite common in underdeveloped countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public elementary schools is not compulsory as it is for middle and high schools. In the case of elementary rural school , English teaching is optional, it depends on director and/or parents' decision to have it or not. In areas like this, it is almost impossible to have English teachers working here.

So, the only English teachers who teach their lessons in this school are the undergraduate students who do their professional training practicum.

PARTICIPANTS

The present investigation is a case study of two English learners who study the second grade at Rosa Sanchez de Fierro elementary school. In order to protect the students' identities, they will be given fictitious names. The eight-year old boy will be named Carlos and the nine-year old boy will be named Marco. The mentioned students have been diagnosed of learning disability and speech impairment.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes a description of, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

METHODS

The Scientific method assisted the study of the PPPR strategy, applied in the developing of vocabulary learning. 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 research

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

The statistic method helped to analyze the data derived from the test and questionnaires and the qualitative text analysis of the data received from the observations, interviews and teacher's diary possible.

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, as well as Literature Review, extensive reading was conducted together with 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

Interviews, students' works field diaries, systematic observations, and researcher' made tests were used to gather all the required information.

MATERIALS

This research work was accomplished with the help of four human main resources.

The Human resources that participated throughout the different stages were:

1. The target population, (the two students who are eight and nine year old);
2. The English school teacher who facilitated general information about the target students;
3. The thesis advisor who tutored along all the stages of this study;
4. The researcher who worked quite motivated to research as well as to teach.

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

PROCEDURE

The study started with the observations of the English classes of the second grade in order to identify the issues the students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on to Teach English Vocabulary was designed to support the questions drawn along the observations.

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 was collected using the instruments mentioned above.

After, the data gathered was tabulated and analyzed respectably. 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.

f. RESULTS

The quantitative data came from the pre-test about vocabulary, which was administered at the beginning of the intervention period. It was applied to 2 students with learning difficulties who attend second year of basic education at “Rosa Sanchez de Fierro” public school.

Participants’ performance was measured in terms of percentage of correct responses to a series of questions proposed, which objective was to establish their level of vocabulary in the foreign language.

Table 1

Vocabulary Pre-Test

Students code	IOW 1	IWW 1	IOW 2	IWW 2	Total	%
Std 1	2/3	1.7/3	1/2	1/2	5,7/10	57,5%
Std 2	1.5/3	1/3	1/2	0/2	3,5/10	35%
TOTAL	1,7/3	1,4/3	1/2	0,5/2	4,6/10	46,3%

Note. IOW 1 Associate oral Word with image, IWW 1 Associate image and written word, IOW 2 Associate oral Word with image, IWW 2 Associate image and written word.

Two students who have special abilities were tested about: Associate Oral Word with an image (IOW1), Associate image and written word (IWW1), Associate Oral Word with an image (IOW2), Associate image and written word (IWW2). In the diagnostic test the result of these two students turned out to

have a pretty low score; both of them got a score of 4.6/10 which represents only the 46% of the knowledge related to the vocabulary they have acquired previously. In other words, the students' achievement in the mentioned above parameters, both were under the level required, which it makes the researcher's intervention more interesting and significant trying to strength the weak spots of each student according to each parameter.

The causes for the results obtained on this test may be attributed to different factors: Students in general did not normally have English teachers, that they were children with special abilities and under this condition they had not been given special attention during class time.

Vocabulary Post-test Scores

After conducting the intervention period, 2 week intervention period, a post test was given to students.

The post-test was the same as the pre-test. It was structured according to 4 parameters: IOW 1 Associate oral Word with image, IWW 1 Associate image and written word, IOW 2 Associate oral Word with image, IWW 2 Associate image and written word.

The objective of this post-test was to get to know how much students had been able to enlarge their vocabulary . The data of this post-test is shown in the table 2 below:

Table 2

Vocabulary Posts-test

Students code	IOW 1	IWW 1	IOW 2	IWW 2	Total	%
Std 1	3/3	2,3/3	2/2	1,3/2	8,6/10	86 %
Std 2	3/3	2,3/3	1,8/2	1/2	8,1/10	81 %
TOTAL	3/3	2,3/3	1,9/2	1,2 /2	8,4/10	84%

Note: IOW 1 Associate oral Word with image, IWW 1 Associate image and written word, IOW 2 Associate oral Word with image, IWW 2 Associate image and written word.

As we can see the results in the chart the participants' level of proficiency in vocabulary learning increased in a significant degree.

After the intervention the results were quite favorable for these two kids.

After analyzing the data gathered in the vocabulary skill post-test it can be observed that the students could improve their vocabulary level in the 4 parameters considered in this intervention stage.

Certainly, the results were twice better than the old one. One of them got a score of 8,5/10 and the other 8/10 when in the first test they got a score less than 5/10. So now it can be said that these children by means of games and a special treatment had been able to enlarge their vocabulary in a significant way despite of their special needs.

Comparing Test Results

In this part, the researcher's objective is to demonstrate the degree of knowledge obtained from the experience of the intervention period. As it demonstrated in the figure1.

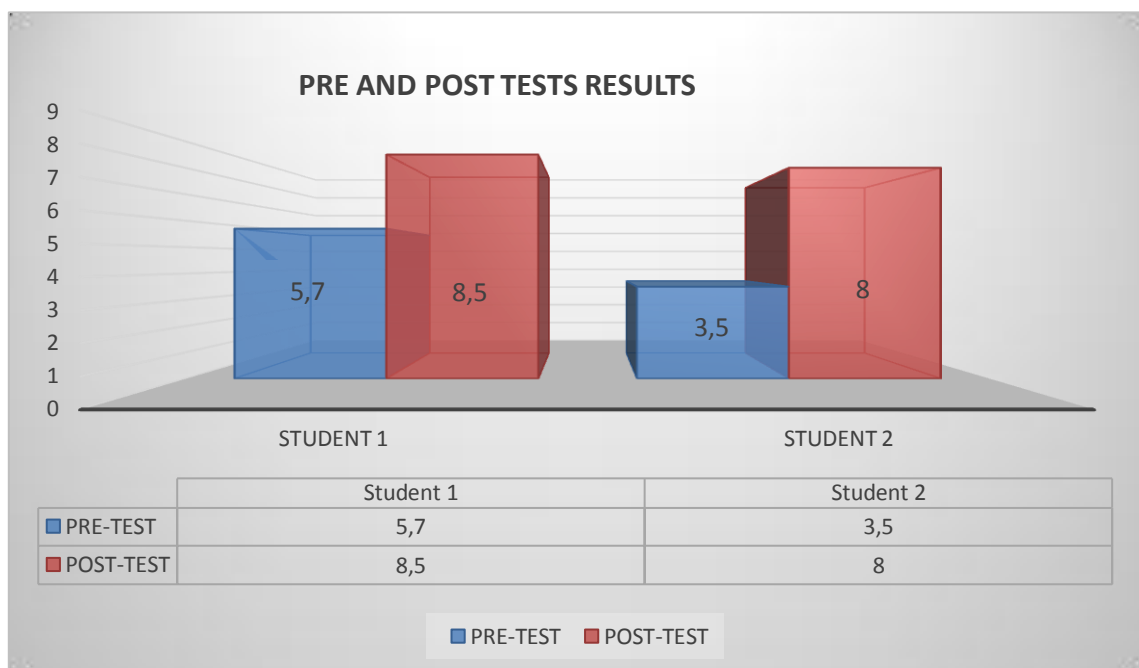


Figure 1
Results of the interview

As we can see, the difference in the results is quite considerable. In the 1 in the diagnostic test student 1, got 5,7/10 and after the intervention the same student by applying the same questionnaire, got a score of 8,5/10.

In the diagnostic test previous to the intervention student 2, got a score of 3,5/10, after the lessons given taken into account their background, experience, needs and interests by applying the teaching strategies for

students with special needs, this same student got 8/10, results turned out to be satisfactory for the teacher as well as for the students.

The motivation was one of the main strategies adopted for the classes. It was like that how the researcher received students' collaboration; one of the main achievements in this process. All this with the only purpose to help a couple of students to enlarge their English active vocabulary (pronunciation/spelling) as well as their passive one (reading/listening) and to demonstrate that students with special needs are able to learn English if they are appropriate strategies are applied with dedication and love.

The most important strategies used were the flash card, and memory cards and games. They made the students feel more confident and not caring about making mistakes. They also were able to work in a friendly environment, to have fun and get an educational meaning at the same time.

Pictures, sounds, repetition were also part of the techniques taken into account to get that meaningful learning together with the use realia by using multisensory resources (visual, auditory, tactile, kinesthetic) presenting firstly the resources then, practicing and finally producing the contents in order to use the learning in the real life by increasing knowledge and experience.

1) How often does the teacher implement games in the class?

