



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y
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ENGLISH LANGUAGE DEPARTMENT

TITLE

USING GAMES TO IMPROVE THE VOCABULARY ACQUISITION WITH STUDENTS OF 2ND YEAR OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC YEAR 2013 - 2014

Thesis required for obtaining the Bachelors' Degree in Sciences of Education, English Language Major.

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CERTIFICATION

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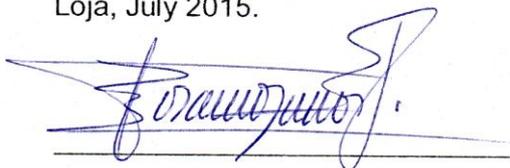
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CERTIFIES:

That the present research work entitled: **USING GAMES TO IMPROVE THE VOCABULARY ACQUISITION WITH STUDENTS OF 2ND YEAR OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC YEAR 2013- 2014** is the responsibility of the undergraduate student: Karen Paola Córdova Jumbo.

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

Loja, July 2015.

A handwritten signature in blue ink, appearing to read 'Rosa Virginia González', is written over a horizontal line.

Rosa Virginia González Z. Mg. Sc.

THESIS ADVISOR

AUTORÍA

Yo, Karen Paola Córdova Jumbo declaro ser autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

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THE AUTHOR

DEDICATION

I dedicate my thesis work to my family. A special feeling of gratitude to my loving parents Amable Córdova and Genara Jumbo, whose words of encouragement and tenacity have motivated me throughout my life. To my brothers Luis, Gary and Lionel, who have never left my side, I extend a special dedication to them.

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Karen Paola Córdova Jumbo.

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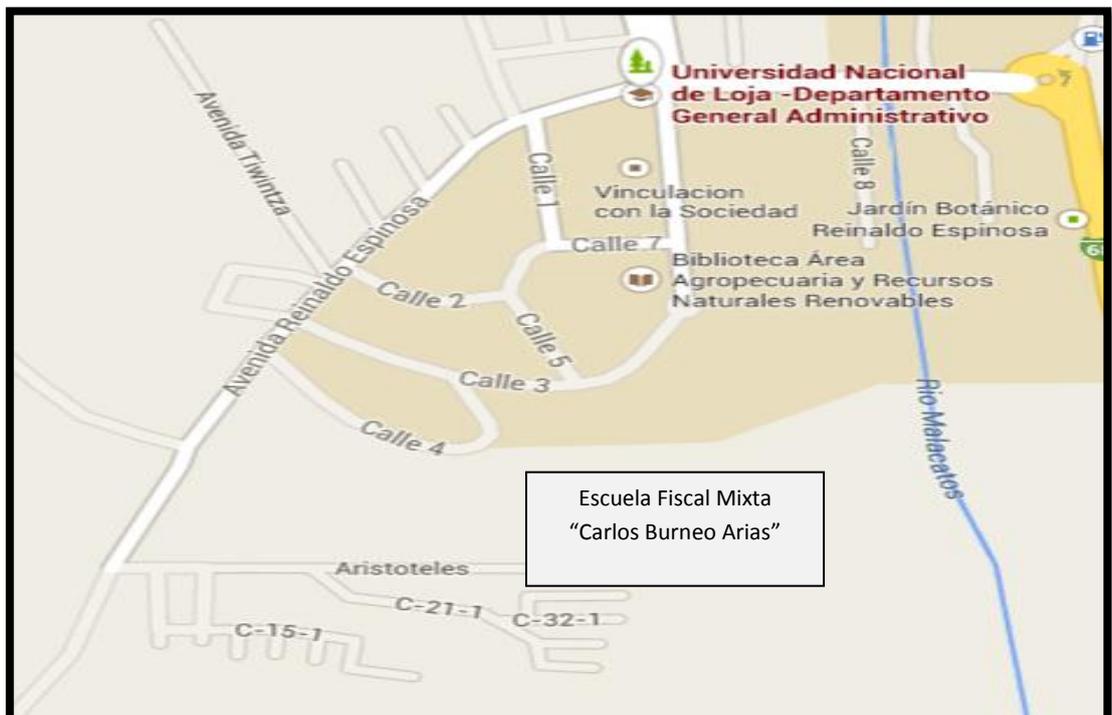
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a. TITLE:

**USING GAMES TO IMPROVE THE VOCABULARY
ACQUISITION WITH STUDENTS OF 2ND YEAR OF BASIC
EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL.
ACADEMIC YEAR 2013 - 2014**

b. RESUMEN

Esta investigación – acción se centró en aplicar juegos para mejorar el aprendizaje del vocabulario del inglés en los estudiantes del segundo año de la escuela fiscal “Carlos Burneo Arias”. Una intervención de doce sesiones fue implementada para mejorar esta destreza. El objetivo general del presente trabajo investigativo es: Usar juegos con el objetivo de mejorar el aprendizaje de vocabulario con los estudiantes del segundo año de Educación Básica de la Escuela “Carlos Burneo Arias” en el año académico 2013 – 2014.

Una prueba diseñada por el investigador midió el progreso de los estudiantes y su percepción del uso de los juegos. Instrumentos como hojas de observación, diario de campo y una lista de control fueron utilizados para observar el avance del aprendizaje.

Los resultados indicaron que el uso de juegos facilitó significativamente la adquisición del vocabulario, lo cual se refleja en el notable crecimiento de las notas del post test y el progreso de los estudiantes durante la intervención.

En conclusión, este estudio ayudó a los estudiantes a mejorar su aprendizaje de vocabulario, al investigador a afinar sus destrezas de enseñanza y a la comunidad a tener una maestra bien preparada.

ABSTRACT

This action research investigated the use of games in the improvement of vocabulary learning with 2nd year students at Carlos Burneo Arias public school. A twelve-session intervention plan was implemented to improve the skill. The general objective of the present research work is: To use games in order to improve the vocabulary acquisition with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013 - 2014.

A researcher – made test was designed and used to measure the seven students’ progress and perception of games use. Additional instruments like observation sheets, and a researcher’ field diary were also used every session to see the students’ progress.

The results indicated that the use of games facilitated meaningfully the improvement of vocabulary, which was reflected in the noticeable increase of the post-test scores and students’ progress during the intervention.

In conclusion, this study helped students to improve their vocabulary learning, the researcher to sharpen her teaching skills and the community to have a well-prepared candidate teacher.

c. INTRODUCTION

The current study is focused on how vocabulary learning can be improved through the use of games in a small group of students of 7 year olds in a public school.

Previous research shows how important vocabulary learning is; Rupley et al (1998), suggest that vocabulary learning is the medium that holds stories, ideas, and content together, making comprehension possible for people”, in other words vocabulary is the basic and important resource that helps people to express ideas, concerns and feelings; additionally in the Macrothink Journal (2011), it is stated that games played in the classroom require the involvement of rules, competition, relaxation and learning; and of this way contributing to the building of social skills among students.

The researcher stated the following specific objectives:

- ✓ To find out the theoretical references about games as a tool to improve the vocabulary learning.
- ✓ To diagnose the negative aspects that limit the vocabulary learning of students.
- ✓ To select the most effective games to enhance the vocabulary learning of students.

- ✓ To put in practice the selected games as part of the classroom activities in order to solve the limitations in the vocabulary learning.
- ✓ To reflect about the effectiveness that the games had on the vocabulary learning.

Through the pre-research observation stage some difficulties related to vocabulary learning were detected and deserved special attention:

- ✓ Students were unable to participate and express what they think;
- ✓ Students forgot the vocabulary learned;
- ✓ The lack of interaction in the classroom was evident;
- ✓ Finally, games were not used along the teaching – learning process in the classroom.

When the researcher detected those negative issues in the classroom some research was made to find theoretical foundations support to propose a possible solution to the problems.

The researcher chose the most appropriate games for children from 7 – 8 year old like vocabulary bingo, crossword puzzles and O’Grady says game which could be useful to overcome those limitations.

The goal to improve English vocabulary is really significant and it was complemented with the use of games, in that way this strategy helped students' retaining and memorizing new words and consequently enrich their lexicon. Games turned to be useful techniques to enrich and practice vocabulary, and the researcher implemented them through an intervention plan of three sets of games in order to introduce, practice and produce vocabulary.

The mentioned intervention plan consisted in teaching 12 workshops using games as part of the teaching routine to improve the vocabulary. Each lesson lasted 80 minutes; the action stage of the project started with the pre –test in order to collect quantitative data and the application of instruments like a checklist; a survey and a field diary to get qualitative data.

This research work is organized in 6 sections: Preliminaries, Literature Review, Materials and Methods (methodology), Results, Discussion, Conclusions and Recommendations.

In the present action research, the researcher saw how the students improved their vocabulary learning and overcame some of the problems they had through the application of three games, which were chosen according to their English level, age and needs, among other

factors. Then, this group of students to whom the strategy was applied were benefited because the results were interesting and significant in the post-test.

This action research had a significant effect on teaching and learning, besides it was a great practice for the researcher not only for doing this study, but also as a future teacher. For undergraduate students it is important to know what is actually happening in the classrooms and what aspects of the classroom should be focused to develop the teaching most effectively. During the intervention it was noticed how games can help students to improve not only the skills in a foreign language but also, the motivation and the interaction in the classroom.

This work makes the researcher reflect on the importance of making practice as teacher using a specific resource before starting the profession. Action research is a tool that is used to help teachers to discover strategies to improve teaching additionally, it is a necessary work, which should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain resources or strategies used in teaching-learning process.

d. LITERATURE REVIEW

The literature review in the present research work intends to give a clear view about the importance of Vocabulary English Language Learning as a foreign language. The main purpose of reviewing the literature was to enhance the researcher' understanding about different definitions, theories and methods about a vocabulary learning, as well as to enhance the researcher' confidence in applying a new strategy in the classroom environment in order to improve the vocabulary learning of the participants.

VOCABULARY.

Vocabulary has a very important significance in the English Language Learning, as Rupley et al (1998, p. 339) suggests, vocabulary learning is the medium that holds stories, ideas, and content together, making comprehension possible for people”, in other words vocabulary is the basic and important resource that helps people to express ideas, concerns and feelings.

Snow (1998) contends that vocabulary, or also called lexicon, is related to information kept in memory taking into account other additional factors like the pronunciation and meanings of words; similarly

“Vocabulary Learning is about a group of words that a person or a bunch of people need to start the communication process among them” (Brown, 1995).

Reutzel (2007) states that vocabulary is the group of words that a person or group of people need to start to communicate among them. Besides, according to Brown et al (1995); vocabulary is similar to the list of words that speakers of any language use; and word’ knowledge usually is adopted in two different forms like: receptive and productive.

Kamil & Hiebert (2004), claim that there are two kinds of vocabulary: **Receptive vocabulary** which refers how people recognize or understand words by hearing or looking at them; whereas **Productive vocabulary** is the way in which we use words at the moment to speak or write.

Receptive vocabulary is typically larger than productive vocabulary. This kind of lexicon reception comprise many words upon which we assign or create some meaning, even if we do not know their full definitions and connotations, or ever use these words at the moment of communicate.

Propst (2011) mentions that vocabulary can be defined as the words which compose a determined language, taking into account single

items and phrases or chunks of some words that convey a particular meaning, the way individual words do.

VOCABULARY ACQUISITION IN A FOREIGN LANGUAGE LEARNING.

At this point it is necessary to mention how a person acquires the vocabulary of a second language; along with pronunciation, orthography and basic grammar. Vocabulary learning is considered like a fundamental parameter of the foreign language learning in order to communicate or express ideas and opinions.

Barcroft, J (2008) maintains that the first thing that a learner needs to do is to associate the familiar with the unfamiliar, in other words try to find some words or expressions which may have similarity with the mother tongue. Another great way to build up new vocabulary is to start reading books, magazines, newspapers or comics written in L2. Ideally, look for reading material about topics that are interesting.

Another important material that often is used in classrooms is repetition which is very useful because in that way students memorize pronunciation of the new vocabulary, furthermore reading is a good technique that helps enriching vocabulary and its usage.

Nation (2001) emphasizes that vocabulary learning is a cumulative process and that should be intentionally taught, learned, and recycled.

Some reasons that support that information are:

- ✓ First, learners need to meet the words in a diversity of rich contexts; for instance to try the same words in different contexts or in a different form;
- ✓ Students remember words when they practice using them in a variety of situations;
- ✓ It is so important to follow up a vocabulary lesson with homework that recycles the words.

Likewise, Nation (2001) holds that, productive vocabulary implies that the learner must be able to:

- Pronounce the word correctly;
- Write the word and spell it properly;
- Produce the word to express its meaning; and
- Use the word in an original sentence, and in different contexts.

Finally, vocabulary is an essential component for successful communication in the second language classroom, while grammar is important, a lack of vocabulary may result in complete failure to convey a message.

On the other hand, Nation (2001) reports that knowing a word or has knowledge about a good amount of vocabulary involves the following parameters:

- ✓ Being able to recognize it when heard.
- ✓ Being familiar with its written form.
- ✓ Recognizing its parts and being able to relate them to its meaning.
- ✓ Knowing the particular meaning of the word.
- ✓ Understanding it in a given context.
- ✓ Being able to use it in an original sentence, both spoken and written.

STAGES OF VOCABULARY LEARNING PROCESS.

Oxford (1990) establish that there are some stages by which the vocabulary learning process must go through:

Step 1: encountering new words: If learners are motivated to learn certain words out of interest or need, they are likely to be learnt more easily. The way or context in which a word is presented as well as the number of times a word is encountered will affect whether it is learnt or not. Learners seem to need various encounters with the same word in multiple sources rather than in just one source.

Step 2: getting a clear image of the form of the vocabulary item. This image may be visual or auditory or both. Very often learners tend to associate new words with words that sound / look similar in their L1 or even L2 (or sometimes L3).

Step 3: getting the word meaning: The level of distinctions that must be made in word definitions vary across situations and learner levels. Low level learners may be satisfied to grasp quite general meanings while advanced learners need more specific definitions in order to be able to see differences between near synonyms.

Step 4: consolidation of form and meaning in memory: Various memory strategies.

Step 5: using the words: Ensures that learners gain confidence as autonomous language users, but at the same time they can refine their language knowledge in general.

TEACHING VOCABULARY IN A FOREIGN LANGUAGE LEARNING.

It is important to express that teaching vocabulary in a foreign language is so difficult, but to know it does not mean to know definitions of

words, it involves following a process to establish different associations between oral and written word and also to recognize words in context and to use them in different situations.

The big question that some English teachers make themselves is how many items to teach, Gains and Redman (1986) suggest that an average from eight to twelve productive items is a good value to start a lesson, obviously it is according to the level of the group, and of course workbook and homework help to consolidate the vocabulary which was taught in the classroom.