TABLE 3

Implementation of games in class

Indicators	PRE-INTERVIEW		POST-INTERVIEW	
	Students	%	Students	%
Always		0%	2	100%
Sometimes		0%		0%
Almost never		0%		0%
Never	2	100%		0%
Total		100%		100%

Frequency of games' implementation in this class

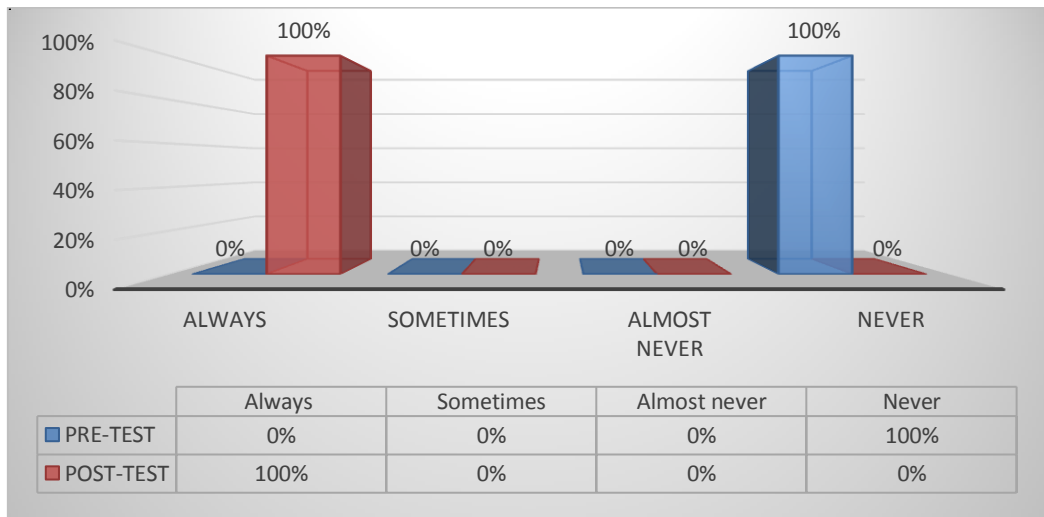


Figure 4. - How often does the teacher implement games in the class?
 Research. - Julia Elizabeth Piedra Benitez

The 2 students mentioned that they never had used to play games in this subject in order to make the knowledge easy and funny. After the intervention of the researcher and teacher at the same time, they both say that the teacher used ludic activities as a part of the teaching/learning process.

Games involve many factors: rules, competition, relaxation, and learning, in particular. Games played with others involve interpersonal intelligence. The main focus of using game in class is to help students learn and have fun. While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn. At the same time, they acquire new vocabulary along with its spelling and pronunciation. Students began to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

Question 2: Do you think the games help children to learn more?

Table 5

GAMES TO IMPROVE LEARNING

Indicators	PRE-INTERVIEW		POST- INTERVIEW	
	Students	%	Students	%
Yes	1	50%	2	100%
No	1	50%		0%
Total		100%		100%

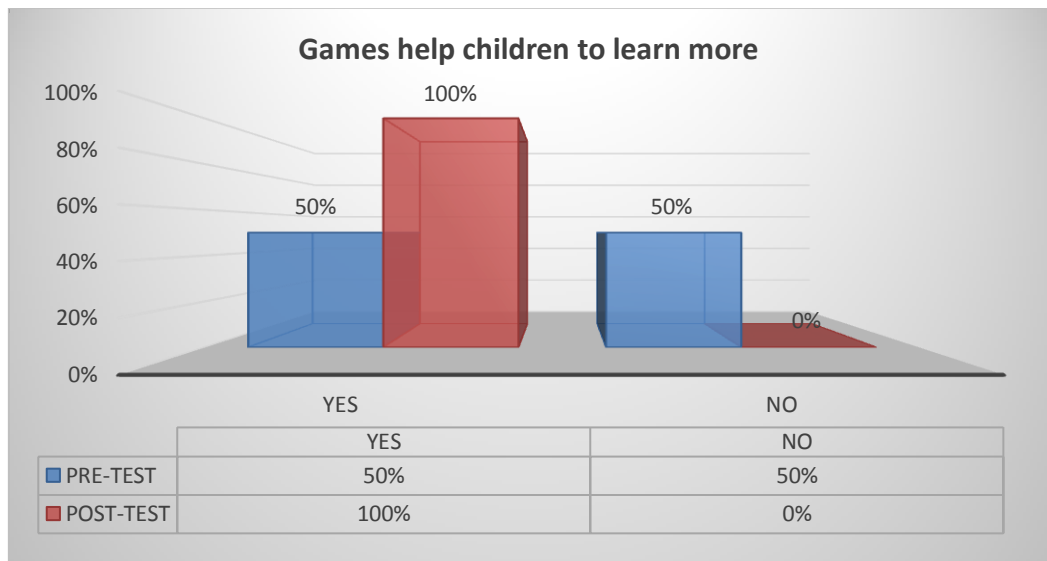


FIGURE 5.- Do you think the games help children to learn more?
 Research: Julia Elizabeth Piedra Benitez

One of the students said that this guy did not consider the idea of learning by mean of games; however the other one did. After the intervention both of them agreed on games were a combination between fun and learning

Games and activities allow opportunities to use language repeatedly and to build a habit from the structures provided. Most EFL classes often start with a “warm-up” activity to help the students relax and settle into class. The warm-up is often a game, just to start things on “fun” level.

The basic idea is to let the class play, have a couple laughs and some fun right at the very beginning, work them very hard in the middle and finish up the class with some fun. Following this process, where the class begins and ends with anxiety-reducing activities or games, we should find the students more motivated for their next class.

3) **What kind of materials does the teacher use in class?**

Table 6

RESOURCES USED IN CLASS

Indicators	PRE-INTERVIEW		POST-INTERVIEW	
	Students	%	Students	%
Songs/music		0%		0%
Videos		0%		0%
Games		0%	2	100%
Flash cards		0%		0%
Books	1	50%		0%
Picture cards	1	50%		0%
TOTAL		100%		100%

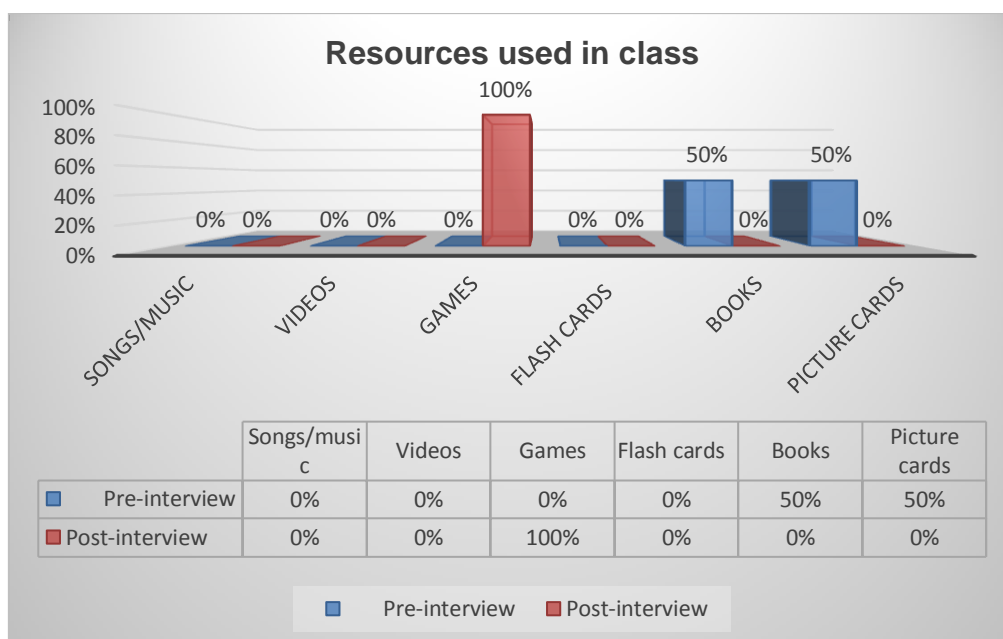


Figure 6. - **What kind of materials does the teacher use in class?**
 Researcher. - Julia Elizabeth Piedra Benitez

After the intervention, the 2 students said that the 100% of the English lessons were given by mean of games: so that ludic activities were part of the learning their own vocabulary in the target language.

Children love games that include movement. There are some ideas that may be taken into account: Ordering/Sorting Games, Information Games, Matching Games, Labeling Games, Guessing Games, Searching Games, Exchanging Games, Board Games and Role Play Games. All these ones involve movements for children so that they can enjoy them.

g. DISCUSSION

The data collected from the present study indicated that the use of games as teacher resources to improve the English vocabulary among second year students had a good effect on the student's vocabulary proficiency. The research work carried out with these students showed that there was a noticeable change on students' knowledge and the vocabulary after the intervention. Therefore, the researcher can state that the strategy suggested in the present research work facilitated the student's vocabulary learning. The findings obtained from the tests, questionnaires, and research diary indicates the progress students got.

The findings obtained from the pre and post-test pointed to a relevant growth on the student's vocabulary proficiency. It was reflected by the change stated from the beginning and the end of the intervention plan in which before the intervention the students had a lot of difficulties in the four parameters of the English pre-test; IOW Association1 oral Word-image (58.3%), IOW Association 2 oral Word-image (50%), IWW Association1 image-written Word (45.8%) , IWW Association2 image-written Word (25%)

However after applying the same Post-test to the same students the results turned out to be better getting the next marks: IOW Association1 oral Word-image (100%), IOW Association 2 oral Word-image (93%), IWW Association 1 image-written Word (75%), IWW Association2 image-written Word (56.3%)

The findings obtained from the pre and post questionnaires and the researcher's diary assessment showed a great effect on the perception of students about the using games to enlarge vocabulary. The answers obtained from the pre questionnaire were almost all negative; it seemed to be that before the intervention students were not motivated enough to learn English vocabulary. After the intervention, the students had a considerable change on their motivation for learning; which was reflected in the obtained results (85%)

The strategy proposed in this research, worked well and it played an important role on involving students in the English vocabulary learning. The use of games helped to provide motivation, to reduce students' stress, and gave them the opportunity to develop language skills in the English language learning in a satisfactory way. Furthermore, it was a pleasurable way to get their attention and interest. The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988) and encourage shy learners to take part (Uberman, 1998), especially when games are played in small groups.

During all the process of the intervention plan, the researcher had to face up some limitations. As for example, the lack of cooperation from their parents and the lack of specialized professional help for children of special needs. Besides, this institution does not have technology resources material. The researcher faced up all these problems by bringing her own material as: computer, flash cards and realia. Another situation was that because of an epidemic of hepatitis in school the intervention was interrupted for the last four

days. In order to give the post-test, the researcher had to meet students' at home. During the intervention they normally worked and they did not show any symptoms of infection of hepatitis; however not all was bad since the researcher counted with the necessary support from the classroom teacher. The two students were very cooperative and were always willing to work without problem. The motivation caused in them through the use of games to teach vocabulary in the target language made them to be more focused, allowed them to express their preferences, had provided opportunities to practice sound articulation indirectly and felt important to the teacher.

The conclusion that can be drawn from these facts is that this work gave the researcher a big opportunity to get an experience on teaching field. She achieved the main goal that was helping students to improve the vocabulary. It also helped better her skills in planning, elaborating tests, observing students' progress, assessment, and organizing her classes better. For all these reasons it would be fair to conclude that; Action Research is an interesting and innovative design in which students work collaboratively with the rest in order to improve the English language learning. Finally, English practice is really necessary to bring a positive change on students.

h. CONCLUSIONS

After assessing students through an English diagnostic test, being part of an intervention period of ten lessons, and comparing the findings between the pre and post-tests, the researcher concludes the following:

- Being aware that there is a student with a grade of disability and it is also important to get to know the level of disability she has, that is how we will know the way to help those children. (Nichcy, 2012) Most of the time we have to change the strategies and techniques to be understood by these learners. If student's disabilities affect his or her intellectual functioning, he or she will be slower to learn new things and will have difficulty applying that learning in new situations. To assume that a student who has special learning needs cannot achieve a goal, is a mistake.

- Motivation is the most important tool for a teacher with the purpose to get her/his students' cooperation and be able to create an environment of friendly atmosphere, especially with students who have has special needs. (Ann Logsdon, 2014) Students may improve motivation when given some type of positive reinforcement for working on a task. Rewards such as verbal praise, earning points or tokens to cash in for reward, and earning social recognition are just a few of the ways to maintain students motivated with the task.

- While some educators may feel that this type of reinforcement is somehow artificial or undesirable, the reality is that most of us work for some type of external reward

- Involving games as a strategy in class in order to enlarge the vocabulary; particularly with kids of special needs is considered by the researcher as one of the best strategies to get a meaningful leaning. (Gardner, 1999) Games with students help a variety of intelligences; for example visual spatial intelligent is boosted by drawing activities.

- When we have children who have disabilities, it is the time for the teacher to teach with customized lessons. We cannot treat students with disabilities the same as other children. They deserve other kind of treatment, more time to be dedicated to them, and mainly we have to be more patient. (Robert Segal, Jeanne Segal) the way professors behave and respond to challenges has a big impact on children. A good attitude will not solve the problems associated with a learning disability, but it can give the child hope and confidence that things can improve and that he or she will eventually succeed.

i. **RECOMMENDATIONS**

After a hard work related to games applied to the teaching students with learning disabilities and after analyzing the drawn conclusions, the researcher recommends the following:

- The first thing that a teacher should do when s/he meets her/his students for the first time is to talk with the Guidance Department, psychologist, parents or somebody who provides information whether or not the students have some disabilities; if so, it is necessary to get to know the grade or kind of disability it has so that to be able to help this student depending on her/his difficulty in order to plan more hands-on opportunities for learning and practice, give feedback immediately, and repeat the learning task in different settings.
- In order to motivate students with disabilities, the teacher should involve modifying the task itself to spark the students' interest. Further, if that same child has a writing disability, working with other learning modalities may help the child learn and retain concepts easily than by writing alone, and it may be a game's role.
- To help students with disabilities enlarge their vocabulary in a second language, teachers should develop a scoring guide, share

it with students, and provide models of examples of each level of performance. Never use a student's work as a public example of poor work for the class to see. This is humiliating, and it has no place in any classroom or home. Have student repeat back the instructions for a task to ensure s/he understands. Correct any miscommunication before he begins the actual work. Check back on the student as he works to ensure s/he is doing the work correctly. Instruction should include specific, step-by-step instructions that are explicitly stated by the teacher and modeled for the student.

- Children who have disabilities should be given an opportunity to learn a foreign language. These children will enjoy an active learning opportunity which focuses on multisensory language learning and involves a lot of role play, games, singing and other group activities. While it is acknowledged that some children are only likely to achieve limited competence in a foreign language, it is important to acknowledge that the opportunity to participate in communicative activities brings additional benefits such as enhanced social development

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k. ANNEX



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CARRER

THEME:

USING GAMES TO TEACH ENGLISH VOCABULARY TO STUDENTS WHO HAVE SPECIAL ABILITIES AT "ROSA SÁNCHEZ DE FIERRO ELEMENTARY SCHOOL", ACADEMIC YEAR 2013-2014

Project Thesis required for
obtaining the Bachelor's Degree in
Sciences of Education, English

AUTHOR: Julia Elizabeth Piedra Benitez.

THESIS ADVISOR: Rosa Virginia Gonzáles Z. Mg. Sc.

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**LOJA - ECUADOR
2014**

a. THEME

***USING GAMES TO TEACH ENGLISH VOCABULARY TO
STUDENTS HAVE SPECIAL ABILITIES AT "ROSA
SANCHEZ DE FIERRO ELEMENTARY SCHOOL"
ACADEMIC YEAR 2013-2014***

b. PROBLEM

1. BACKGROUND

The present research will be carried out at “Rosa Sánchez de Fierro” elementary school which is located in “El Valle” parish, in the north of Loja city, in the province of Loja, Ecuador.

In the beginnings this elementary school had only one classroom to work with all the students. After few years and due to the increasing number of students, more classrooms and restrooms were built. In 2000, the school was officially named as “Rosa Sanchez de Fierro” elementary school in honor of a devoted professor who dedicated more than forty years to teach children.

The mission of this educative institute is to guide the students in the educational and cultural contexts, in order to increase their future opportunities, and the social development of the inhabitants of this neighborhood.

The vision of the school is vanishing illiteracy; which has always been a predominant factor within the community. Besides, student participation, values, personal relationships and perseverance are reinforced and promoted in this school. Parents are also involved in the educational process of their children. In this way everybody contributes to improve the educational

services that “Rosa Sanchez de Fierro” elementary school provides to the community.

At “Rosa Sánchez de Fierro” elementary school, students have been taught English as a foreign language since 1997, as part of the Community Teaching program of “Universidad Nacional de Loja”. In this program some students volunteer to teach English as a foreign language.

The level of English of the students who attend this school is very low. This is a consequence of the lack of motivation of the students, who are reluctant to participate, practice the language and do their homework. As a consequence, students are not achieving the desired level of English learning.

This research work is a case study of two children (8-9 years old). Both of them are students of the 1st grade at Rosa Sanchez de Fierro elementary school. These students were diagnosed of learning disability and speech impairment.

2. CURRENT SITUATION OF THE RESEARCH

Learning new vocabulary is an essential part of learning a new language. In fact; in order to develop the four skills: listening, reading, writing and speaking, each learner needs to have previous vocabulary knowledge. Many researchers believe that the knowledge of vocabulary is important not only to understand a text or a conversation but also to learn something new. According to Baker, Simmons, Kame'enui (1998):

Learning as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers or their surrogates use to guide them into contemplating known concepts in novel ways. (para. 2)

During the last years the methods to teach vocabulary have changed. At the beginning of the nineteenth century, methods to teach vocabulary were based on the grammar translation approach. According to this method, vocabulary selection and instruction was based solely on the reading texts used, and words were taught through bilingual word lists, dictionary study and memorization. Nowadays, methods to teach vocabulary are based on the communicative approach which has as a main goal to promote real life communication. Some of the strategies that are based on the communicative approach include the use of realia in the classroom, the use of innovate teaching materials as songs and videos, and the implementation of games.

At the present time, the use of games to teach vocabulary has increased. This is due to the fact that using games have many advantages. For example, using games increases the students' motivation, reduces the levels of anxiety in the students, and increases the students' participation during the class.

The present investigation is a case study of two English learners who study the first grade at Rosa Sanchez de Fierro elementary school. In order to protect the students' identities, they will be given fictitious names. The eight-year old boy will be named Carlos and the nine-year old boy will be named Marco. The mentioned students have been diagnosed of learning disability and speech impairment. A learning disability refers to significant learning problems in an academic area, while speech impairment refers to a problem in communication which have affected native language development in a significant way placing students' achievement below their age level.

In a teaching setting, both, Carlos and Marco are able to carry out most of the activities they are asked to do during the class. The difference is that both students do the tasks at a slow pace due to their learning and speech problems. Furthermore, they need to be monitored all the time in the classroom. This situation requires a special plan to be implemented in order to teach these children new vocabulary.

Being games one of the most powerful tools to enhance students' motivation and participation, these are going to be a relevant element in this investigation. Therefore, the present case study will be based on how games can be used as tools to improve vocabulary learning with children who have special abilities.

3. RESEARCH PROBLEM

How does the use of games influence the vocabulary learning process of students who have special abilities at "Rosa Sanchez de Fierro Elementary School" academic year 2013-2014?

4. LIMITATION OF THE RESEARCH

a) Time

This research will be carried out during the academic period 2013-2014

b) Location

Rosa Sanchez de Fierro Elementary School is the place where the research will be carried out.

c) Subjects

The individuals who will be involved in this research are:

- 8 year old boy with learning disability and speech impairment

- 9 year old boy with learning disability and speech impairment

d) Sub Problems

- What kind of theoretical references about vocabulary learning in the English language are effective to improve the vocabulary of eight and nine year old students who have special abilities at Rosa Sanchez de Fierro elementary school?
- What are the negative issues that limit vocabulary learning in the English language with eight and nine year old students who have special who have special abilities at “Rosa Sanchez de Fierro” elementary school?
- How do games as part of the classroom activities contribute to the improvement of the limitations in the vocabulary learning in the English language with students of eight and nine years old who have special abilities at “Rosa Sanchez de Fierro” elementary school?
- Which games are suitable to improve the vocabulary teaching in the English language with eight and nine years old students, who have special abilities at “Rosa Sanchez de Fierro” elementary school?
- How effective is the application of games to address English vocabulary learning with eight and nine years old students who have special abilities at “Rosa Sanchez de Fierro” elementary school?

c. JUSTIFICATION

Our ability to function in today's complex world is greatly affected by our language skills and word knowledge. Perhaps one of the greatest tools teachers can give their students is a large and rich vocabulary. In fact, vocabulary is an essential component of the English learning process. Students with lack of an appropriate vocabulary will face a lot of problems when trying to listen, read, speak or write in the foreign language. But learning vocabulary is not always easy. Teachers should look for the best strategies and techniques to teach their students the new vocabulary.