In agreement with Gains and Redman (1986) foreign language vocabulary can be grouped into different types of lexical sets, the previous authors recommend:

- First, items related by topic, for example: fruits, clothes, animals, etc.
- Also synonyms and antonyms.
- Grammatical similarity.

Every topic needs to be related, for the degree of difficulty, and the most important issue is that in teaching vocabulary, especially in elementary stage it is necessary to use different visual aids such as: realia, pictures, drawings, flashcards, slides, wall charts, actions and

gestures; otherwise some verbal techniques used in teaching can be: giving examples and illustrate meanings, through definitions and finally synonyms and opposites.

Translation of the words save time, but it is not advisable because learner may take the tendency to translate each word to their mother tongue.

STRATEGIES:

For English Language Learners (ELLs), vocabulary development is really necessary. The average native English speaker enters kindergarten knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. In contrast with native speakers who continue learning more words; ELLs face the double challenge of continuing working with the foreign language and then closing the gap.

Before teaching content, or reading a story in class, the first thing that teacher needs to do is pre-teaching vocabulary it's always helpful, especially for ELLs. This will give them the chance to identify words and describe the meaning of them, after the student should be able to place them in context and memorize them. Scarcella (2007) recommends using

some English as second language (ESL) techniques in order to pre-teach vocabulary like the following:

- Role play or pantomime;
- Gestures;
- Showing real objects;
- Pointing to pictures;
- Doing quick drawings on the board;
- Using the Spanish equivalent and then asking students to say the word in English.

To guarantee the students' understanding of words and concepts, it could be useful to consider these tips:

- ✓ Pre-select a word from a topic or conversation.
- ✓ Explain the meaning to students using friendly definitions.
- ✓ Provide some examples of how it is used.
- ✓ Ask students to pronounce the word.
- ✓ Practice with the words, using different contexts.

THE PROCESS OF TEACHING NEW WORDS:

Goad (2011) mentions that it is valuable to recognize that students at all levels do not simply see or hear a new word, look it up in the dictionary and then know it.

The process of learning new words has three stages according to Goad (2011):

Presentation: The teacher shows the word in writing, shows a picture of its meaning, and says the word several times before asking the students to say it; a process of listen and repeat helps to reach correct pronunciation. It is helpful if students keep a personal vocabulary list and write the new words in it.

Recognition: After reading or hearing the new word many times and forgetting what it means, students start to be able to remember it, and recognize when it is the best choice of two or three to use in a context. Activities that practice this second stage are fill-in the blanks, cloze, and multiple choice worksheets.

At this stage, students are still listening for how native speakers use the word in usual conversations around them, and how native writers use it in articles and stories. Many words have different senses and different forms, and students learn to use the different variations and contexts of the word.

Mastery: At this stage, the student can use the word freely in speech and in writing. At first there is an experimental aspect to this,

because of uncertainty of the connotations of the word; there will be a tendency to make an error, but the students are improving their vocabulary and with the practice they master the word.

Strategies to teach and learn vocabulary need to work on words with progressively appropriate activities at all these levels of mastery so students challenge themselves to constantly expand and refine their command of spoken and written language as they become effective communicators in the target language.

RECYCLING VOCABULARY:

Folse (2004) argues that ESL students see acquisition of vocabulary as their greatest solution to problems; however, vocabulary is not enough, some teachers cover some vocabulary, but this is scarcely done very systematically.

Vocabulary is something that someone assumes that learners will somehow collect, much the same way everyone assumes that students will just get a proficient pronunciation.

One of the most important aids to memory retention is recycling. The learner needs to meet the lexical item several more times, preferably in different contexts. There is a greater probability of this happening

incidentally if learners read and listen extensively. Nation (1990) said "Real vocabulary learning comes through use, both receptive use and productive use". Learners form a hypothesis about a lexical item and they can only test this by using it. If they have said or written the item with no dire consequences then they will feel more confident about using it again.

In the Presentation-Practice-Production framework of Mauer (1997), states that language items are first presented for students to listen to and/or read, then practiced in a manner in which the language used is controlled, and then produced by students in a less controlled manner, the games can be either for practicing specific language items or skills or for more communicative language production. Similarly, games can also be used as a way to revise and recycle previously taught language (Uberman, 1998).

NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY ACQUISITION.

Into the vocabulary learning there are some obstacles which limit the development of the vocabulary acquisition; for example the aspect related to the complexity of word knowledge in which Beck (1991) maintains that knowing a word involves much more than knowing its dictionary definition, and simply memorizing as the dictionary definition does not guarantee the ability to use a word in reading or writing skills.

Adding to the complexity is the fact that different kinds of words place different demands on learners.

Students can make different mistakes in pronunciation, grammar, and orthography and vocabulary usage.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to manage it in a satisfactory way. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Shelbi (2013) shows that other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

A real learning problem for EFL students is that the L1 has an influence when acquiring the L2. Another phenomenon strongly associated with that influence is the term “transfer”, which is considered the same as interference, language transfer (also known as L1 interference, and linguistic interference).

The challenges to face mother tongue interference continue to be a big and serious problem in English learners. In short words learners transfer the properties and patterns of their first language that they know to the target language which is in a learning process.

Chomsky (1959), mentions about the assumptions and associations of first language in the acquisition of a second language and how the use and practice of the mother tongue affects the learning of the target language. It is considered that transfer induces to a negative change in all linguistic levels including phonetics/phonology, morphology, lexicon, syntax, and discourse. In addition, one of the negative connections between L1 and L2 is that students translate every single word into English.

GAMES TO IMPROVE THE VOCABULARY ACQUISITION IN THE ENGLISH LANGUAGE LEARNING.

In the present section of the literature a brief review about the variable solution “games” will be outlined.

- **DEFINITION OF GAMES:**

Games are defined by the (Dictionary, Longman, 1995) as “an organized activity that usually has the following properties: a particular

task or objective, a set of rules, competition between players, and communication between players by spoken or written language”.

Language games are not aimed to kill time or break the ice between teachers and students as Haldfield (1984) expresses, also the author maintains that a game is a funny activity with rules, and its specific goal is to provide fun. At the same time that we are enjoying we are also learning in a relaxing environment.

Moreover, Hauck (2006) states that “a game is a competitive activity involving skills, chance, or endurance” on the part of two or a team who play based in a set of rules, usually for their own amusement or for the people who are around them in order to have a good time”.

WHY GAMES.

There are lots of reasons why a game deserve a place in the language classroom. First of all, they are fun as Sigurðardóttir (2010), holds it is extremely important, because they can help activate students who may have been inactive before, due to lack of interest; besides keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

The reason why most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice because they can easily be used to reenact various situations from real life and allow students practicing fluency and vocabulary.

Also the teacher needs to keep in mind that not all games fit certain students and some cannot be played inside the classroom. When selecting a game teachers need to ask themselves "What are the goals am I trying to achieve by playing this game?" and they have to make sure that the game they choose is not too easy but at the same time not too difficult. If teachers believe a certain game might be too difficult for their students they need to be aware that they need to argument the game to make it more fitting.

Kim (1995) states more general advantages of using games in the classroom:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

WHEN TO USE GAMES?

Language games are often used to fill a few minutes at the end of a lesson argues Rixon (1981), or maybe to occupy some of the faster students while the others catch up on an exercise; besides integrating games are much more closely into lessons and into the teaching syllabus so that they become one of the means of reaching teaching objectives rather than just an enjoyable extra activity.

In the Macrothink Journal (Freeman, 2011), claimed that there are many types of games that can be employed in a contemporary EFL learning environment, like computer games or online games, but the focus

of this study is games played in the classroom, and our definition maintains that such games require the involvement of rules, competition, relaxation, and learning. A major purpose for using games in class is to help students learn English in a lowered anxiety environment.

IMPORTANCE OF GAMES:

Crawford (2006) reports that using games to teach young learners can enhance student motivation, confidence, and vocabulary acquisition, because of the advantages of challenging content it is easier to capture their attention than with traditional teaching. However, it may alternately increase student anxiety due to peer pressure.

Additionally, it is a useful tool to improve children's vocabulary acquisition in as natural a way as would be normally achieved through play further mentions that "games and game-like activities have always been a popular tool in an English class in order to interest and "wake up uninterested students".

Robinson et al (2008) established that numerous scholars have pointed out that playing is helpful for children involved in the learning of English since games can strengthen students' motivation and self-confidence. According to these authors' theories, playing can be

presented as a kind of prize after learning which allows teachers to motivate learners to step forward.

Therefore, Richards and Rodgers (2011) promotes that if students are aware that they are going to play games after they learn either grammar structure or vocabulary, they will look forward to participating in those activities and apply things that they have recently learned with greater motivation.

Using games, according to Pound (2005) maintains high levels of attentiveness as any basic understanding of human nature might suggest probable. To continue with the idea of human nature leads us to the biological approach, where, it is argued, playing is vital to the development of the flexible and adaptable human brain because children's imagination and creativity are enhanced by playing.

There are teachers who fail to realize the importance of games expresses Deleżyńska (2012), considering them not a wealth of various techniques and an opportunity for real communication but an uncontrolled and noisy waste of time. However, children in general learn better when they are active. Thus, when learning is channeled into an enjoyable game, they are very often willing to invest considerable time and effort in playing it.

TYPES OF GAMES:

It is difficult to classify games into categories because such categories often overlap. Hadfield (1984) focuses on two ways of classifying language games: Linguistic games and Communicative games.

“**Linguistic games** focus on accuracy; while, **communicative games** focus on the exchange of information”.

They are adopted to facilitate students’ motivation, confidence, and vocabulary acquisition.

GAMES TO TEACH VOCABULARY IN THE ENGLISH LANGUAGE LEARNING:

In this category of the literature review the set of games which were chosen to be applied in the intervention stage are being described:

- **VOCABULARY BINGO DEFINITION:**

Morgan (2005) defines bingo as a game in which the whole class or small groups can play. The teacher can serve as the caller, or students

can take turns serving as the caller. The basic idea behind Vocabulary Bingo is to encourage students to study and review the vocabulary words.

The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition.

Students can make a bingo card by dividing a piece of paper into five rows and five columns with the center box designated as a “Free” space according to Lopez (2009) suggest. Students then write words from their vocabulary lists or word walls on the bingo card in any order. The word and definition for each word should be placed on strips of paper in a container for the caller to draw from when playing the game.

All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition, checking the word off her list. The students highlight the word that matches the definition.

PURPOSE TO PLAY BINGO IN THE CLASSROOM:

The objective of playing bingo in the classroom it is to help students to review and reinforce the vocabulary previously learned, because they are in constant participation with the words taught; and also in this way

teacher will be able to evaluate the students' knowledge on vocabulary; at the moment that students are enjoying the game, they are being evaluated if they are able to recognize the associations between oral form of the word or not; and also the association of aural word and written word.

PROCEDURE TO PLAY BINGO IN THE CLASSROOM:

Everybody needs to be very clear in order to start playing bingo, of course it depends on the age of the children, but to have a clear view about how to play bingo a brief description is done:

- ✓ Prior knowledge: Use 7-10 short vocabulary words from a previous topic or the students are currently studying. Teacher may consider using words from the selection included in next quiz.

- ✓ Teacher reviews the words and definitions with students at the beginning of class and ask students for the meaning of the vocabulary words.

- ✓ Teacher instructs students to take everything off their desks except for a pencil or a colored pencil. If you have a student helper or a student of the week, allow that student to help you pass out the materials needed. Each student needs a prepared Bingo card and at least 25 Bingo markers.

- ✓ As teacher calls out the vocabulary definitions, the students place a marker over the correct vocabulary word. When a student marks five places in a row (horizontal, vertical, or diagonally), that student calls out “Bingo.” Check his or her card to make sure the student placed markers over the correct words. If the student marked the card correctly, that student wins a prize. You may choose to give extra credit points on the quiz or hand out candy or toy prizes.

- ✓ Teacher may continue playing Bingo as many times as teacher choose.

- ✓ Allow five or ten minutes at the end of class to collect the Bingo cards and markers and to review the words the last time.

- **CROSSWORD PUZZLES DEFINITION:**

Crossword puzzles are a group of words that are arranged horizontally and vertically, as Webster (2004) defines; additionally the puzzle is an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically, numbered synonyms and definitions are given as clues for the words.

Cheryl (2012) asserts that in the crossword puzzles each of the words will cross at least one other word through a letter that is common to both; puzzles are one of the best educational tools for learning new words; the reason most people enjoy crossword puzzles is because, it is considered a great exercise for the mind.

Crossword puzzles can help children to memorize facts for tests while having fun; puzzles stimulate and motivate children on how to use logic, reasoning, vocabulary, spelling and organizational skills.; another benefit of using crossword puzzles in the classroom is that they are associated with recreational activity and can be less intimidating for students.

Kamis (2011) maintains that kid's really love crossword puzzles, because completing them feel more like playing a game instead of doing homework; besides crossword puzzles offer educators a great opportunity to introduce a fun activity as part of the learning process.

PURPOSE TO APPLY CROSSWORD PUZZLES IN THE CLASSROOM:

In Learning Vocabulary Can Be Fun (2013) it is mentioned that crossword puzzles allow children to take associates between letters and

words. These kinds of puzzles improve a child's word recognition, letter association and spelling and also crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology.

PROCEDURE FOR USING CROSSWORD PUZZLES IN THE CLASSROOM:

A suggested procedure of using crossword puzzle in vocabulary teaching is as follows:

- ✓ First, the English teacher gives the crossword puzzle to the students.

- ✓ Secondly, the English teacher explains how to solve the crossword puzzle to the students.

- ✓ After that, the English teacher asks the students to fill the crossword puzzle individually with a deadline that will be given before students do the crossword puzzle.

- ✓ The English teacher asks the students to exchange their work with their friends.

- ✓ The English teacher discusses with the students about the correct answer of the crossword puzzle.

- ✓ The English teacher collects the students' work.

- **O´GRADY SAYS DEFINITION:**

O ´Grady says according to Rixon (1981) is a game in which players listen to and react rather than producing any language of their own, they understand by doing something; language should, however always be the basis of the game, as it is here.

PURPOSE OF O´GRADY SAYS GAME:

The main objective of this game is to allow students to be in a relaxing environment, where they feel free to run and make a little of exercise, at the same time that children are playing the teacher can make a wrap activity about the vocabulary or the previous contents that were taught.

PROCEDURE TO PLAY O'GRADY SAYS GAME IN THE CLASSROOM:

This technique needs to follow an easy procedure that is described in this part of the literature:

- Leader gives instructions.
- Players obey the teacher only if he/she says "O'Grady says...." But take no notice if he gives instruction without saying this.
- Players who make a mistake are penalized.