This research project is important for many reasons. First, it helps the researcher to figure out how games can be used as a tool to teach new vocabulary to students who have learning disabilities. Besides, this investigation will help to determine which games are appropriate and can help to improve the process of learning new words in a new language.

Second, this research project will contribute to determine the importance of games in the educational environment. Some teachers believe that using games within the classroom is a waste of time; however, the implementation of games during this research will let the researcher to collect data in order to demonstrate how games can be used to create a relaxing environment in which students are willing to learn new vocabulary.

Third, in the social aspect this project is important because it helps to determine the best methods and strategies to teach a foreign language vocabulary, therefore, the information collected through this project can be useful to other fellow teachers in search of new and effective methods to teach vocabulary. Besides, the students who are going to be part of the project have special abilities so the conclusions drawn at the end of the project can help to determine what are the best way to teach English vocabulary to students who have special abilities. It may also positively influence on the improvement of speech articulation in the students' first language.

Finally, this project is a requirement to obtain my degree as an English teacher.

d. OBJECTIVES

1. General

To determine how the use of games influences the process of vocabulary learning in the English language with eight and nine year old students who have special abilities at “Rosa Sanchez de Fierro” elementary school, academic period 2013-2014

2. Specific

- To investigate the theoretical references on games as a strategy to enrich vocabulary learning in the English language with eight and nine years old students who have special abilities at “Rosa Sanchez de Fierro” elementary school.
- To diagnose the negative factors that limit vocabulary learning with eight and nine years old students who have special abilities at “Rosa Sanchez de Fierro” elementary school.
- To design an intervention plan in which the researcher selects the most appropriate games to improve the vocabulary learning of eight and nine years old students who have special abilities at “Rosa Sanchez de Fierro” elementary school.

- To apply the intervention plan.
- To teach vocabulary using the selected games as part of the classroom activities in order to reduce the limitations in vocabulary learning that eight and nine years old students with special abilities have to face at “Rosa Sanchez de Fierro” elementary school.
- To reflect on the effectiveness that the games had on vocabulary learning with eight and nine years old students who have special abilities at “Rosa Sanchez de Fierro” elementary school.

e. THEORETICAL FRAMEWORK

1. CHAPTER ONE: VOCABULARY LEARNING

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach vocabulary (Hatch & Brown, 1995). It has been suggested that teaching vocabulary should not only consist of teaching specific words but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge (Hulstijn, 1993, cited in Morin & Goebel, 2001).

Vocabulary learning can be defined as the acquisition of words for communicating. Blachowicz and Fisher (2000) pose four main principles to guide vocabulary instruction:

- Students need to personalize word learning.
- Students should be immersed in words throughout the day in many forms

- Students need to build on multiple sources of information to learn words through repeated exposure, and
- Students should be active in developing their understanding of words and should be encouraged to make connections between what they know and the vocabulary concepts they are to learn.

1.1. Vocabulary definition

“The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word ‘vocabularium,’ meaning ‘a list of words.’ It gained its modern meaning, ‘the sum of all words known by a person’, in the 1700s.” (*What are the types of vocabulary*, 2014)

According to Wikipedia website “A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge”. (*Vocabulary*, 2014)

There are some experts who give definitions of vocabulary. Evelyn Hatch and Cheryl Brown (1995) define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use. While according to Roget (1980, p. 12), Vocabulary is: “An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verbs.”

1.2. Importance of vocabulary

In the old days of language teaching, vocabulary learning and teaching were given little importance. As Moir and Nation (2008) write, at one time it was widely assumed that lexical instruction is not essential as it can happen by itself; therefore, the teaching of vocabulary was not popular. However, nowadays, the significance of vocabulary and its significance in learning a language have become more accepted. Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing.

Having a good vocabulary is essential for clear and effective spoken and written communication. In fact vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972, p. 111-112) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In the same way, Lewis (1993, p. 89) said that "lexis is the core or heart of language" Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

1.3.Types of vocabulary

According to the article *“What are the different types of vocabulary”* (2014) vocabulary can be classified as follows:

If the term is used to mean a list of words, there are several types of vocabulary. These can be divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing are the most commonly used.

A person’s knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word’s meaning, forms and how to use it.

Reading vocabulary is a passive type of vocabulary. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood.

This also includes understanding a word's spelling, meaning and the exact meaning in its context.

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

1.4. Approaches in teaching vocabulary. The PPP model

The PPP approach to language teaching is the most common modern methodology employed by professional schools around the world in order to teach vocabulary. It is a strong feature of the renowned CELTA

certification and other TEFL qualifications offered especially in the United Kingdom.

As Foster, P. (1999) claims in her journal 'Key Concepts in ELT, Task-based learning and pedagogy:

“The PPP model of language teaching ('presentation, practice, performance') is based on the assumption that a language is best presented to learners as a syllabus of structures, and that through controlled practice a fluent and accurate performance of the 'structure of the day' can be achieved.”

Harmer, J. (1998) also describes the method in the following terms:

“PPP stands for Presentation, Practice and Production (...) In PPP classes or sequences the teacher presents the context and situation for the language (eg. describing a robot), and both explains and demonstrates the meaning and form of the new language” (p. 33)

While this approach is generally geared toward adult learners, most of the principals involved are also essential to lesson for children. It is very important to understand what “Presentation”, “Practice” and “Production” really are, and how they work in combination to create effective communicative language learning.

Firstly, the teacher presents the new word, an event which involves the presentation of pronunciation and spelling, all in context. Next the teacher allows the students to practice the new word in a controlled setting, making sure the student has understood it properly. Third is the production stage, where there is less-controlled practice and an informal assessment of learning whereby the students get chance to use the new word in an original way, to relate it to their knowledge and experiences. These three stages help the student to consolidate the new word in their mental vocabulary bank.

1.5. Strategies to teach vocabulary

Vocabulary learning strategies are those which teachers use to improve the vocabulary among students within the classroom and thus make an appropriated learning process.

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987) define learning strategies as "...any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p. 19) Richards and Platt (1992) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (p.209).

“Faerch Claus and Casper (1983, 67) stress that a learning strategy is “an attempt to develop linguistic and sociolinguistic competence in the target language”. According to Stern (1992, p. 261) “the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques.”

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem solving environment in which language learners are likely to face new input and difficult tasks given by their instructors learners’ attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

Vocabulary strategies can be divided into two types: explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text).The most common explicit vocabulary strategies are: Pre-teaching vocabulary, repeated exposure to words, keyword method, word maps, root analysis, restructuring reading material. On the other hand, the most common implicit vocabulary strategies are: incidental learning and context skills.

1.6. Strategies to teach vocabulary to children

Researchers interested in vocabulary instruction have examined direct and indirect approaches to teaching vocabulary. Direct approaches involve explicit teaching of new word meanings, whereas indirect methods encourage inferring word meanings from context. Currently there is considerable consensus that explicit vocabulary instruction is highly desirable for children in general, and especially important for youngsters with learning disabilities. Vocabulary instruction should involve many opportunities to use new words, to discuss words, and to compare new words with previously learned words.

Many teachers still teach vocabulary the way we were taught years ago. But drilling lists of spelling and isolated content words can be boring. Instruction in vocabulary involves more than looking up words in a dictionary and using them in a sentence. We need to focus on teaching vocabulary through a variety of fun word-learning strategies.

Start by celebrating words in your classroom. Terry NeSmith, a district coordinator for Memphis City Schools, suggests using a four-step approach:

- Post the words: A good way to post words is through word walls. If the words are visible and accessible to students, they are more

likely to see them, think about them, and use them. Word walls are great places to display content-rich vocabulary as the teacher and their students explore across the curriculum.

- Break the words apart: It is best if the teacher has some structure and organization behind their choice of words rather than randomly selecting them. For instance, a teacher should present words in related groups like animals, fruits, emotions, etc.
- Share the words: Students love sharing their vocabulary notebooks. A teacher can assign students a different word each week. Then, the teacher and the students can thoroughly research the word and its meaning. After this is done, the students sketch a picture to illustrate the word. At the end of the week children present their drawings to the class.
- Discuss the words: Read-aloud is a great way to introduce new vocabulary. When the teacher reads aloud and encounters a word unfamiliar to his/her class, he/she can let students see the word and discuss its meaning. Students remember the words better if they see them as well as hear them.

1.7.Strategies to teach vocabulary to children with special needs (special abilities)

Students with special needs experiencing problems in reading will also have difficulty identifying words they wish to learn. Once they are able to identify new and interesting words, students with special needs will most likely be unable to use context to determine the meaning of the word. Research has shown that the interaction with others regarding word learning will offer them the support they need (Ruddel and Shearer, 2002).

Therefore, teachers should carefully select students to work together using a mixed grouping format and emphasize that it is important to discuss how and why words are selected. This will benefit students who do not know how to identify words for learning. Offer time and guidance to students with special needs by providing mini lessons on word identification skills, how to use context to guess the meaning of the word, and how to use other resources within the text such as pictures, graphics, glossaries, and diagrams.