This action research allows to the researcher to choose these games because this is an English class for beginners and it is often difficult to maintain the students' attention for too long, especially in cases when students are to learn their first foreign language and they are not used to trying to operate in other than their own mother tongue.

Besides it is very difficult for beginners to remember all the new words and expressions they need to know, in this case as the students are between 7 – 8 years old, they are learning a foreign language and they need to practice using and reviewing the vocabulary learned before; it is

therefore most useful to incorporate games and other fun activities in the teaching-learning process.

Games not only help students to relax from the 'serious' learning, it also helps them to reinforce the new vocabulary. Probably the most specific outcome of using games in the class of beginner learners is building of their good relationship with the new language.

These types of games help children in different aspects like:

Vocabulary – it is usually difficult to learn and live the new words, which the on-going process of studying process requires. It is then useful to introduce games as an opportunity to re-use the desired vocabulary. During a game, repetition of the target words can be executed repeatedly. The students get personally involved, therefore, in addition to avoiding boredom as it often happens when repeating words; it is also more likely the vocabulary will get internalized.

Lack of interest – this is a common situation where the students are often not motivated enough to take the learning process seriously. In such cases, it can help to employ games and fun activities, where they need the target language in order to succeed.

The students do not co-operate – there may be classes where the students are not very close to each other, do not feel comfortable when asked to co-operate on an activity. A game has a great potential bringing the students together. The reason is that such activity is not viewed as extremely serious; the students can relax and find a way to communicate better.

Time left – short games or fun activities may serve as time fillers, for instance at the end of a lesson, when all planned work has been finished. This way the time remaining is not ‘wasted’, it is used for the language practice too. Regular use of short games at the end of lessons also motivates the students to work harder and have their work finished earlier, in order to save time for an enjoyable activity.

e. MATERIALS AND METHODS

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

CONTEXT:

“Carlos Burneo Arias” public school was selected as the place for the present research work since it is the school where the researcher had the opportunity to teach as part of her teaching practicum; therefore she has an insight of the spectrum of English teaching within the school. Carlos Burneo Arias School is located in Punzara Grande neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school; in that school the English Language subject is not mandatory; besides this school only has until 7 year of Basic Education. Students attending this rural public school live under the social surroundings which characterizes developing communities in Latin American 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 Carlos Burneo Arias School, the treatment of English as a subject within the curriculum of the school is optional and it is reflected in the limited class periods devoted to teach it. The institution does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the teacher trainees who are required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS:

The target group of the present research work was the second year of basic education, of “Carlos Burneo Arias” School composed by 8 students, 6 of them were boys and the other 2 students were girls. The population of the research is between 7 to 8 years old, besides the institution doesn't have an English teacher, and the learners just receive 2 hours of English language classes per week, being nowadays in charge of the practitioners of the English Language Career of the Universidad Nacional de Loja. Additionally Learning Together II Book is used as the textbook and the extra materials like worksheets, posters, handouts and school supplies are provided by the English Language practitioners.

This general denomination includes description of research design, methods and techniques used along the research stages as well as the

data collection instruments and resources. The procedure followed in carrying out the study is also described in this section.

DESIGN:

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

METHODS:

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This

study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The **Scientific method** assisted the study of games applied in the developing of English vocabulary. 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** allowed the researcher to describe the different stages of the study and the kind of resources used during the intervention process. It served to explain and analyze the object of the investigation. The **analytic-synthetic method** was used to analyze the obtained results through the questionnaires, tests and checklist. Besides it was adopted also to make the interpretation of data, the logical analysis and drawing up the final conclusions.

The **statistic method** made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data received from the observations, interviews and researcher's field diary.

The **workshops method** 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 learning and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess every workshop the researcher will use comprehensive assessment method:

The ***comprehensive assessment method*** will be useful to assess the students' outcomes after every session that the researcher will develop through the application of the games strategies and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of vocabulary learning.

TECHNIQUES:

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible.

Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation related to the literature review.

DATA COLLECTION INSTRUMENTS

Some instruments like: interview, field diary & notes, systematic observations, and researcher's - made tests were used to gather the necessary information.

MATERIALS

This research work was accomplished with the help of three main resources. The human resources that participated during the different stages were: The target population was the second year of basic education' students of Carlos Burneo Arias School; another human resource was the principal of the institution who facilitated general information about target group. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the students of Second Year of Basic Education who were active subjects in the development of this work.

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

PROCEDURE

The study started with the observations of the English classes of the second year of basic educations 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 vocabulary learning - teaching was done to support the questions raised 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 for a period of a month approximately. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After collecting the data it was tabulated and displayed into tables. Percentages/ Means of each test-section were calculated in order to have an overall view of participants' performance in each one ($x = \Sigma x / n$).

The Pearson Correlation coefficient ($r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2][n\Sigma Y^2 - (\Sigma Y)^2]}}$) was used to find out the relationship between the application of games and the improvement of vocabulary learning. Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the baseline data to the post-test results. An interview was also administered to the teacher. The manifestations of him were analyzed and interpreted prior discussion.

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

INTERVENTION PLAN:

GENERAL OBJECTIVE: To apply a set of games in order to improve vocabulary learning.		
DESCRIPTION: The intervention plan will be carried out in “Carlos Burneo Arias” School, with the students of 2 nd year of basic education. The plan will be applied in 12 workshops, which are composed of a set of games like: vocabulary bingo, crossword puzzles and O’Grady says in order to improve the students’ vocabulary learning.		
LESSON	OBJECTIVE	RESOURCES
Workshop 1: Administering a pre test 7 th May	To diagnose students’ vocabulary level.	Test papers, board & boards markers, school supplies.
Workshop 2: Shapes (oral form) 8 th May	T. OBJECTIVE: To introduce shapes. SS. OBJECTIVE: To recognize shapes when they listen to the word.	Flashcards, sheets of bond paper, color pencils, scissors, glue, board.
Workshop 3: Shapes (written form) 14 th May	T. OBJECTIVE: To introduce written form of shapes. SS. OBJECTIVE: To recognize the shapes in oral and written form.	Flashcards, poster, foam shapes, tape, glue, computer, speakers, buttons shapes, board & board markers, Sticky Easel.
Workshop 4: Wrap up (game) 15 th May	T. OBJECTIVE: To associate shapes image with oral/written form. SS. OBJECTIVE: To recognize shapes in written/oral form.	Flashcards, pictures, tape, school supplies, paper board, cardboard, board & board markers.
Workshop 5: Animals (oral form) 21 st May	T. OBJECTIVE: To introduce farm animals. SS. OBJECTIVE: To identify farm animals in oral form.	video, computer, projector, flashcards, video game, paper plates, colorful paper, cardboard, foam, glue, silicone, cotton, tweezers, color markers and pencil colors, worksheets, a ball, tape, school supplies.
Workshop 6: Animals (written form) 22 th May	T. OBJECTIVE: To present pets in written form. SS. OBJECTIVE: To recognize pets in written form.	Song, computer, speakers, flashcards, worksheets, poster.

Workshop 7: Wrap up (game) 28th May	T. OBJECTIVE: To review animals/pets in oral and written form. SS. OBJECTIVE: To recognize animals and pets.	School supplies, worksheets, flashcards, tape, computer, speakers, song, etc.
Workshop 8: Classroom objects (oral form) 29th May	T. OBJECTIVE: To introduce classroom objects. SS. OBJECTIVE: To identify classroom objects in oral form.	Flashcards, PPT, computer, speakers, worksheets, school supplies, board and board markers, etc.
Workshop 9: Classroom object (written form) 4th June	T. OBJECTIVE: To introduce classroom objects. SS. OBJECTIVE: To distinguish classroom objects in written form.	Flashcards, worksheets, school supplies, etc.
Workshop 10: Wrap up (game) 5th June	T. OBJECTIVE: To associate classroom objects in oral and written form. SS. OBJECTIVE: To distinguish classroom objects in written and oral form.	Poster, video, computer, speakers, projector, school supplies, worksheets, flashcards, etc.
Workshop 11: Wrap up activity (all the contents) 11st June	T. OBJECTIVE: To reinforce previous contents. SS. OBJECTIVE: To recognize the vocabulary learned in written and oral form.	Flashcards, pictures, tape, school supplies, paper board, cardboard, board & board markers.
Workshop 12: Administering a post test 12th June.	T. OBJECTIVE: To measure ss knowledge of vocabulary learned. SS. OBJECTIVE: To establish the difference between pre and post - test vocabulary knowledge.	Test papers, board & boards markers, school supplies

f. RESULTS

QUANTITATIVE DATA ANALYSIS PRE – TEST RESULTS ANALYSIS

The quantitative data came from the vocabulary pre-test administered to seven students who belonged to the second year of basic education at “Carlos Burneo Arias” school at the beginning of the intervention period. Analysis of the pre-test was performed using basic simple statistics. Participant performance was measured in terms of percentage of correct responses to five parameters describing the learning of vocabulary as a foreign language.

The data of the pre-test vocabulary can be seen in the following table:

Table 1:

Vocabulary Pre – Test Results.

Ss Code	Image-Oral ^a	Image-written	Oral - written	Word-context	Pronunciation	Total	%
	02/02	04/04	02/02	02/02	1,5/1,5	11,5	100%
AR0401	-	4	0	0,5	0,6	5,1	44,35
AR0402	-	3,6	0,5	1	1,2	6,3	54,78
AR0403	-	3,35	1	1	0,9	6,25	54,35
AR0404	-	2,95	0,5	0	1	4,45	38,70
AR0405	-	2,45	0,5	1	0,9	4,85	42,17
AR0406	-	3,1	2	1	1,1	7,2	62,61
AR0407	-	2,85	0,5	1	1	5,35	46,5
Total	-	22,3	5	5,5	6,7	39,5	
X	-	3,19	0,71	0,79	0,96	5,64	49,04
%	-	79,64	35,71	39,29	63,81	49,04	

Sources: Vocabulary Pre- test from students of second year of basic education at “Carlos Burneo Arias” school.

^a Image-word has not been considered within the test analysis, since it was not completed by the students as expected from the vocabulary test.

Researcher: Karen Córdova Jumbo

Of the seven students who were tested in the vocabulary pre-test, all of them got scores lower than eight. The highest value obtained was 7.2/11.5, which is below the 80% (9.2), value which was considered as the passing average score adopted for this study. The difference in that case was of 2 points which is significant but not entirely. On the other hand the lowest value in the vocabulary pre-test is 4.45/11.5 which is very distant from the basis with a difference of 5 points. It is considered as a quite significant distance. To conclude it is important to mention that none of the students passed the test because their grades were below the basis of 80%. It is inferred then that their level of vocabulary mastery is not satisfactory.

In Table 1 the aspects of the test in which the students showed less difficulty can be appreciated in the parameter of *association between image and written word* (79.64%). Here the testees seem to experience mild trouble, for that reason there are more students who accomplished the 80%. This association can be considered as at a satisfactory level. On the other hand, the lowest percentage are located in the parameters *association between oral word and written word* (35.71%) and *recognizing words in context* (39.29%). These values demonstrate that the highest difficulty was located in these areas. It is possible to conclude that these areas were less developed and demanded in the English teaching process. The parameter related to *pronunciation* reached an average of

63.81% which cannot be considered as satisfactory. As a result, the researcher considered that an intervention would be very necessary and useful, in order to consolidate the parameters with a lower level of proficiency.

In the intervention period a set of three games namely Vocabulary Bingo, Crossword Puzzles and O' Grady Says Game were considered as appropriate to improve those disadvantages related to vocabulary learning.

For example Vocabulary Bingo allowed students to improve the oral and written association of words, and practice pronunciation at the same time; besides Crossword Puzzles facilitated students to memorize the word in written form. Likewise O' Grady Says game helped students to listen the word and recognize it in an oral context.

POST – TEST RESULTS ANALYSIS.

After conducting a 4-week intervention period. A post-test was administered to 7 students, who belonged to the second year of basic education at “Carlos Burneo Arias” School.

The data of the post-test scores can be seen in Table 2:

Table 2:

Vocabulary Post – Test Results.

	Image- Oral	Image- written	Oral - written	Word- context	Pronunciation	Total	
Ss Code	02/02	04/04	02/02	02/02	1,5/1,5	11,5	%
AR0401	2	3,5	2	2	1	10,5	91,30
AR0402	2	4	2	2	1,2	11,2	97,39
AR0403	2	3,5	2	1	1,1	9,6	83,48
AR0404	2	3,75	2	1	1,1	9,85	85,65
AR0405	1,75	3,6	2	1	1	9,35	81,30
AR0406	2	3,5	2	1	1,2	9,7	84,35
AR0407	2	3,5	1,5	1	1,1	9,1	79,13
Total	13,75	25,35	13,5	9	7,7	69,3	
X	1,96	3,62	1,93	1,29	1,1	9,9	86,09
%	98	90,54	96,43	64,29	73,33	86,09	

Sources: Vocabulary Post- test from students of second year of basic education at “Carlos Burneo Arias” school.

Researcher: Karen Córdova Jumbo

All of the students who were tested got scores higher than 9. The highest value reached was 11.2/11.5, which is above the 80% (9.2), value that was considered as the passing average grade established as the limit for the present research.

The facts indicate that the difference to get the maximum score was of 3 decimals which is not meaningful. Likewise, the lowest value achieved in the vocabulary post-test was 9.1/11.5 which is not very far from the basis value (9.2) with a difference of 1 decimal; that is why the difference is not quite significant. To sum up, it is necessary to express that all of the students passed the post-test because their grades were higher than the basis value of 80% (9.2).

In Table 2 it can be noticed that those test parameters in which the students had a high level of difficulty were significantly improved. In *recognizing words in context* parameter (64.29%) being this the lowest percentage which is below the passing average grade, needless to say that, at the beginning of the intervention children just recognized the English language just word by word, when the researcher started applying the activities in order to learn and practice new vocabulary, the researcher provided a context where the students were able to recognize and produce some little phrases.

In the parameter of *pronunciation* a 73.33% was achieved. The fact that students had been exposed to a variety of pronunciation models from the different practitioners may have been influenced negatively on the results, even though the researcher's efforts to provide the best pronunciation model possible, and an influence of their mother tongue was also evident.

On the other hand, the parameter which was the easiest for the participants was the *association between image and oral word* (98%). This value revealed that the testees did not have any problem in performing this association, because the researcher used a variety of didactic resources like flashcards, posters and pictures which facilitated to develop the visual aspect and relate it to the oral word. It would be fair to conclude

that the students in this parameter almost accomplished a perfect score, and that point is considered as very satisfactory because this area was really developed by students.

A 90.54% was achieved in the *image – written association* which is above the limit passing average. This value is really valid because during the intervention stage the researcher provided some exercises which helped to practice the written words like memory games and Vocabulary Bingo in which the students needed to recognize the written word by listening.

In *oral – written association* a 96.43 % was gained, this association was practiced through games like O' Grady says, this game helped to practice the vocabulary in oral way. This value demonstrates that the strategy employed was carried out in a satisfactory way using the resources previously mentioned.

COMPARING TEST RESULTS.

A brief comparison between the pre and post test results, using the statistical measure (Pearson Product-Moment Correlation) helps to establish the correlation between the pre and post test scores.

X= Pre-test scores

Y= Post test scores

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

The comparison between pre and post test scores is showed in table 3:

Table 3:

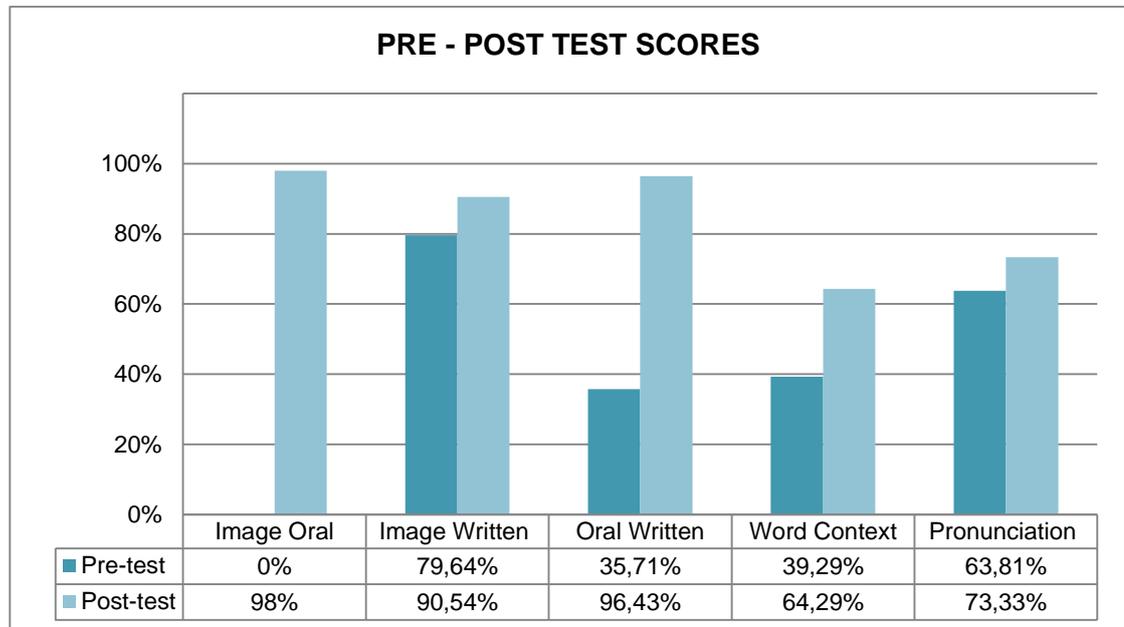
Pre – Post Test Results

Ss. Code	Variable X	Variable Y	X ²	Y ²	XY
	Pre- Test scores	Post- Test scores			
AR0401	5,1	10,5	26,01	110,25	53,55
AR0402	6,3	11,2	39,69	125,44	70,56
AR0403	6,25	9,6	39,06	92,16	60
AR0404	4,45	9,85	19,80	97,02	43,83
AR0405	4,85	9,35	23,52	87,42	45,35
AR0406	7,2	9,7	51,84	94,09	69,84
AR0407	5,35	9,1	28,62	82,81	48,69
11.5	11.5	11.5	100	100	100
N=10	ΣX=39,5	ΣY=69,3	ΣX ² =228,55	ΣY ² =689,20	ΣXY=391,82

r= 0.18

COMPARING TEST RESULTS

Figure 3.



The Pearson Product-Moment Correlation is 0.18 and it is located above 1 which demonstrates that there is a slight positive correlation between the scores obtained before the implementation of the strategy and those after the intervention. Consequently the results exposed in Figure 1 claimed that the use of games in the vocabulary language learning had a positive although not very significant influence in the results gained.

QUALITATIVE DATA ANALYSIS

FIELD DIARY

A field diary was also implemented in this action research, which consisted of a series of questions that the researcher asked herself regarding students' improvement. The researcher used forms at the end of each intervention session to monitor students' progress along the process. Her primary purpose in using the field diary was to record the participants' evolution regarding their vocabulary' learning understanding level.

The following table shows percentages of students' attitude evolution along the process of 12 moments during the intervention in terms of students involvement in the activities developed during class time:

Table 4:

Students' attitude evolution

	Degree of Ss' involvement	Ss' level of understanding
Sessions		
1	25%	30%
2	25%	30%
3	50%	40%
4	50%	45%
5	65%	50%
6	70%	60%
7	75%	70%
8	75%	80%
9	80%	80%
10	85%	85%
11	90%	85%
12	90%	95%

Source: Attitude evolution of Students of Second Year of Basic Education
Researcher: Karen Paola Cordova Jumbo

Figure 4.

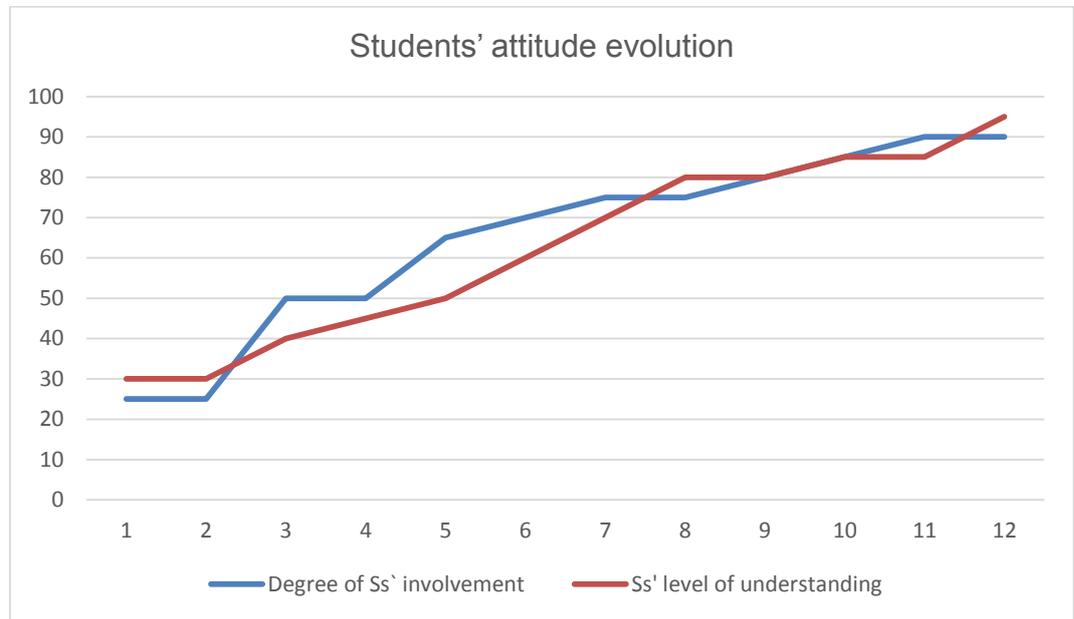


Figure 4: Graph which shows percentages of Ss' involvement and the SS' level of understanding.

Researcher: Karen Córdova Jumbo.

As it can be seen in figure 4 the researcher can deduce that the students' evolution was significant; because there was a high degree of students' involvement. It is evident that students at the first session showed a low level of involvement during the activities developed and also their level of understanding related to the strategy used was minimum; with the passing of time most of students felt gradually involved in the intervention sessions, understanding and following the directions and tasks that were applied during the intervention.

So, it can be concluded that the high level of involvement of students in the activities, shows that the strategy applied had a good acceptance in the students' learning and self-worth.

The next table shows percentages of researcher's perception of Students' reactions, toward the teaching variables along the process in 12 moments during the intervention

Table 5:

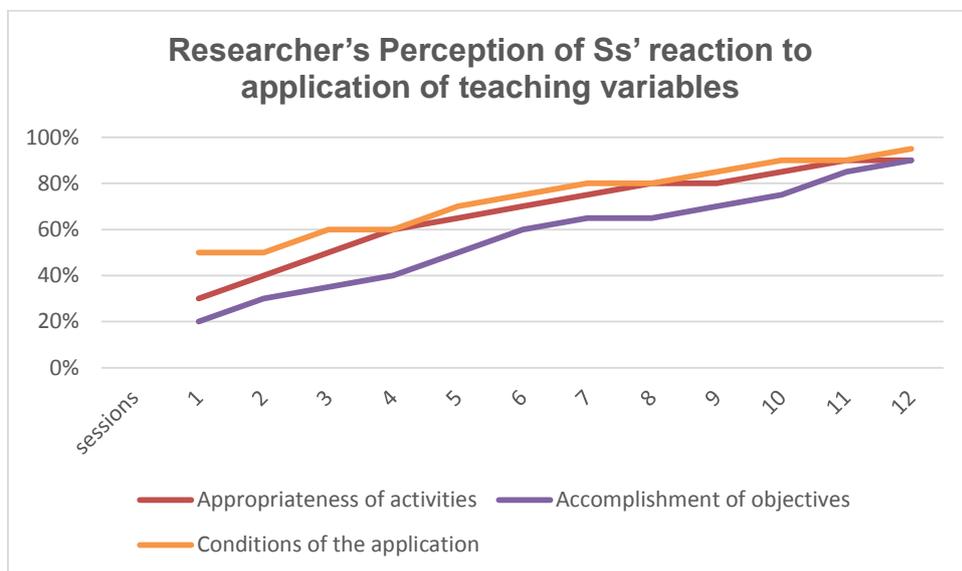
Researcher's Perception of Ss' reaction to application of teaching variables

	Appropriateness of activities	Accomplishment of objectives	Conditions of the application
sessions			
1	30%	20%	50%
2	40%	30%	50%
3	50%	35%	60%
4	60%	40%	60%
5	65%	50%	70%
6	70%	60%	75%
7	75%	65%	80%
8	80%	65%	80%
9	80%	70%	85%
10	85%	75%	90%
11	90%	85%	90%
12	90%	90%	95%

Source: Researcher' Perception of Ss' reaction to application of the strategy.

Researcher: Karen Cordova Jumbo

Figure 5.



The researcher observed a favorable tendency toward the realization of her teaching goals. The strategy applied by the researcher seemed to be the appropriate one for the class, because the majority of time the activities planned were executed and were successfully accomplished as it is evident in the direction of the percentages analyzed. Students improved their vocabulary sub- skill little by little after each intervention session.

PRINCIPAL INTERVIEW.

In that case, the interview applied to the principal of “Carlos Burneo Arias” school reports that English learning is considered as an important subject for his students which should be taught daily, and as result of the absence of an English teacher the English language learning it is

considered in a low level. Besides, the main authority of the school mentions that the institution does not have a plan; for that reason the English subject is not considered as a formal subject. Finally, the principal indicates that National university of Loja provides a considerable help in the implementation of the English Language learning by means of the practitioners' collaboration which is really helpful in the academic development of students.

g. DISCUSSION

This study performed a one group of pre-test post-test experimental design to determine the relationship between Games and Vocabulary Learning during the application of 12 workshops to 6 – 7 year old students from Second Year of Basic Education at Carlos Burneo Arias School. The expectation was that there would be a slight increase in vocabulary learning after the application of a determined set of games. The findings support the researcher' question: What kind of games are effective to improve the vocabulary acquisition with students of Second Year of Basic Education at "Carlos Burneo Arias" School, Academic Year 2013 – 2014?, which is also consistent with Crawford (2006), who states that using games to teach young learners can enhance student motivation, confidence and vocabulary acquisition, in this way it is easier to capture their attention than with traditional teaching.

The correlation Pearson Coefficient was calculated to measure variables under the study. It indicates that there was a very small increase in vocabulary learning after the 12 workshops during the intervention process. It seems that the phase of intervention generated positive results principally in the parameter of *association between image and oral word* in order to improve vocabulary acquisition which stepped up to a 98%.

The 12 session intervention plan was addressed to face the issues the students had in vocabulary learning, and it was planned based on the students' cognitive process to improve their knowledge related to vocabulary learning. Each lesson was prepared considering how this approach could help to overcome that barrier. The 12 workshops were reinforced with games like: Vocabulary Bingo, Crossword Puzzles and O'Grady Says game that allow students to improve their vocabulary learning as a cumulative process, mastering new words and taking into account the different parameters that involve the vocabulary learning.

Three games were used to improve the vocabulary learned of Second Year students. At the beginning the O'Grady says game was applied in order to introduce new vocabulary after that at the moment of practicing the vocabulary were applied the crossword puzzles and the vocabulary bingo, finally a game was applied at the end of each workshop.

The Second Year of Basic Education students at Carlos Burneo Arias School was great because they were cooperative, enthusiastic, interested and respectful. The classroom teacher and the school principal had a cooperative attitude and they were willing to help with the essential material for the intervention (projector, speakers and school supplies), and they also were friendly, communicative and collaborative with the researcher. However an obvious limitation to this study was the weekly

class-periods; they only attended at two-class periods per week, and also it is important to mention that the classroom space was limited because two classes were taught in the same classroom. However, during the intervention sessions the classroom teacher took one group and taught them in another classroom.

Based on the quantitative data gathered from the two-tests, it can be concluded that games are an effective resource for teaching English vocabulary. Games got attention from students by providing them with a comfortable and enjoyable atmosphere, allowing the researcher to interact with children, besides the vocabulary learning was developed as a cumulative process, providing students the new words in the oral and written form, allowing them to associate the word in different contexts. So the students' English vocabulary and the attitude toward learning improved in a considerable way.

This action research was a great practice not only for fulfilling a requirement, but also for gaining experience as a future teacher. During the intervention it was experienced not only how games can help students to learn English vocabulary, but also the weaknesses of applying them in teaching vocabulary.

This work made the researcher reflect on the importance of making practice as a teacher using specific resources before starting teaching as a professional.

Tests were the instruments for quantitative data collection; however other instruments proved to be effective along the process like the Researcher's Field Diary which helped to collect data used in the intervention. This instrument was essential for getting the necessary data and to provide enough information in reporting results gained in the experience.