Research findings indicate that students (with learning disabilities) at-risk for failing to learn a foreign language can benefit from multisensory structured, explicit language instruction (Ganschow & Sparks, 2005; Schneider, 1999; Schneider & Crombie, 2003; Sparks, Artzer, et al.,

1998). A multisensory structured language (MSL) approaching the foreign language is similar to instruction in English. Below are a few specific suggestions for foreign language teachers, based on eight MSL principles. The suggestions are versatile strategies that can be effective in inclusive foreign language classrooms (Ganschow & Sparks, 2005; Schneider & Crombie, 2003).

- Multisensory

Teach the language using multiple input/output strategies: visual, auditory, tactile, and kinesthetic. Use several learning channels simultaneously (listening, speaking, reading, writing, and mnemonic devices for memory). Research findings suggest that hearing, seeing, and saying a word (concept) simultaneously enhances memory.

When teaching new sounds and symbols, teach only one or two at a time. In teaching a new or unfamiliar sound, ask the student to imitate the teacher's modeling of mouth movements and to trace the letter pattern while saying and spelling the sound.

Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color coded endings to illustrate gender and subject/verb agreement.

- Repetitive

Provide opportunities for the student to practice and review a concept frequently to assure automaticity. Examples might include practicing forming letters correctly, spelling non-phonetic words, and reviewing spelling patterns.

Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.

For reinforcement, provide ample time to discover, practice, and use meaningful mnemonic devices, such as songs with specified grammatical sentence structures or special rhythms; reinforce concepts by using acronyms (for example, USA = United States of America), drawings, and gestures.

- Structured

Teach language concepts in a logical progression and help the student categorize concepts. Provide structured, explicit overviews of the material covered. Examples include study guides of the day's activities, summary sheets, graphic representations, and semantic maps. Directly and explicitly teach

grammatical, syntactic, and morphological patterns engaging all learning channels for maximum outcomes.

- Sequential

Organize language concepts from simple to complex. For example, consonant+vowel+consonant patterns with three letters should be taught before using blends or digraphs for four- and five-letter words.

- Cumulative

Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

- Alphabetic/Phonetic

Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

- Metacognitive

Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

- Analytic/Synthetic

Show the student how to break apart words, especially words with more than one syllable, and then show him/her how to put the parts back together again. This approach will help students self-correct and improve their decoding and spelling.

1.8. Problems students with special abilities have to face when learning new words.

According to the article “Assisting Students with Foreign Language Learning Difficulties in School”, written by Leonore Ganschow and Elke Schneider (2006), one challenge for students with special abilities might be finding the appropriate learning environment for their particular needs. Sometimes students need extra time to learn a foreign language

concept, a slower pace of instruction, and special attention to specific aspects of the foreign language, such as the sounds and special symbols of the language and grammatical rules. Sometimes students need extra tutoring in the language. They may need a distraction-free learning environment and explicit guidance about language concepts. These accommodations may not be available.

Another challenge might be the need for students to recognize and acknowledge their own unique learning difficulties. This may necessitate putting in considerable extra effort to complete the foreign language requirement successfully, asking for support from various resources (teachers, tutors, peers), and frequently requesting the additional explanations they may need to understand a concept.

2. CHAPTER TWO: GAMES AS A TOOL TO TEACH VOCABULARY

2.1. Educational games

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990, p. 5) defined games as "an activity with rules, a goal and an element of fun."

Therefore, games involve many factors: rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help students learn and have fun. While playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time. They acquire new vocabulary along with its spelling and pronunciation. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

2.2. Importance of games

Educational 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.

Games have long been advocated for assisting language learning. Here are some of the reasons why:

- Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2005). After all, learning a language involves long-term effort.
- Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Wright, Betteridge, & Buckby, 2005).
- This meaningful communication provides the basis for comprehensible input (Krashen, 1985), i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples (Long, 1991), and comprehensible output, speaking and writing so that others can understand (Swain, 1993).
- The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction (Bransford, Brown, & Cocking, 2000; Ersoz, 2000; Lee, 1995).

- The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988) and encourage shy learners to take part (Uberman, 1998), especially when games are played in small groups.
- Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).
- Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.
- Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996).
- As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).
- Games can connect to a variety of intelligences (Gardner, 1999).
For example:

- Games played with others involve interpersonal intelligence
- Games involving drawing connect with visual/spatial intelligence
- Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence

2.3. Games in the EFL classroom

Games and activities are an important part of almost every EFL classroom. Games and activities create situations where students can use the target language of the lesson in a playful situation or in presentation or production exercises. Games and activities allow opportunities to use language repeatedly and to build a habit from the structures provided.

Most EFL classes often start with a “warm-up” activity to help the students relax and settle into the class. The warm-up is often a game, just to start things on a “fun” level. Structured activities will be provided to students during the practice and production stages of the lesson as well and if time allows, a short language game may also be used at the end of the class.

The basic idea is to let the class play, have a couple laughs and some fun right at the very beginning, work them very hard in the middle and finish up the class with some fun. Following this process, where the class begins and ends with anxiety-reducing activities or games, we should find the students more motivated for their next class.

Every experienced EFL teacher has several favorite games and activities that require minimal preparation. These games and activities also come in handy should you be asked to teach a class for someone else when you don't know the students and have not had an opportunity to prepare. Such surprises are not uncommon in the EFL teaching world.

2.4. Some considerations when using games as teaching tools within EFL classroom

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game

that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used because there is a big difference between using the game in the morning or in the afternoon, on Monday or Friday.

In addition to the factors mentioned teachers should also be able to play and overact sometimes to help students feel comfortable and want to join the activity. This means teachers should thoroughly understand the game and its nature and be able to lead the game.

It is quite difficult to find a game that meets all of the teachers' requirements. Some games must be adapted in order to fit students' language level, natures, and characteristics. The most important factor is that games should be used when they can give students both fun and educational meaning otherwise they will be a waste of time.

It is necessary for those who want to use games as a learning aid to be concerned about how to use them. Hadfield (1990) suggested that games should be regarded as an integral part of the language syllabus, not an amusing activity for Friday afternoon or for the end of the term. Games can contribute to students' skills if they are incorporated into the

classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure.

Language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Unfortunately, because of limitations of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always easy to incorporate games into the class.

Nevertheless, it can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Therefore, it is recommended that teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching.

2.5. Types of games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999) 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.
- Matching 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.
- Board games. Scrabble is one of the most popular board games that specifically highlight language.
- Role play games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). 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.

Another distinction among games is that between competitive games and cooperative ones (Jacobs, in preparation). Research suggests that learning, as well as affective variables, are enhanced by a cooperative environment (Johnson, Johnson, & Stanne, 2000; Slavin, 1995). Millis (2005) outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

2.6. Advantages of using games in the classroom

According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

The main reason why games are considered effective learning aids is that "they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971, p. 315-321). Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas,

grammar, knowledge and so on. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that:

"...Stress is a major hindrance in language learning process. This process (learning language in traditional way) is by its nature time consuming and stress provoking... raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. ...one method has been developed to make students forget that they are in class, relax students by engaging them in stress-reducing task (games)."(p. 43)

There is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. Since students know that they are playing games and want to

communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

Next, students learn without realizing that they are learning (Schultz, 1988.) For instance, when playing a game called "What Would You Do If?" students will have to pick one hypothetical question from those that they have written in a box. They might get a question like "What would you do if a lion came into this classroom?" Next they have to pick one answer that they have written before. The answer they get may be "I would be a fly." Usually the question and the answer they get do not match each other, so students have to use their own imaginations to explain their bizarre answer, and everyone has fun listening to it. The explanation might be "If a lion came into this classroom, I would be a fly because I am a good person, so an angel would come and rescue me by turning me into a fly." While trying to explain, students do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, students do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously-learn without realizing they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schultz, 1988.)

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield (1990,p. 43) confirms that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real word." Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

f. METHODOLOGY

1. Design of the investigation

Action research is the research design of this project. It will be applied on experimenting on a specific population of children over a period of time. This research work has the characteristics of a case study within action research that will be done with children who have special needs. These children who are the subjects of the investigation have 60 percent of learning disability and 60 percent of speech impairment. Once the investigation has been completed we will be able to compare our findings and come up with some solutions.

2. Methods

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

In order to study how the use of games influences the vocabulary learning process of students who have special abilities at “Rosa Sanchez de Fierro Elementary School” academic year 2013-2014 the researcher is going to use the comprehensive method which will serve in the following:

- Comprehensive method: This will be used as a means to study how the use of games influences the vocabulary learning process of

students who have special abilities. It will also help to understand the importance of vocabulary as an important element of the English language learning process.

It is important to know that by analyzing the vocabulary learning process in students who have special abilities, it will be 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 the vocabulary learning by the application of games during a period of time that lets 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 diagnoses the benefits of games used to improve the vocabulary learning of children who will participate in the project.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments used such as an observation guide which will include indicators that show how children are improving their vocabulary learning in the English language process.

- Synthetic Method: It will help in the right understanding of the core problem that is how to use games in order to improve vocabulary learning with 8 and 9 year old students who have special abilities. This understanding will help the researcher to synthesize games and activities that are appropriate and useful to improve vocabulary learning with 8 and 9 year old children who have special abilities.

In order to determine the negative aspects that limit the development of vocabulary learning in 8 and 9 year old children who have special abilities the researcher will use the participative diagnostic method.

- Participative diagnostic method: This method will help us to determine the real situation of how the use of games influences the acquisition of vocabulary of 8 and 9 year old students who have special abilities in a determined moment. It will let the researcher to start knowing the specific limitations and difficulties that children have in vocabulary. 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 with 8 and 9 year old students who have special abilities 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 vocabulary. It will let select the best models or alternatives that games have in order to improve the students' limitations in the vocabulary into the English language process.
- Workshops 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 games, 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 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 games 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

3. Techniques and instruments

- Data Collection:

Researcher's close observation of students' performance during class and the observation guide will be used to collect data in this study. Qualitative data comes from the test administered and qualitative data comes from the observations. All the data will be triangulated to confirm validity.