The results gotten from the study point games are really effective in helping students to learn vocabulary in a satisfactory way. Making action research is a necessary work to be done for gaining experience as a teacher and prove the effectiveness and weaknesses in the teaching-learning process, in order to improve real problems in the English as a Foreign Language classroom.

h. CONCLUSIONS

The results obtained from the instruments application before the strategy application showed the students' weaknesses in the English vocabulary learning of the students of Second Year of Basic Education at Carlos Burneo Arias School. The results indicated that the level of vocabulary learning was not satisfactory at that moment. The researcher agreed with experts who considered that the best way children learn is through games. The resources used by teachers are important at the moment of teaching and practicing vocabulary. This research has led some conclusions about the use of games in the English vocabulary:

- The Vocabulary Games chosen for the present study helped the researcher in different aspects like: aside shyness, promote cooperative learning, improve students' participation; besides, these games allowed children to learn vocabulary following a cumulative process, which involves mastering new words but taking into account the different parameters that involve the vocabulary learning.
- The results of this action research affirm that exists a positive impact of vocabulary games on the ability to remember and learn new words; also, it was evident that students' achievement of vocabulary has improved by using games.

- The Games applied in this study involved movement, also students worked cooperatively, students interact with each other, and enjoy learning the new vocabulary.
- Classroom environment is really important in an EFL learning, Vocabulary Games can enhance students' motivation and confidence, also makes students to feel in a comfortable and relaxing environment, and thereby it is easier to capture their attention than with traditional teaching.

i. RECOMMENDATIONS

After the investigation, the researcher recommends to the future English teachers to be aware on the importance of teaching vocabulary, because it helps students to express their ideas and feelings. Therefore, the strategies used by teachers should be appropriate and directed to help students to understand the form, meaning and usages of the word; also it is important because in that way students are able to communicate correctly.

- Teachers should take into consideration games as an effective tool and as a complement of the class. Games should not be just applied at the beginning of the class as warm up activities; besides, teachers must stop using traditional techniques in the classroom, because if children are bored, they do not pay attention and consequently they do not learn.
- The majority of problems do not come from students' capacity to learn, but from the techniques and didactic resources and activities used by the teacher.
- The school authorities should ask for help to Educational Superior Institutions for students or practitioners of the English Language Career with the objective of imparting the English language in the rural schools.

- Finally, it's important to take into account Action Research as a useful technique in classroom research. In this way, authors such as: Hensen (1996), Johnson (2012) and McTaggart (1997) stand out that action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

PROJECT:

THEME

**USING GAMES TO IMPROVE THE VOCABULARY
ACQUISITION WITH STUDENTS OF 2ND YEAR OF
BASIC EDUCATION AT “CARLOS BURNEO ARIAS”
SCHOOL. ACADEMIC YEAR 2013- 2014.**

Project of Thesis required for
obtaining the Bachelors' Degree in
Sciences of Education, English
Language Major.

AUTHOR:

KAREN PAOLA CÓRDOVA JUMBO

LOJA-ECUADOR

2014

a. THEME

**USING GAMES TO IMPROVE THE VOCABULARY
ACQUISITION WITH STUDENTS OF 2ND YEAR OF BASIC
EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL.
ACADEMIC YEAR 2013- 2014.**

b. PROBLEM

1. BACKGROUND.

BACKGROUND OF SCHOOL:

In this part of the action research is important to give a brief history or background about the educational institution and of course about students; first the institution will be described; the action research will be developed in "**Carlos Burneo Arias**" School which is located in the rural area of Loja city, specifically in "**Punzára Alto**" Neighborhood, it is to one kilometer from the Universidad Nacional de Loja.

First of all, a brief history will be made since the beginnings of the school, it is supposed that the creation of that school was in the year **1961**, that institution did not have an own local, it worked in different houses of the neighborhood and that situation was very uncomfortable for teachers and for students of course; besides the institution counts with 53 students, which are divided in the six grades of Basic Education.

The mission of Carlos Burneo Arias School is to educate children with positive habits, knowledge generators of ideas and skills that promote individual development within each family.

The vision of the institution is focused in having an education model based on social, cultural and productive development, community stability, enhancing the natural environment to improve the quality of life and provide principles and values of our society.

It is necessary to know that “**Carlos Burneo Arias**” School, is a public institution which is regulated by the Ministry of Education of Ecuador; besides in that school four teachers work, but just to teach Basic Education for instance they do not count with teachers for English and Computer Science areas.

BACKGROUND OF STUDENTS:

It is necessary to stand out that this action research will be applied at “Carlos Burneo Arias” School with students of Second Year of Basic Education; in that group there are 8 students the majority of them are in 7 years old; those students live near to the educational institution and they belong to families of low economical resources.

Students are in an initial English level, they are beginners because as it was mentioned before the institution does not have an English teacher, for that reason students just have a bit of English knowledge because there

are practitioners of the Universidad Nacional de Loja, who make their Teaching Practices in that place.

It is complicated to work with them because they do not have the enough economical resources to buy or acquire the necessary material to work in classes, the majority of time the material and resources are provided by the teachers, but they should have all the material at the school to improve all their skills in the English language learning.

2. CURRENT SITUATION OF THE RESEARCH OBJECT.

The phenomenon of Globalization is making notable the necessity that has professional people in learning English; in Ecuador is not the exception, for that reason, the Government through the Ministry of Education, has implemented in schools, high schools and also in universities, the obligatoriness of teaching English as a Foreign Language, but during this process there has been many failures or difficulties.

For this reason the present project has the purpose to improve vocabulary acquisition of students of Second year of Basic Education at “Carlos Burneo Arias” School; first of all an important topic that needs to be researched is about the use of games, in order to improve the vocabulary

acquisition, because according to the point of view of some authors students learn better by doing something.

On the other hand, it is complicated to teach them because they do not have much knowledge about English most of the students feel afraid and do not want to participate because they do not feel sure about what they are doing.

In other words the practice is really necessary because at that moment that learners play they are remembering the class and what they have learned before.

In addition, an issue that occurs in classes is that students forget the learned vocabulary, because they just practice during the English class, but if teacher implements games or fun activities, learners are going to interact with their classmates they share knowledge and reinforce the vocabulary.

And finally, another difficulty that usually occurs in classrooms is that teachers do not use activities or games in order to raise students' motivation and confidence.

3. Research Problem:

The topic to investigate will be the following: What kind of games are effective to improve the vocabulary acquisition in the English Language with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School? Academic Year 2013 – 2014.

4. Delimitation of the research:

a. Temporal: The present research will be carried out in the period February -April 2014.

b. Spatial: The action research will be developed in “Carlos Burneo Arias” School; located in the Loja City.

c. Observation Units: The people that will be part of the research are:

- Students of 2nd year of basic education.
- English Teacher (Researcher)

d. Sub problems:

- ✓ What kind of theoretical references about games are useful to improve the vocabulary learning in the English Language with students of Second Year of Basic Education at “Carlos Burneo Arias” School? Academic Year 2013- 2014.

- ✓ Which are the negative aspects that limit the vocabulary learning of students of Second Year of Basic Education at “Carlos Burneo Arias” School? Academic Year 2013- 2014.
- ✓ Which games are effective to enhance the vocabulary learning of students of Second Year of Basic Education at “Carlos Burneo Arias” School? Academic Year 2013-2014.
- ✓ How do games as part of the classroom activities improve the limitations in the vocabulary learning with students of Second Year of Basic Education at “Carlos Burneo Arias” School? Academic Year 2013- 2014.
- ✓ How effective was the application of games in the vocabulary learning of students of Second Year of Basic Education at “Carlos Burneo Arias” School? Academic Year 2013- 2014.

c. JUSTIFICATION

The present research entitled: **Using Games to improve the Vocabulary Acquisition with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School**; is an interesting educational theme that can help students to improve the reinforcement and acquisition of new vocabulary, through the use of games.

Further from the **social** perspective, this research is important because nowadays the use of English into our society is really useful and the knowledge about how to speak using a large amount of vocabulary is necessary in order to speak fluently and of this way improve our communication.

Regarding to the **scientific** perspective, it is vital to develop this research project because there is a lot of information in order to give some theoretical elements that will allow to establish some alternatives of solution to the problematic found around how games help to improve the vocabulary acquisition in the English Language Learning.

Seeing from the **educational** point of view, it is so essential to develop the present project because it allows to the teachers to become aware of the importance about the application of games in the teaching - learning process with their students keeping in mind that the mentioned resources

can help students to perform in a better way into the educative field in the future.

Additionally, this investigation is really **pertinent** because in that institution never before was applied a research of this kind; and finally, it is entirely a previous **requisite** to obtain the Bachelor in Arts Degree.

d. OBJECTIVES

1. GENERAL:

- ✓ To use games in order to improve the vocabulary acquisition with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013 - 2014.

2. SPECIFIC:

- ✓ To find out the theoretical references about games as a tool to improve the vocabulary learning with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013- 2014.
- ✓ To diagnose the negative aspects that limit the vocabulary learning of students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013- 2014.
- ✓ To select the most effective games to enhance the vocabulary learning of students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013-2014.

- ✓ To put in practice the selected games as part of the classroom activities in order to solve the limitations in the vocabulary learning with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013- 2014.

- ✓ To reflect about the effectiveness that the games had on the vocabulary learning of students of 2nd Year of Basic Education at “Carlos Burneo Arias” School in the Academic Year 2013- 2014.

e. THEORETICAL FRAME

1. VOCABULARY ACQUISITION:

1.1. DEFINITION OF VOCABULARY: “Vocabulary is the glue that holds stories, ideas, and content together...making comprehension accessible for children” (Rupley L. &, 1998).

Vocabulary, or lexicon, refers to information stored in memory concerning the pronunciation and meanings of words (Snow, 1998).

Vocabulary is the group of words that a person or group of people need to start to communicate among them. Vocabulary is, according to (Brown, Why teach vocabulary, 1995), the list of words that speakers of a particular language useword knowledge also comes in two forms, receptive and productive.

Receptive vocabulary includes words that we recognize when we hear or see them. **Productive vocabulary** includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil&Hiebert, Teaching and Learning Vocabulary, 2004).

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do.

The vocabulary needs to be taught:

- By prefix, root, etc.
- By relation.
- By definition.
- By context. (Propst, 2011)

1.2. IMPORTANCE OF VOCABULARY ACQUISITION:

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

Vocabulary is the basis for learning language. Educational research shows that vocabulary strongly relates to reading comprehension, intelligence, and general ability (Susie Loraine, 2008).

As children learn to read, they must learn to decode (sound-out) print, but they also must have a vocabulary base (word knowledge) in order to make sense of what they decode.

Students learn more easily and happily by doing some actions or interacting with their classmates in a relaxing environment; learning with games is a useful technique for raising the level of student motivation and vocabulary acquisition. Using games to teach and review vocabulary provides multiple exposures to the word and keeps the brain engaged.(Ideas for teaching vocabulary).

1.3. PROCEDURES OF TEACHING VOCABULARY GAMES.

In teaching vocabulary by using game, the teacher should use the procedure because it can promote the successful of the teaching learning vocabulary itself. The procedure of using game is as follows:

- Choosing the game that will be used in teaching and learning.
(Tyson, 2000) suggests that:
- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.
- Introducing the game to the students

- Explaining to the students the rules of the game.
- Doing the game in classroom.

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY ACQUISITION:

2.1. DIFFICULTIES IN VOCABULARY ACQUISITION:

Into the vocabulary learning there are some obstacles like the following four fundamental obstacles:

- **The size of the task.**-The number of words that students need to learn is exceedingly large.

The differences between spoken English and written, or “literate” English.- The vocabulary of written English, particularly the “literate” English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English.

- **The complexity of word knowledge.** - Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the

complexity is the fact that different kinds of words place different demands on learners.(Beck, 1991).

Different students can have different difficulties and problems in learning English vocabulary. They can make different mistakes in pronunciation, grammar, orthography and vocabulary usage.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. (Shelbi, Difficulties and Problems in vocabulary learning., 2013).

No more than ten to twelve new words should be learned at a time. Most learners need to experience the word in a variety of different contexts anywhere from five to sixteen different times before they will fully understand and remember.

Repetition is key, as a large majority of new words learned are quickly forgotten within the first twenty-four hours. The variety of ways in which they are presented with the word is also crucial because students need to recognize the multiple contexts in which the word can be presented in English. (Roberts, 1998)

3. GAMES TO IMPROVE THE VOCABULARY ACQUISITION IN THE ENGLISH LANGUAGE:

3.1. DEFINITION OF GAMES: Games are defined as “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language” (Dictionary, Longman).

Language games are not aimed to kill time or break the ice between teachers and students. Haldfield (1984) maintains that games are “an activity with rules, a goal and an element of fun.

Moreover, these authors stated that “a game is a competitive activity involving skills, chance, or endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators (Hauck, 2006).

There are many types of games that can be employed in a contemporary EFL learning environment, like computer games or online games, but the focus of this paper is games played in the classroom, and our definition maintains that such games require the involvement of rules, competition, relaxation, and learning. A major purpose for using games in class is to help students learn English in a lowered anxiety environment. (2011).

The word 'game' means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Andrew Wright).

One of the most difficult aspects of learning a foreign language (particularly in an EFL context) is the retention of vocabulary. Vocabulary learning plays a major role in English language learners' success. The standard method of presenting up to 20 or more new vocabulary words that students are expected to learn at a given time is not an effective way to help the learners develop vocabulary (Alemi, 2010).

To this end, most ESL/EFL specialists often justify the use of games with reference to the motivation that they can provide for the students. (Baker, 2000.)

3.2. WHY GAMES?

There are a lot of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest.

Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process (2010).

The reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency and vocabulary.

3.3. WHEN TO USE GAMES:

Language games are often used to fill a few minutes at the ends of a lesson, or to occupy some of the faster students while the others catch up on an exercise; besides integrating games are much more closely into lessons and into the teaching syllabus so that they become one of the means of achieving teaching objectives rather than just an enjoyable extra activity (Rixon, 1981).

3.4. IMPORTANCE OF GAMES. - using games to teach young learners can enhance student motivation, confidence, and vocabulary acquisition, because of the advantages of challenging content it is easier to capture their attention than with traditional teaching. However, it may alternately increase student anxiety due to peer pressure(Crawford, 2006).

Numerous scholars maintain that students´ motivation and confidence can be enhanced in the process of playing games when they achieve learning goals in a relaxing environment. In addition, it is easier to maintain the attention of students by playing games because having fun satisfies an inborn predisposition toward attentiveness in human subjects (Avedon).

Additionally, it is a useful tool in improve children´s vocabulary acquisition in as natural a way as would be normally achieved through play further mentions that “games and game-like activities have always been a popular tool in an English class in order to interest and “wake up uninterested students”.

3.5. POSITIVE EFFECTS OF GAMES.- Numerous scholars have pointed out that games are useful for children involved in the learning of English since games can strengthen students´ motivation and self-confidence. According to these authors´ theories, playing can be presented as a kind

of prize after learning which allows teachers to motivate learners to step forward (Lin, Jiang, Kuo, Robinson, & Zheng., 2000-2008).