- Tests:

At the beginning and at the end of the research project, it is necessary to apply tests. Before the project starts a pre vocabulary test needs to be applied with the purpose of determining the level of vocabulary the students have. This test will contain vocabulary questions related to topics like: colors, classroom objects, numbers, fruits, animals, face parts, body parts and family members.

At the end of the application of the research project the same test will be reapplied in order to evaluate the students' improvement. This will help the researcher analyze and report the findings.

- Observation:

The researcher will monitor the changes in the learners throughout the intervention process observation guide employed and based on the class objectives. The researcher will collect the required data following the activities applied.

- Field Diary and notes:

The researcher will use a field diary to keep notes of what happens in each lesson. It will help to sum up the findings, significant events or any particular situation that could happen during the observation.

- Portfolio:

This instrument will be used with the students in order to gather data, to organize the students' tasks and activities during all the action stages. It will also help the researcher to depict the findings of the improvements of the participants session by session.

4. Procedures

The action research work process will include the following stages:

- Investigate: At the beginning of the project, the researcher is going to determine the level of vocabulary that the students have through applying a vocabulary test.

- Plan: The researcher designs an intervention plan to improve the issues detected. This plan includes the workshops that will be applied in order to improve the level of vocabulary students have. While planning the workshops, the researcher selects a set of games that will be put on practice during the investigation.
- Act: In this step, the researcher will apply the planned workshops and put into practice the selected games in order to collect the required data. The workshops and selected activities will help the researcher determine if the use of games influence the vocabulary learning process of students who have special abilities.
- Observe: In this part the researcher will monitor and observe the changes in the students through strategies used based on class objectives; and according to the intervention plan.
- Reflect: In this step the researcher reviews what has been done, determines its effectiveness, and makes decisions about possible revisions for future implementations of the project. The researcher analyzes and interprets the data that was obtained through the observations, field diaries, notes and tests
- Dissemination. - At the end of the period the results of research will be shared. The researcher will do this via a class presentation. In this

stage, the researcher will invite the participants' parents and the teachers of the institution to observe the process of the students.

5. Population

The individuals who will be part of this research project are:

Chart of the population

Students involved in the research project	BOYS	N° POPULATION
Eight-year old student with learning disability and speech impairment	1	1
Nine-year old student with learning disability and speech impairment	1	1
Total	2	2

g. TIMELINE

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation	█																
	Correction	█																
	Project approval		█															
	Apointment of thesis Advisor		█															
Intervention/ 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 procdures																█	█
	Public presentation																	█

h. BUDGET AND FINANCING

1. Resources

1.1. Human

- Researcher
- English coordinator
- English staff

1.2. Material

The materials that are going to be used throughout this research are:

Book, dictionaries, copies, paper, folders and bindings, computer, printer, flash memories, and camera

2. Budget

Copies	\$50.00
Printing	\$400.00
Materials and Supplies	\$100.00
TOTAL	\$750.00

3. Financing

The cost derived from the present work will be assumed by the researcher.

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➤ ANNEXES

Pre- Post Test

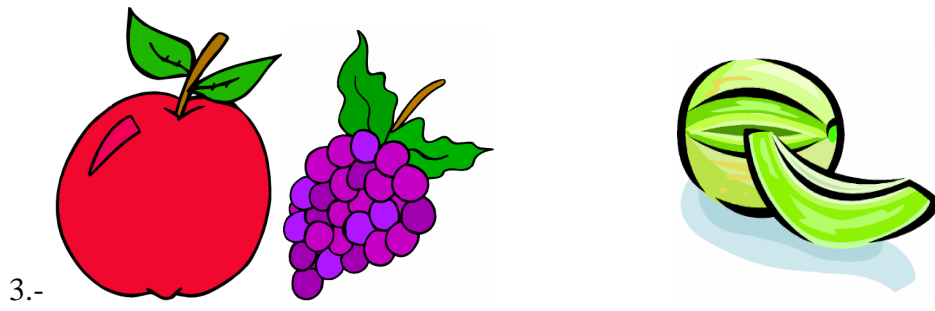
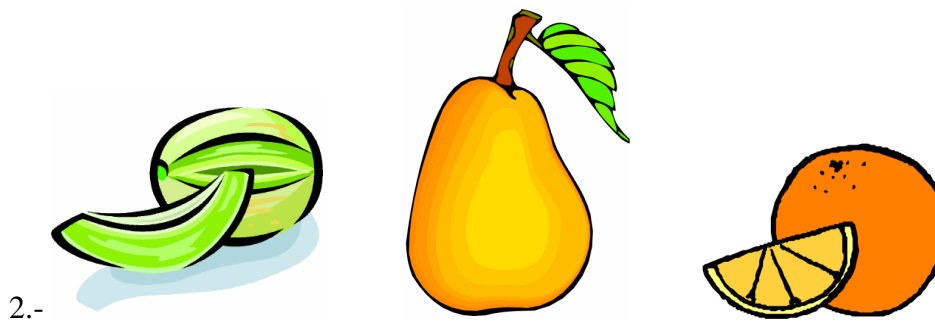
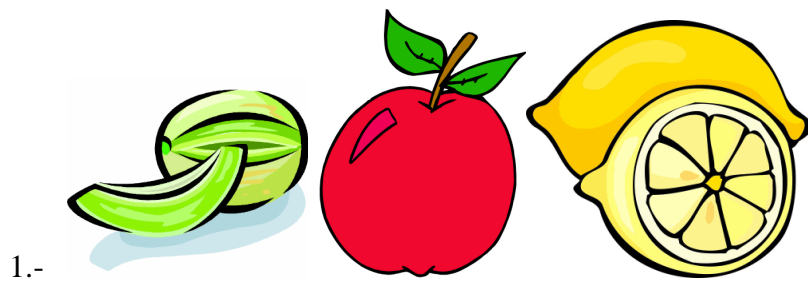
Researcher: Julia Piedra

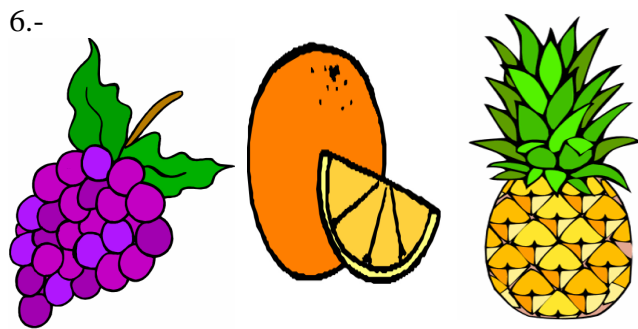
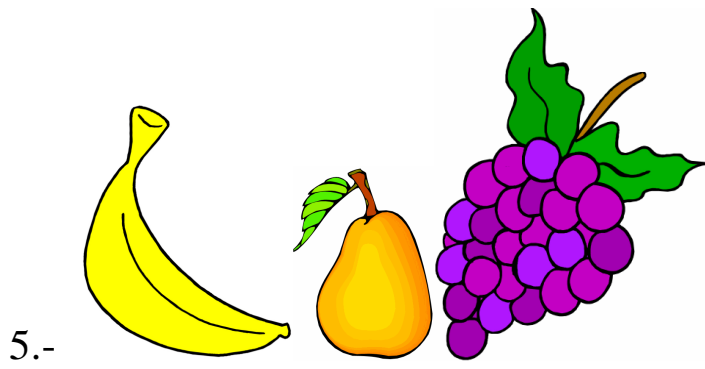
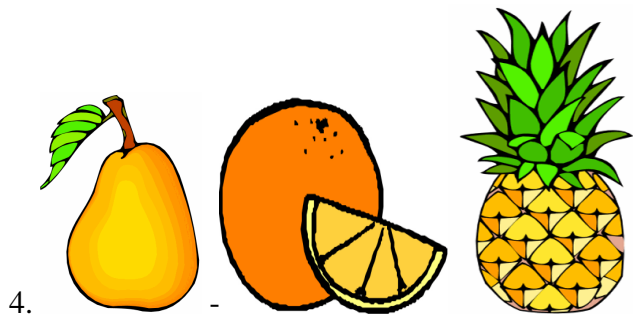
Student's name: _____

Institution: Rosa Sanchez de Fierro

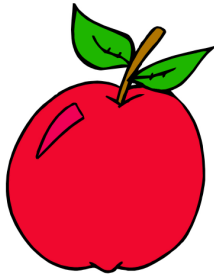
Class: 3grade

A.-Listen and circle





B.-listen and circle the word



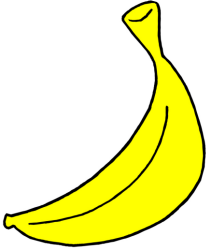
apple grapes lemon

2.



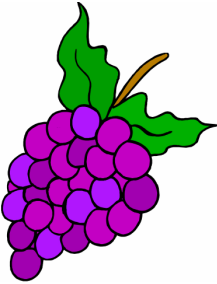
pineapple apple grapes

3.



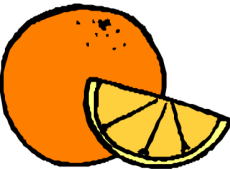
banana orange pineapple

4.



grapes banana lemon

5.