If students are aware that they are going to play games after they learn either grammar structure or vocabulary, they will look forward to participating in those activities and apply things that they have recently learned with greater motivation (Investigating the Impact of Using Games in Teaching Children English, 2011).

This concept is related to using games in teaching English to raise children's motivation and confidence which can then promote higher levels of English learning (Richards & Rodgers, 2001).

Therefore, games not only bring fun to the class, they also motivate students and build their confidence. Games are workable because they can easily attract the attention of students, thus influencing student motivation and enhancing English ability.

Using games, according to the same study, also maintains high levels of attentiveness as any basic understanding of human nature might suggest probable. To continue with the idea of human nature leads us to the biological approach, where, it is argued, playing is vital to the development

of the flexible and adaptable human brain because children's imagination and creativity are enhanced by playing (Pound, 2005).

An important point is "learning by doing", children learn best by doing and by acting in the world; when children touch something, they get to realize what the object is and how it feels; when they do some action, they get to know its meaning. By using a game which offers children lots of opportunities to do, to act, and to move, children can acquire a greater quantity of meaningful vocabulary (Pound, 2005).

Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task. Yet, games are sometimes perceived as entertaining activities, playing which children are not really learning.

There are teachers who fail to realize the importance of games, considering them not a wealth of various techniques and an opportunity for real communication but an uncontrolled and noisy waste of time. However, children in general learn better when they are active. Thus, when learning is channeled into an enjoyable game, they are very often willing to invest considerable time and effort in playing it. (The role of games in teaching children, 2012)

3.6. THE STRENGTHS OF USING GAMES: According to (Kim, 1995)

there are many strengths of using games in the classroom; such as:

- Games are a welcome break from the usual routine of the language class.
- Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills- listening, speaking, reading, and writing.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

In addition (Jung, 2005) states that the strengths of using games in language learning can be summed up in nine points.

- ✓ Games are learner centered.
- ✓ Games promote communicative competence.
- ✓ Games create a meaningful context for language use.
- ✓ Games increase learning motivation.
- ✓ Games reduce learning anxiety.
- ✓ Games integrate various linguistic skills.
- ✓ Games encourage creative and spontaneous use of language.
- ✓ Games construct a cooperative learning environment.
- ✓ Games foster participatory attitudes of the students.

Based on the strength of using game in language learning, a game is appropriate technique to motivate the students in language learning. It also can be used in the various skills namely listening, speaking, reading, writing and the language components.

3.7. TYPES OF GAMES.-

It is difficult to classify games into categories because such categories often overlap. Hadfield (1984) explained two ways of classifying language games: First, the author divides language games into two types: linguistic games and communicative games.

Linguistic games focus on accuracy; on the other hand, **communicative games** focus on the exchange of information (Hadfield, 1984).

(Hadfield, 1984) Further classified games into more detailed forms which are composed of both the elements defining linguistic and communicative games:.

- a. **SORTING, ORDERING OR ARRANGING GAMES.** - For example, students have a set of cards with months, and they have to arrange those cards in order.
- b. **INFORMATION GAP GAMES.**-In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.

- c. **GUESSING GAMES.** - These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.
- d. **SEARCHING GAMES.** - These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.
- e. **MATCHING GAMES.** - As the name implies, participants need to find a match for a word, picture, or card.
- f. **LABELING GAMES.** - These are a form of matching game. The only difference is that the participants match labels and pictures.
- g. **EXCHANGING GAMES.** - Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
- h. **BOARD GAMES.** - “Scrabble” is one of the most popular games in this category.
- i. **ROLE PLAYING GAMES:** Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues.

They are adopted to facilitate students' motivation, confidence, and vocabulary acquisition.

3.8. OBJECTIVES OF GAMES:

Classroom games can promote alternative methods of learning; the overall objective of classroom games is to aid in a student's learning process in a fun way. Games provide a variety of ways to impart knowledge through creative, interactive and interesting activities.

Classroom games can either help teach students a specific subject or help develop important skills essential to life and learning like teamwork and critical thinking. (Koble.)

The benefits of using games in language-learning can be summed up in nine points.

Games:

- Are learner centered.
- Promote communicative competence.
- Create a meaningful context for language use.
- Increase learning motivation.
- Reduce learning anxiety.
- Integrate various linguistic skills.

- Encourage creative and spontaneous use of language.
- Construct a cooperative learning environment.
- Foster participatory attitudes of the students. (htt3)

3.9. PROCESS USING GAMES IN THE CLASSROOM:

To integrate learning and game play:

- Work out how to give students points for accomplishing certain goals in a lesson plan.
- Decide on rewards for the winners.
- Create game pieces.
- Test your game before you run it.
- Design rewards. (htt2).

4. GAMES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE:

4.1. GAMES: The word 'game' means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others(Andrew Wright, Games for language learning.Third Edition.).

4.2. VOCABULARY BINGO. - It is a game the whole class or small groups can play. The teacher can serve as the caller, or students can

take turns serving as the caller. The basic idea behind Vocabulary BINGO is to encourage students to study and review their vocabulary words.

The caller calls out the definition, then the players have to determine if their BINGO card has the word that matches the definition(Morgan., 2005).

Students can make a BINGO card by dividing a piece of paper into five rows and five columns with the center box designated as a “Free” space. Students can then write words from their vocabulary lists or word walls on the BINGO card in any order. The word and definition for each word should be placed on strips of paper in a container for the caller to draw from when playing the game.

All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition, checking the word off her list. The students highlight the word that matches the definition (Kimbell-Lopez, 2009).

The students extend their vocabulary by participating in the Vocabulary Bingo activity. This activity can be used with other subjects to help improve vocabulary (Dobbs, 2001).

4.2.1. MATERIALS TO PLAY BINGO:

- ✓ List of vocabulary words from a literature selection currently being studied.
- ✓ Bingo cards with vocabulary words written on the cards.

- ✓ Bingo markers (small squares or circles of paper used to mark paces on Bingo card).
- ✓ Prizes for winners.

4.2.2. PROCEDURES TO TEACH WITH BINGO:

1. Prior knowledge: Use 7-10 short vocabulary words from a literature selection the students are currently studying. Consider using sentences from the selection in your quiz.
2. Review the words and definitions with your students at the beginning of class and ask to students for the meaning of the vocabulary words.
3. Instruct students to take everything off their desks except for a pencil or a colored pencil. If you have a student helper or a student of the week, allow that student to help you pass out the materials needed. Each student needs a prepared Bingo card and at least 25 Bingo markers.
4. As you call out the vocabulary definitions, the students place a marker over the correct vocabulary word. When a student marks five places in a row (horizontal, vertical, or diagonally), that student calls out "Bingo." Check his or her card to make sure the student placed markers over the correct words. If the student marked the card correctly, that

student wins a prize. You may choose to give extra credit points on the quiz or hand out candy or toy prizes.

5. You may continue playing Bingo as many times as you choose.
6. Allow five or ten minutes at the end of class to collect the Bingo cards and markers and to review the words one more time.

ASSESSMENTS:

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

EXTENSIONS:

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

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

4.3. CROSSWORD PUZZLES: (Age 6 +)

1.3.1. DEFINITION: Crossword puzzles are a group of words that are arranged horizontally and vertically.

Crossword puzzle is an arrangement of numbered squares to be filled in with words, a letter to each square, so that a letter appearing in a word placed horizontally is usually also part of a word placed vertically: numbered synonyms and definitions are given as clues for the words (Webster, 2004)

In the crossword puzzles each of the words will cross at least one other word through a letter that is common to both; puzzles are one of the best educational tools for learning new words; the reason most people enjoy crossword puzzles is because, it is considered a great exercise for the mind. (J, 2012)

Crossword puzzles can help your child memorize facts for tests while having fun; puzzles stimulate and motivate children on how to use logic, reasoning, vocabulary, spelling and organizational skills.; another benefit of using crossword puzzles in the classroom is that they are associated with recreational activity and can be less intimidating for students.

Kid's really love crossword puzzles, because completing them feel more like playing a game instead of doing homework; besides crossword puzzles offer educators a great opportunity to introduce a fun activity as part of the learning process.(Kamis, 2011).

4.3.2. PROCEDURES USING CROSSWORD PUZZLE IN VOCABULARY TEACHING.

The teacher can create or use a simple and easy Crossword Puzzle that is suitable with students' ability and the teacher should select the words that will be used in Crossword Puzzle. It will make the students enjoy in answering Crossword Puzzle clues.

The procedures of using crossword puzzle in vocabulary teaching are as the following:

- ✓ The English teacher gives the example of crossword puzzle to the students.
- ✓ The English teacher explains the crossword puzzle to the students.
- ✓ The English teacher asks the students to fill the crossword puzzle individually with a deadline that will be given before students do the crossword puzzle.
- ✓ The English teacher asks the students to exchange their work with their friends.
- ✓ The English teacher discusses with the students about the correct answer of the crossword puzzle.
- ✓ The English teacher collects the students' work.
- ✓ Discussing the correct answer.

4.3.3. PURPOSE: Crossword puzzles allow children to take associates between letters and words. These kinds of puzzles improve a child's word recognition, letter association, and spelling (Maksimowski, 2009)

MATERIALS: Pens, crossword puzzles.

HOW TO PARTICIPATE:

- ✓ Distribute puzzles to each child.
- ✓ Ask the children to help one another, or to work in small groups.
- ✓ Provide enough time for the children to do the puzzles. Parents and volunteers should offer assistance - for example: reading difficult words. Allow the children time to do the word search or have them take it home.

4.4. O'GRADY SAYS GAME.

4.4.1. DEFINITION:(Rixon, 1981)says that O 'Grady says is a game in which players listen and react rather than producing any language of their own, they understand by doing something; language should, however always be the basis of the game, as it is here.

LEVEL. – Beginners.

AGE: best with children 6 -12.

PLAYERS: Leader + whole class.

Leader + competing teams.

Leader + small groups.

TIMING: Each instructions takes a few seconds. 5 – 10 minutes is the best length for the whole game.

LOCATION: Classroom or playground.

VOCABULARY: Parts of the body, objects of the classroom, etc.

4.4.2. PROCEDURE TO PLAY O´GRADY SAYS GAME.

1. Leader gives instructions.
2. Players obey him only if he says “O´Grady says....” But take no notice if he gives instruction without saying this.
3. Players who make a mistake are penalized.

Example:“O´Grady says put your right hand on your head” (everyone obeys)

“Touch your nose” (no one should obey)

OPTIONS: Penalties: a black mark for player or his team.

Being eliminated from the game.

Changing places with “O´Grady”

MATERIALS: None required.

5. APPLYING THE GAMES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE: WORKSHOPS 1 -12.

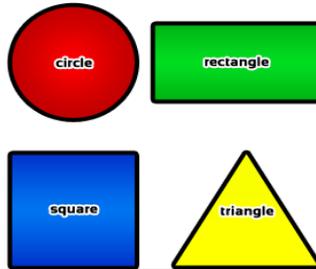
In the stage of act will be applied 12 workshops in the first and last workshop will be developed the pre and post test in order to establish the level and how much vocabulary the students know; in the rest of workshops will be developed a class of 120 minutes per session and here will be described how will be each class.

WORKSHOP N° 1.



1. TOPIC: PRE - TEST.	
2. OBJECTIVE: To diagnose the vocabulary level of the students.	
3. STUDENTS' LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher explains the objective of the research, mentioning the purpose of the pre test. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher demonstrates verbs for directions: cross out, underline, circle by examples. 	
5.3. PRACTICE:	
<ol style="list-style-type: none"> 1. First, teacher makes sure that students have all the necessary tools before starting the test. 2. Teacher gives general test directions and procedures to students. 3. Teacher distributes the test to the students. 4. Students start solving the test after the teacher indication. 5. Students follow the sequence of the test according to teacher directions. 6. Students have 60 minutes to solve the test. 7. Students give the test back to the teacher. 	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • After finishing the test students mark with ✓ in a separated piece of paper in a small box how did they feel about the test. • Then in the same piece of paper they check what topics they would like to study in the intervention stage. • Finally, students give the sheet of paper back to the teacher. 	
6. RESOURCES: Test papers, board & boards markers, school supplies	

WORKSHOP N° 2.



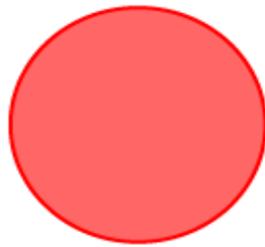
1. TOPIC: Shapes (circle, rectangle, square, triangle)	
2. T. OBJECTIVE: To introduce shapes. SS. OBJECTIVE: To recognize shapes when they listen to the word.	
3. STUDENTS' LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher starts with Simon says activity. • Teacher explains instructions and penalties of the game. • Teacher and students play the game for a period of time of 5 minutes. • Teacher will give some prizes for the winners at the end of the class. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher presents some flashcards about shapes to students and asks the question what's this? • Students try to guess what shape it is. • Teacher introduces the shapes just in the oral form. • Ss practice the pronunciation after teacher saying: It's a circle, It's a rectangle. 	
5.3. PRACTICE:	
<ol style="list-style-type: none"> 1. Teacher paste some flashcards in the board and by turns asks students touch the shape that teacher mentions; for example Mary touch the circle, etc. 2. Teacher asks to each student the question: What's this? 3. Students answer using the structure It's a circle, as far as they can. 4. Teacher adds colors to the shapes. 5. Teacher paste shapes of different color to each student. 6. Teacher says aloud: the green rectangle come to the front, and other actions; in order to practice the shapes and colors. 7. Teacher gives students a piece of paper with shapes; and another empty sheet of paper. 8. Teacher explains the procedure to make the activity. 9. Teacher provides the materials to students: scissors, colors and glue. 10. Students color the shapes. 11. Students cut the shapes and keep them. 12. Students paste the pictures in the empty sheet in order to build a shape train. 13. Teacher monitors students' activity for their seats, asking the question what's this? 	

and making them practice.
14. Students finish their shapes train and keep it in their portfolio.
5.4. ASSESSMENT: <ul style="list-style-type: none">• To evaluate the students understanding the O'Grady says game will be played.• Teacher gives 5 different pictures with shapes.• Teacher explains the game procedure and instructions.• Players obey her only if teacher says "O'Grady says...." But take no notice if she gives instruction without saying this.• Players who make a mistake are penalized.• Example: "O'Grady says give me the blue circle" (students obey).• Teacher gives a small price for the winner.
6. REFERENCES: http://www.pinterest.com/simplesongs/teaching-shapes-and-colors/ http://bestclipartblog.com/clipart-pics/shapes-for-clip-art-9.jpg
✓ RESOURCES: flashcards, sheets of bond paper, color pencils, scissors, glue, board.

FLASHCARDS.



Basic Shapes Chart



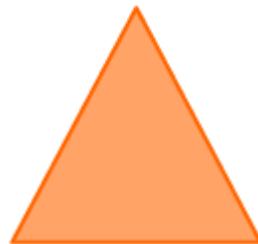
Circle



Square

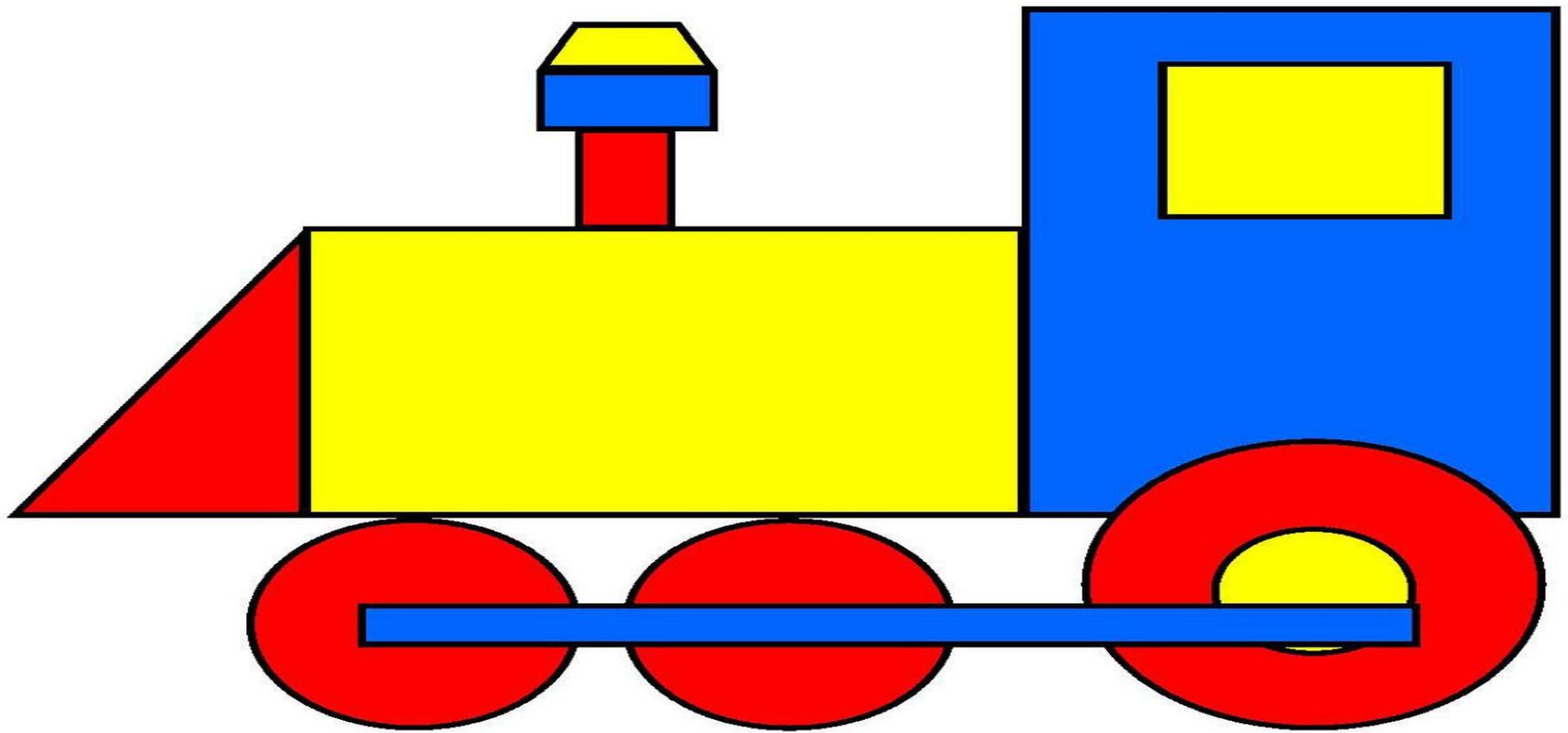


Rectangle



Triangle

 <p>Triangle</p>	 <p>Square</p>	 <p>Elipse</p>	 <p>Diamond</p>
 <p>Circle</p>	 <p>Rectangle</p>	 <p>Star</p>	 <p>Heart</p>



WORKSHOP N° 3.



1. TOPIC: Shapes (diamond, star, heart and oval)	
2. T. OBJECTIVE: To introduce 5 new shapes in written form. SS. OBJECTIVE: To recognize the shapes in oral and written form.	
3. STUDENTS LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher shows students the shapes song through a video. • Teacher gives 1flashcard to each ss. • When the shape each one has is mentioned in the song, the ss stand up. • Teacher asks students: what shape did you see in the video? • Teacher plays the video twice or according to how ss answer to the activity. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher presents flashcards and a poster adding 5 shapes more and asks the question to ss what´s this? • Students try to guess what shape it is. • Teacher introduces names of new shapes. • Teacher introduces the spelling (written form) for each shape, teacher divides the ss in 2 groups, 4 ss will have the shape and the other 4 ss will have the word, when teacher say the word (heart, eclipse, etc) aloud the ss who has the word and the picture will make a pair and paste the shape and the word in the board. • As a whole class Ss practice the pronunciation after teacher saying: It´s a circle, It´s a rectangle. 	
5.3. PRACTICE:	
<ol style="list-style-type: none"> 1. Teacher gives one word to each student. 2. Teacher sticks 8 shapes in different parts of the classroom. 3. Teacher says a word (shape) aloud and the student who has the correct word sticks the word next/below to each picture. 4. Students repeat the pronunciation for each shape as they perform the action. 5. Teacher applies a new activity called Shapes Matching Game. 6. Students listen to the teacher instruction sto develop the game. 7. Teacher divides students in to 2 groups (4 ss for each group). 8. Teacher makes a small demonstration with each group. 9. Teacher puts on the desk 12 pieces of paper down (6 contain a word and other 6 contain the shape) and asks ss in turns to make matches (picture/word). 	

10. Teacher practice with both groups.

11. Students work in pairs and who solve the matching game first will win a prize.

5.4. ASSESSMENT:

- To evaluate the students understanding, teacher uses a poster with the word (8shapes) written in it; this activity is called Sticky Easel.
- The Sticky Easel activity involves sorting, matching and classifying shape into groups, creating a collection of each different shape.
- Teacher gives 3 shapes of foam to each st.
- Teacher explains the procedure to develop the game; and sorting shapes.
- Students participate by turns; and paste the picture according to the written word in the poster.
- Each ss will have 3 turns.

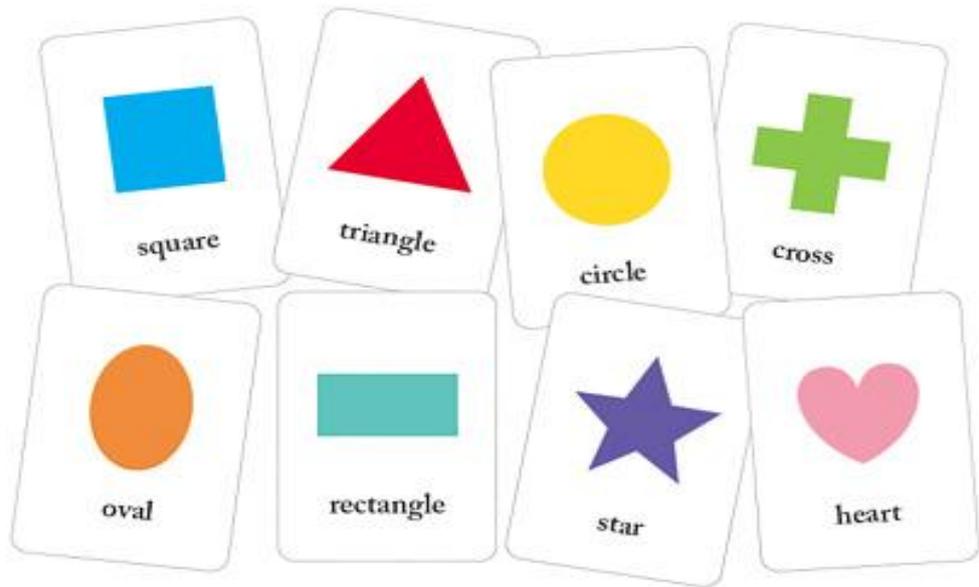
6. REFERENCES:

http://www.youtube.com/watch?v=44Z-IHu_JBc

<http://www.learning4kids.net/wp-content/uploads/2013/01/Sorting-Shapes-Easel-Play-Prompt-1.jpg>

✓ RESOURCES: Flashcards, poster, foam shapes, tape, glue, computer, speakers, buttons shapes, board & board markers, Sticky Easel.

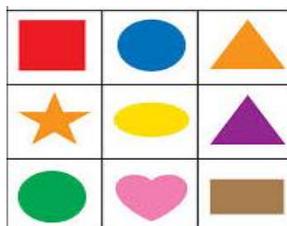
FLASHCARD.



ASSESSMENT: STICKY EASEL



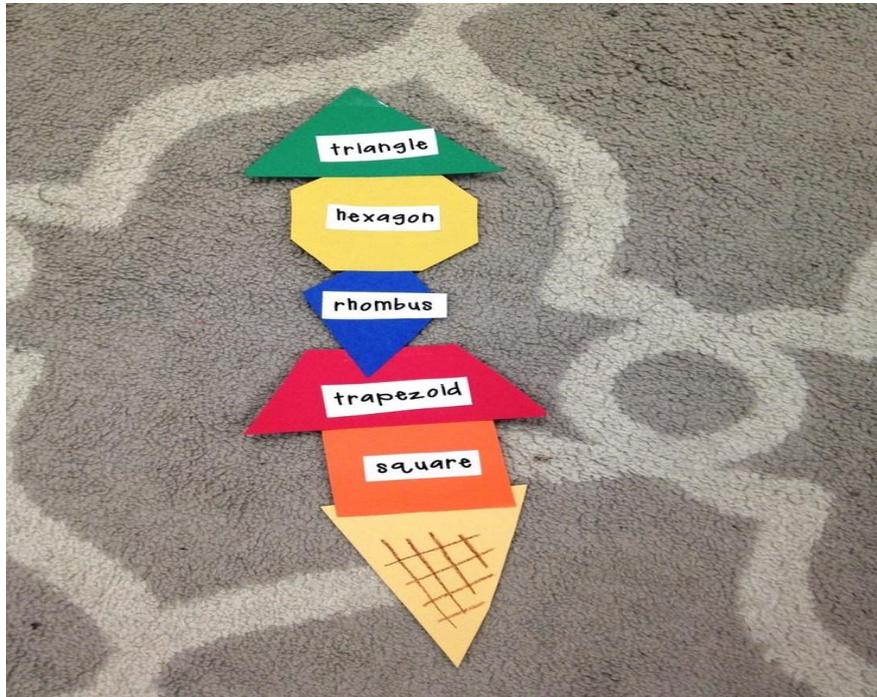
WORKSHOP N° 4.



1. TOPIC: Shapes (8 words-shapes). Wrap up activity.	
2 T. OBJECTIVE: To introduce classroom objects. SS. OBJECTIVE: To identify classroom objects in oral form.	
3. STUDENTS LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher asks to ss to work in pairs. • One student draws the shape that teacher asks for in secret in the board. • The other classmate says the name of the shape; for example: It's a star. • Students repeat after the teacher pronunciation. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher provides the name of the different shapes by showing flashcards and the word (shapes). • After the brief review teacher applies with ss an activity called Caterpillar shapes sorting. • Teacher explains the procedure to make the activity. • Teacher pastes in the board a caterpillar and teacher puts in the desk different shapes of different colors. • T asks ss to take a shape and paste it in the caterpillar; each student has turns to participate. 	
5.3. PRACTICE:	
<ol style="list-style-type: none"> 1. Teacher and ss will develop the activity called: Deserts for learning colors and shapes. 2. Teacher asks ss to work in pairs. 3. Teacher asks ss to prepare pencil, eraser, scissors, glue, pencil colors. 4. Teacher gives to each pair: shapes made with foam, paper, cardboard, paperboard, ice pops, and the needed material; each shapes contain its name (circle, star, etc) 5. Teacher explains the procedure to make the activity. 6. Each group starts making the activity 2 groups will make an ice cream, and the other 2 groups will make a cat, using all the material; while ss are working teacher monitors their progress. 7. Teacher helps ss with activities that they need. 	

8. At the end ss show to the class their ice cream or cat made with shapes.
<p>5.4. ASSESSMENT:</p> <ul style="list-style-type: none"> • To evaluate the students understanding about knowledge, teacher applies O´Grady says activity. • Teacher explains the rules and penalties of the game. • Teacher puts in the floor the pictures (circle, rectangle, square, etc) and also the words (8 words and 8 shapes); first ss play with pictures and after with words. • Teacher makes a small practice with 2 students following the procedure that she mentioned before. • Teacher says to the students, O´Grady says go to the star, and students must do the action, if teacher does not mention the word O´Grady ss don´t have to act. • Teacher gives to each student 3 corn seeds that mean they have 3 chances to play if they have a mistake. • T and ss play the game.
<p>6. REFERENCES:</p> <p>http://www.pinterest.com/simplesongs/teaching-shapes-and-colors/ http://www.pinterest.com/pin/110127153362351105/</p>
<p>✓ RESOURCES: flashcards, pictures, tape, school supplies, paper board, cardboard, board & board markers.</p>

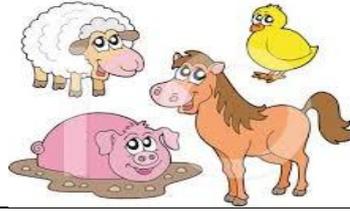
ICE CREAM MADE WITH SHAPES.



CAT MADE WITH SHAPES.



WORKSHOP N° 5.