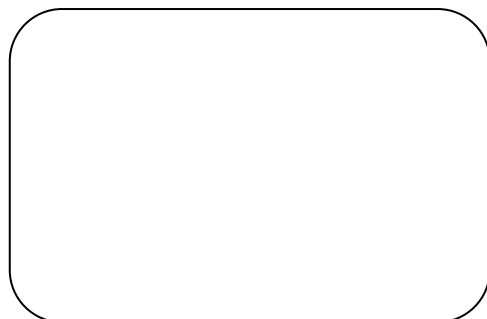
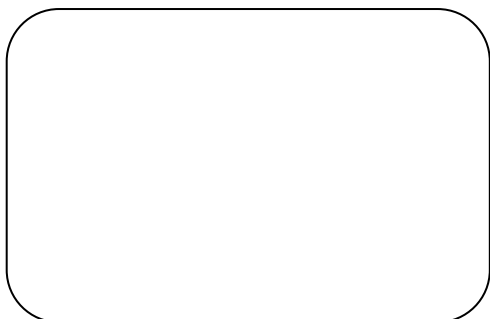
grapes orange pineapple

6.



orange lemon banana

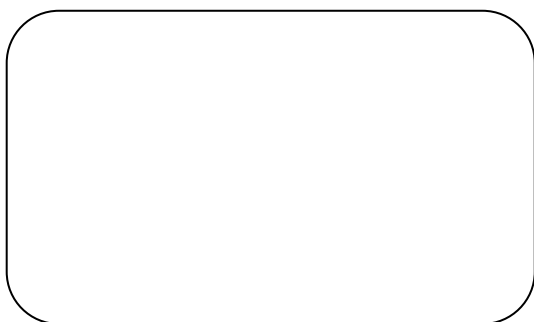
C. - Listen and draw.



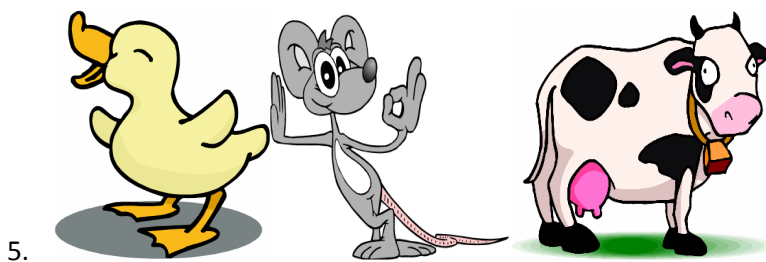
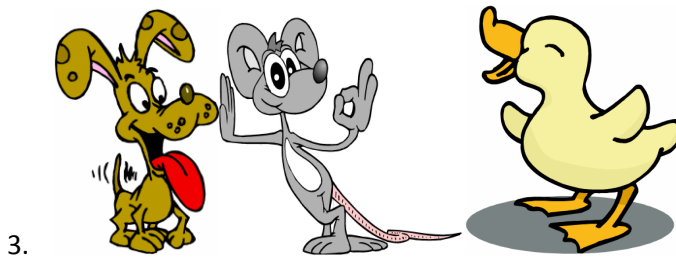
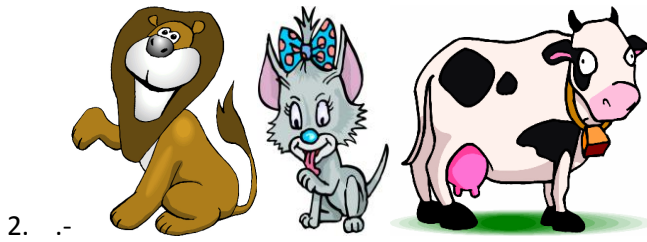
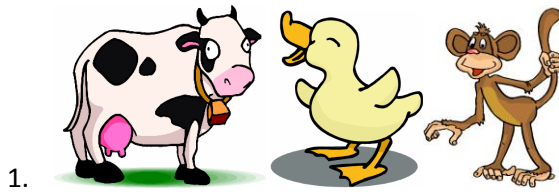
D. - Read and draw.

a. - pineapple

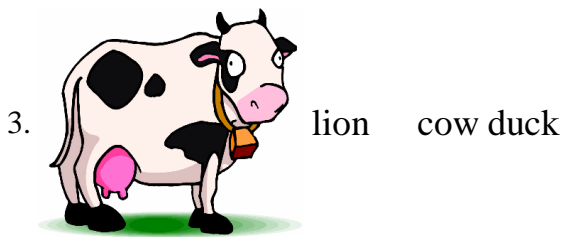
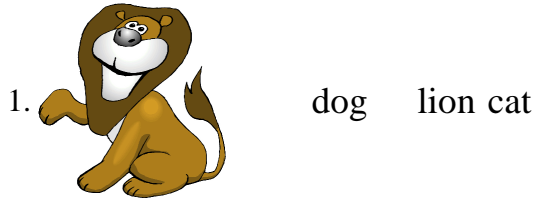
b.- grapes



E. Listen and circle

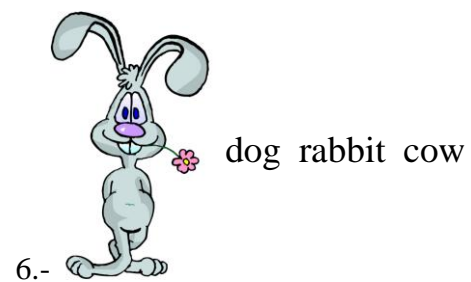
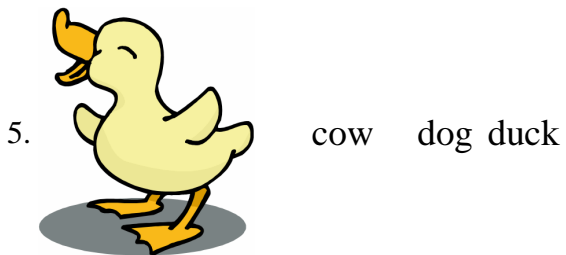


F - listens and circles the word



4

.



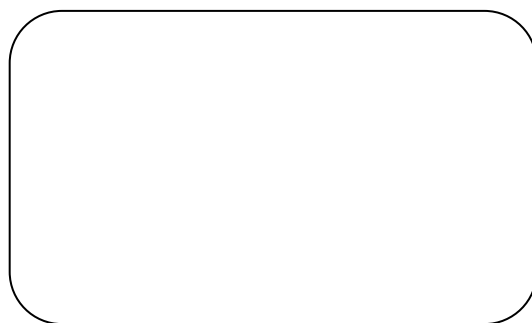
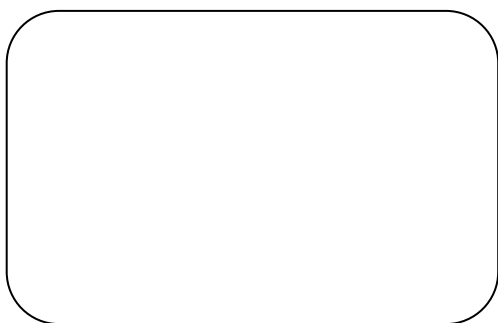
C. - Listen and draw.



D. - Read and draw.

a. - dog

b.- cat



**UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAEER**

**QUESTIONNAIRE FOR STUDENTS OF ROSA SANCHES DE FIERRO
SCHOOL**

NAME:

DATE

1.- Teachers use games to teach?

YES ()
NO ()

2.- How often does the teacher implement games in the class?

always ()		
sometimes ()		
almost never ()		
never ()		

3.- Do you think the games help children to learn more?

yes ()	
no ()	

4.- What kind of materials does the teacher use in class?

songs/music ()
video ()
games ()
flash cards ()
books ()
picture cards ()

5.- Do you prefer working alone in group o with a partner?

alone ()
group ()
partner ()

6.- Do you think the games help learn more easily ?

INDICATORS
Yes ()
No ()

**ANNEX 3
INTERVENTION PLAN**

**Applying the games to improve the vocabulary learning of the
English language**

<u>INTERVENTION PLAN</u>		
GENERAL OBJECTIVE:		
DESCRIPTION :		
LESSON	OBJECTIVE	RESOURCES
Workshop 1:pre_test	Research ✓ To collect data in order to know the level of vocabulary knowledge that the children have through a vocabulary pre-test.	<ul style="list-style-type: none"> • Test paper
Workshop 2:fruits (pear, banana, orange, and apple)	Research ✓ To introduce vocabulary related to fruits.	<ul style="list-style-type: none"> • Video • Board • Markers • Flashcards • Worksheet • Color pencils
	Students ✓ To recognize the fruits through pictures.	
Workshop 3:fruits (pear, banana, orange,and apple)	Research ✓ To motivate the students to recognize the name of the fruits.	<ul style="list-style-type: none"> ✓ Video ✓ Flashcards ✓ Worksheet ✓ Board ✓ Markers ✓ Pencil ✓ Erase
	Students ✓ To associate image to written word.	
Workshop 4:fruits (assessment)	Research ✓ To analyze if the student learn	<ul style="list-style-type: none"> • Assessment paper
Workshop 5:fruits (pineapple, lemon,	Research ✓ To introduce vocabulary fruits.	<ul style="list-style-type: none"> • Video • Board

grapes, and melon)	Students ✓ To recognize the fruits through pictures.	<ul style="list-style-type: none"> • Markers • Flashcards • Worksheet • Color pencils
Workshop 6::fruits (pineapple, lemon, grapes, and melon)	Research ✓ To motivate the students to recognize the name fruits.	<ul style="list-style-type: none"> • Video • Fruit toys • Worksheet • Board • Markers • Pencil • Scissors • Glue
	Students ✓ To associate image to written word	
Workshop 7::fruits (assessment)	Research ✓ To analyze if t the students learn vocabulary	<ul style="list-style-type: none"> • Assessment paper
Workshop 8:animals (dog , mouse, cow, and monkey)	Research ✓ Introduce the new vocabulary	<ul style="list-style-type: none"> • Video • Flashcards • Board • Markers • Worksheet • Colors pencils
	Students ✓ Recognize the animals.	
Workshop 9:animals (dog , mouse, cow, and monkey)	Research ✓ To motivate the students to recognize the animal name.	<ul style="list-style-type: none"> ✓ Animal toys ✓ Board ✓ Markers ✓ Worksheet ✓ Scissors ✓ Glue
	Students ✓ To associate image to written word.	
Workshop 10:animals (assessment)	Research ✓ To identify if the students learn.	<ul style="list-style-type: none"> • Assessment paper
Workshop 11: animals (lion, rabbit, duck and cat)	Research ✓ To introduce animals vocabulary.	<ul style="list-style-type: none"> ✓ Video ✓ Animals mask ✓ Board ✓ Markers ✓ Worksheet ✓ Pencil
	Students ✓ To recognize the animals though pictures.	
Workshop 12: animals (lion, rabbit, duck	Research ✓ To motivate the students to recognize the animal name.	<ul style="list-style-type: none"> ✓ Animal toys ✓ Board ✓ Markers ✓ Worksheet

and cat)	<p>Students</p> <ul style="list-style-type: none"> ✓ To associate image to written word. 	<ul style="list-style-type: none"> ✓ Scissors ✓ Glue
Workshop 13: (assessment)	<p>Research</p> <ul style="list-style-type: none"> ✓ To identify if the students learn. 	<ul style="list-style-type: none"> • Assessment paper
Workshop 14: POST TEST	<p>Research</p> <ul style="list-style-type: none"> ✓ To get data collection about the level of children in vocabulary learning through a vocabulary post-test. ✓ To recognize the progress of children in vocabulary learning through a vocabulary post-test. 	<ul style="list-style-type: none"> • Test paper

ANNEX



UNIVERSIDAD NACIONAL DE LOJA
 AREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE CAEER

OBSERVATION GUIDE				
INDICATORS	Excellent (10-9)	Good (8 -7)	Average (6)	Poor (5-4)
Feels motivated to participate in the workshop or activity.				
Shows interests in games.				
Listens and circle the vocabulary throughout the process				
Identifies and writes the new words				
Discovers the new vocabulary in pictures				
Remembers the vocabulary learned				
Act out instructions				
Understands the meaning of the words				
Participates and stays motivated during the class				

Comments:

ANNEX

CHECKLIST FOR TRACKING SKILL DEVELOPMENT (VOCABULARY)

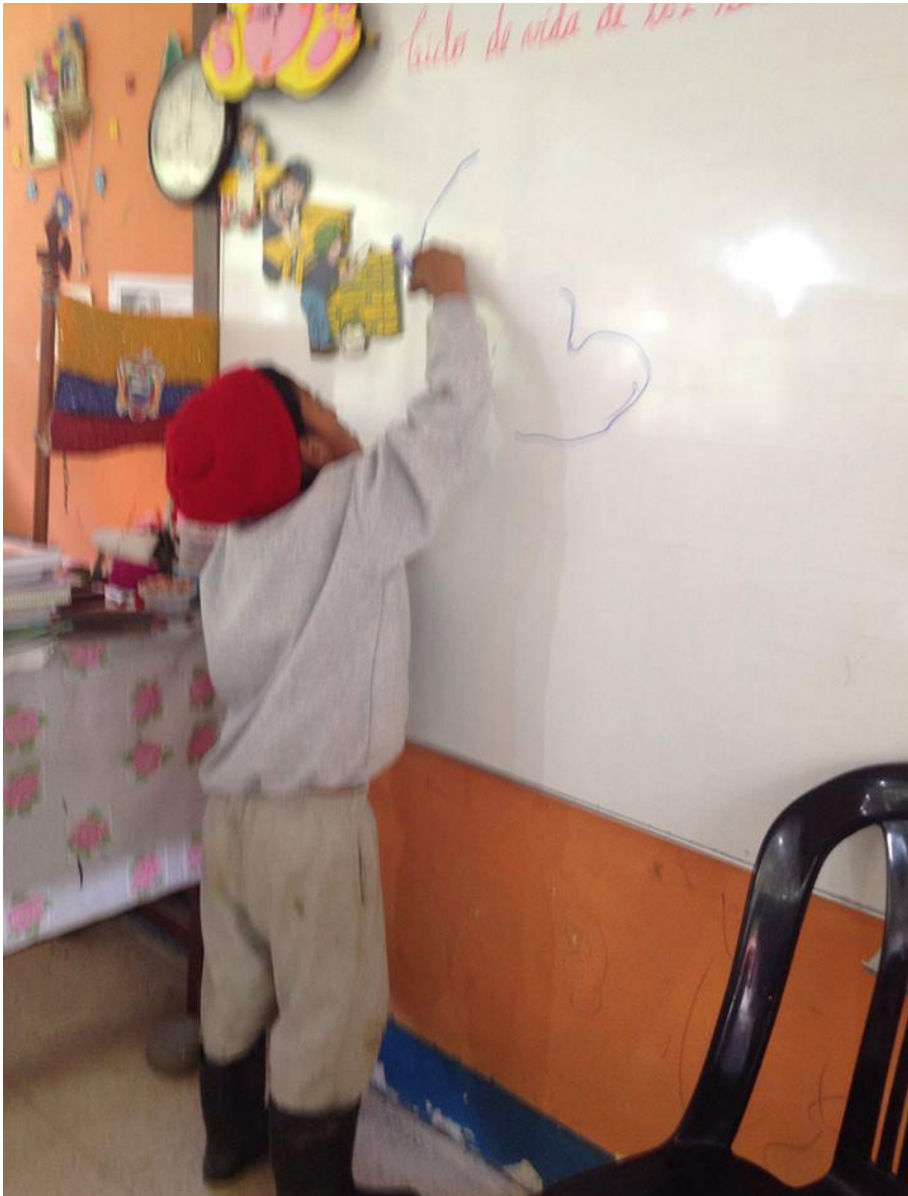
Date	
Content	
Activity	

		Degree of complete and development				
		Understanding words			Practicing words	
		Oral form	Written form	In context	Spelling	Pronunciation
Student 1						
Student 2						

ANNEX

EVIDENCES

PHOTOGRAPHS



Student 1 drawing his favorite pet.



In this picture student having fun while learning vocabulary.



children familiarizing with the names as well as the image of the fruits



Kids are identifying the correct fruits through pictures

TEACHING RESOURCES

Animals flashcars





TEACHING RESOURCES

MASKS





RESEARCH MATRIX

THEME: Using games to teach English vocabulary to students who have special abilities at “Rosa Sánchez de Fierro Elementary School” school academic year 2013-2014.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	RESEARCH STATES	TECHNIQUES
<p>General How can games improve the vocabulary of eight and nine year old students who have special abilities at “Rosa Sanchez de Fierro Elementary School” Academic year 2013-2014?</p> <p>Specific What kind of theoretical references about vocabulary learning in the English language are effective to improve the vocabulary of eight and nine year old students o have special abilities at Rosa Sanchez de Fierro elementary school?</p> <p>What are the negative issues that limit vocabulary learning in the English language with eight and</p>	<p>General To determine how the use of games influences the process of vocabulary learning in the English language with eight and nine year old students who have special abilities at “Rosa Sanchez de Fierro” elementary school, academic period 2013-2014.</p> <p>Specific To investigate the theoretical references on games as a strategy to enrich vocabulary learning in the English language with eight and nine years old students who have special abilities at “Rosa Sanchez de Fierro” elementary school.</p> <p>To diagnose the negative factors that limit vocabulary learning with eight and nine years old students who have special abilities at “Rosa Sanchez de</p>	<p>VOCABULARY LEARNING Vocabulary definition Importance of vocabulary Types of vocabulary Approaches in teaching vocabulary. The PPP model Strategies to teach vocabulary Strategies to teach vocabulary to children Strategies to teach vocabulary to children with special needs Problems students with special abilities have to face when learning new words</p> <p>GAMES AS A TOOL TO TEACH VOCABULARY Educational games Importance of games in education Games in the EFL classroom Some considerations when using games as teaching tools within EFL classroom Types of games Advantages of using games in</p>	<p>Improve the vocabulary learning.</p> <p>Plan 10 workshops</p> <p>·</p> <p>✓ Act/Observe: Games to improve vocabulary</p> <p>✓ Reflect: Value games in teaching vocabulary</p>	<p>VOCABULARY PRE – TEST</p> <p>Lessons plan</p> <p>Observation guide, Field diary and notes. Portfolio Post test</p>

<p>nine year old students who have special who have special abilities at "Rosa Sanchez de Fierro" elementary school?</p> <p>How do games as part of the classroom activities contribute to the improvement of the limitations in the vocabulary learning in the English language with students of eight and nine years old who have special abilities at "Rosa Sanchez de Fierro" elementary school?</p> <p>Which games are suitable to improve the vocabulary learning in the English language with eight and nine years old students, who have special abilities at "Rosa Sanchez de Fierro" elementary school?'</p> <p>How effective is the application of games to address English vocabulary learning with eight and nine years old students who have special abilities at "Rosa Sanchez de Fierro" elementary school?</p>	<p>Fierro" elementary school.</p> <p>To design an intervention plan in which the researcher selects the most appropriate games to improve the vocabulary learning of eight and nine years old students who have special abilities at "Rosa Sanchez de Fierro" elementary school.</p> <p>To apply the intervention plan.</p> <p>To teach vocabulary using the selected games as part of the classroom activities in order to reduce the limitations in vocabulary learning that eight and nine years old students with special abilities have to face at "Rosa Sanchez de Fierro" elementary school.To select the most appropriate games to improve the vocabulary learning of eight and nine years old students who have special abilities at "Rosa Sanchez de Fierro" elementary school.</p> <p>To reflect on the effectiveness that the games had on vocabulary learning with eight and nine years old students who have special abilities at "Rosa Sanchez de Fierro" elementary school.</p>	<p>the classroom</p>		
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