1. TOPIC: Farm animals (hen, horse, cow, pig, duck, roaster, sheep)	
2. T. OBJECTIVE: To introduce farm animals. SS. OBJECTIVE: To identify farm animals in oral form.	
3. STUDENTS LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher shows ss a video and gives them a worksheet. • Ss fill in the missing vowels to complete each farm animal. • Teacher monitors the activity. • When the video finishes the teacher asks ss to say their answers. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher shows to ss some flashcards related to farm animals and also provides the name of each animal but just orally. • Ss practice the pronunciation with teacher. • Teacher divides ss in 2 groups, one is the blue team and the other is the red team. • Teacher shows a game in the computer called Farm Animals ESL English Vocabulary, in which appear a farm animal and ss try to guess orally which animal is it, each group play by turns. 	
5.3. PRACTICE:	
<ul style="list-style-type: none"> ✓ Ss will make farm animals crafts. ✓ Ss work in pairs and teacher explains how to develop the activity. ✓ Teacher provides ss the material like: paper plates, colorful paper, cardboard, foam, glue, silicone, cotton, tweezers, color markers and pencil colors. ✓ Teacher gives to each pair a determined animal like: hen, sheep, duck, etc. ✓ Teacher explains the procedure to make the activity. ✓ While ss are working teacher monitors their progress. ✓ Teacher helps ss when they need. ✓ At the end each pair show to the rest their animal craft. 	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • To evaluate the class, teacher applies an activity called Dot to dot. • Ss work individually; teacher gives a different farm animal to each st. • Ss join the dots and then color it, ss must decorate the animal and teacher will provide the necessary material. • When ss finish the activity they stick the animal in the board, after that teacher and 	

ss will play Tingo – tango, teacher will takes a ball and will pass it around saying tingo tingo, when the teacher says tango the st who has the ball will say the name of an animal from the board and also the ss imitates the sound of each animal.

6. REFERENCES:

<http://media-cache-ec0.pinimg.com/736x/9f/66/23/9f6623e6943b44aaf372038f80d8f537.jpg>

<http://d1f2z9h6rm9931.cloudfront.net/system/assets/free-printables/627/preview-en-large.jpg?1341953584>

<http://www.esltower.com/VOCABSHEETS/animals/animals/Animal%20Word%20Search.jpg>

<http://www.eslgamesplus.com/farm-animals-vocabulary-game-for-esl-teaching-and-learning/>

<http://www.pinterest.com/pin/117726977729454689/>

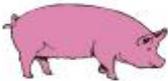
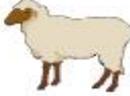
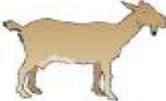
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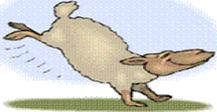
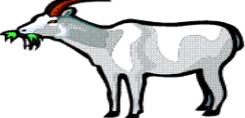
✓ **RESOURCES:** video, computer, projector, flashcards, video game, paper plates, colorful paper, cardboard, foam, glue, silicone, cotton, tweezers, color markers and pencil colors, worksheets, a ball, tape.

**WARM – UP/ LEAD IN ACTIVITY
MISSING VOWELS**

 c__w	 h__rs__
 p__g	 d__ck
 ch__ck__n	 sh___p
 g___t	 r___st__r

FLASCARDS.

Farm Animals

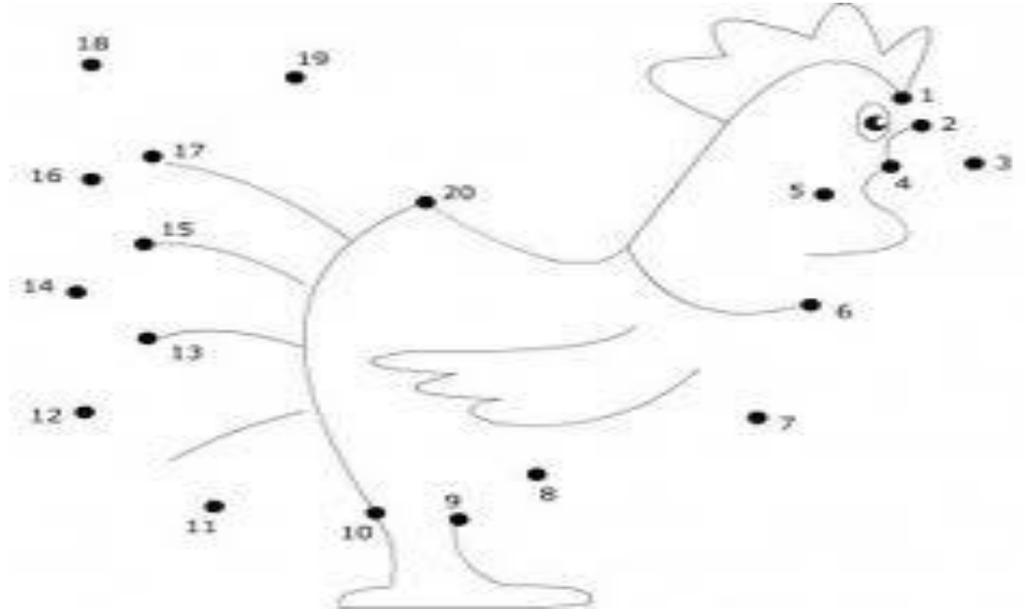
 dog	 owl	 hen	 pig
 sheep	 cow	 horse	 duck
 rooster	 chick	 goose	 goat

FARM ANIMAL CRAFTS.

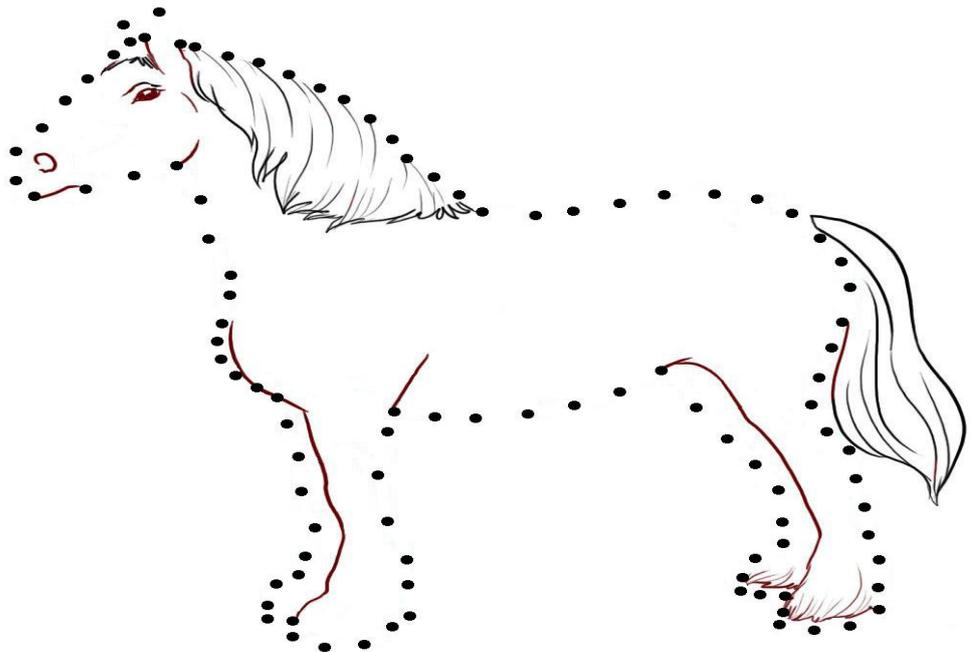


**ASSESSMENT
DOT TO DOT.**

HEN



HORSE



WORKSHOP N° 6.



1. TOPIC: Pets (dog, cat, rabbit, fish, hamster, turtle)	
2. T. OBJECTIVE: To cite pets in written form. SS. OBJECTIVE: To recognize pets in written and oral form.	
3. STUDENTS LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Chairs´ Game. • Teacher asks ss to make a line, each st with a chair. • Ss must dance around the chairs and when the music stops the student who does not get a chair will be out of the game. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher shows a poster which associates oral/written form about pets. • Ss practice the pronunciation with teacher. • Teacher introduces the question What´s this?, just orally. • Teacher asks for ss participation, using the phrase It´s a turtle, etc. • Teacher and ss play O´Grady says game as a whole class. • Teacher sticks pets cards in different parts of the classroom, and when teacher says: O´ Grady says bring/touch/point the cat, ss do the action. 	
5.3. PRACTICE:	
<ul style="list-style-type: none"> ✓ Ss make a circle with their chairs, in order to play a matching game. ✓ Teacher explains what the activity will be about. ✓ Teacher gives some words (pets) to ss and sticks some pictures in the board. ✓ Teacher asks to ss, what´s this, the st who matches the word and picture must stick the word next/below to each picture. ✓ Teacher explains ss the next activity. ✓ Teacher gives to each st a worksheet in order to complete the matching activity. ✓ Ss complete the activity writing the number below/ next to each pet. ✓ Teacher elicits ss guesses. 	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • To evaluate the class, ss solve a word search activity where they find the words related to pets. • Ss work individually; teacher gives a worksheet to each st. • When ss finish the activity, teacher reviews the answers as a whole class. 	

- After will be developed another activity called: The Sit game.
- In that game teacher practice pronunciation, teacher shows flashcards with pets or animals at the same time say aloud the animals/pets names, teacher and ss select an animal/pet for each turn; for example teacher says chicken ss must sit, and then the game continues with another word, each st has 2 opportunities.

6. REFERENCES:

<http://kiboomuworksheets.com/wp-content/uploads/2011/04/first-words-animals-word-game.png>

<http://www.eslkidstuff.com/Worksheets/Animalsmatch.gif>

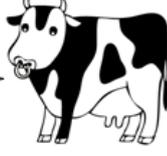
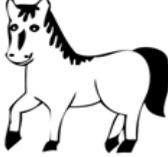
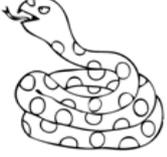
YouTube: The Teach Kids English Show #7

✓ RESOURCES: song, computer, speakers, flashcards, worksheets, poster.

MATCHING ACTIVITY

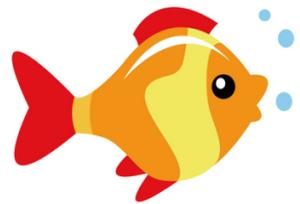
**Match
the animals**

My name is _____

monkey		✦		✦	
giraffe		✦		✦	
chicken		✦		✦	
dog		✦		✦	
lion		✦		✦	
cat		✦		✦	
rabbit		✦			
cow		✦			
snake		✦			
horse		✦			
sheep		✦			
spider		✦			

ASSESSMENT

B	L	J	D	U	C	K	F	X	J
E	U	K	Y	E	Y	A	Z	T	H
E	L	T	H	F	K	F	T	U	C
C	Y	E	T	K	C	X	F	R	D
Y	H	J	P	E	Y	Z	E	T	O
F	F	I	S	H	R	H	Y	L	G
H	C	X	J	K	A	F	Z	E	X
J	Y	H	A	F	J	N	L	H	E
O	W	L	Z	J	K	C	T	Y	H



Instruction:

~~CAT~~

ELEPHANT

DOG

DUCK

OWL

FISH

TURTLE

BUTTERFLY

WORKSHOP N° 7.



1. TOPIC: Farm animals/Pets	
2. T. OBJECTIVE: To review animals/pets in oral and written form. SS. OBJECTIVE: To recognize animals and pets.	
3. STUDENTS LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Alligator In The Swamp • Teacher asks ss to go to the yard. • Teacher explains the procedure of the game, teacher divides the class in 2 groups, group A are alligators and B are runners, on the go signal the Runners must run across the playing area to the opposite end of the marked area in order to be safe from the Alligators. • The Alligators can leave their circle to chase the runners. If Runners are tagged by an Alligator they must sit out until the next game. • Repeat this from the other side of the playing area each time. When 3 to 5 people are left, start again. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher shows a poster which associates oral/written form about pets. • Ss practice the pronunciation with teacher. • Teacher introduces the question What´s this?, just orally. • Teacher asks for ss participation, using the phrase It´s a turtle, etc. • Teacher and ss play O´Grady says game as a whole class. • Teacher sticks pets cards in different parts of the classroom, and when teacher says: O´ Grady says bring/touch/point the cat ss do the action. 	
5.3. PRACTICE:	
<ul style="list-style-type: none"> ✓ Ss make a circle with their chairs, in order to play a matching game. ✓ Teacher explains what the activity will be about. ✓ Teacher gives some words (pets) to ss and sticks some pictures in the board. ✓ Teacher asks to ss, what´s this, the st who matches the word and picture must stick the word next/below to each picture. ✓ Teacher explains ss the next activity. ✓ Teacher gives to each st a worksheet in order to complete the matching activity. ✓ Ss complete the activity writing the number below/ next to each pet. ✓ Teacher elicits ss guesses. 	

5.4. ASSESSMENT:

- To evaluate the class, ss solve a word search activity where they find the words related to pets.
- Ss work individually; teacher gives a worksheet to each st.
- When ss finish the activity, teacher reviews the answers as a whole class.
- After will be developed another activity called: The Sit game.
- In that game teacher practice pronunciation, teacher shows flashcards with pets or animals at the same time say aloud the animals/pets names, teacher and ss select an animal/pet for each turn; for example teacher says chicken ss must sit, and then the game continues with another word, each st has 2 opportunities.

6. REFERENCES:

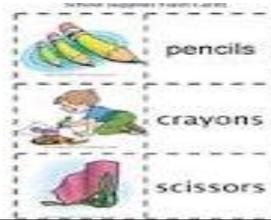
<http://kiboomuworksheets.com/wp-content/uploads/2011/04/first-words-animals-word-game.png>

<http://www.eslkidstuff.com/Worksheets/Animalsmatch.gif>

YouTube: The Teach Kids English Show #7

✓ RESOURCES: song, computer, speakers, flashcards, worksheets, poster.

WORKSHOP N° 8.



1. TOPIC: Classroom objects.	
2. T. OBJECTIVE: To introduce classroom objects. SS. OBJECTIVE: To identify classroom objects in oral form.	
3. STUDENTS' LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher starts with Simon says activity. • Teacher explains instructions and penalties of the game. • Teacher and students play the game for a period of time of 5 minutes. • Teacher will give some prizes for the winners at the end of the class. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher presents some flashcards about classroom objects to students and asks the question what's this? • Students try to guess what shape it is. • Teacher introduces the classroom objects just in the oral form. • Ss practice the pronunciation after teacher saying: It's a board, It's an eraser. 	
5.3. PRACTICE:	
15. Teacher paste some flashcards in the board and by turns asks students touch the classroom objects that teacher mentions; for example Mary touch the pencil, etc.	
16. Teacher asks to each student the question: What's this?	
17. Students answer using the structure It's a pencil, as far as they can.	
18. Teacher adds colors to the classroom objects.	
19. Teacher paste classroom objects of different color to each student.	
20. Teacher says aloud: the green board come to the front, and other actions; in order to practice the classroom objects and colors.	
21. Teacher gives students a piece of paper with classroom objects;	
22. Teacher explains the procedure to make the activity.	
23. Teacher provides the materials to students: scissors and glue.	
24. Students cut the word (classroom objects) and keep them	
25. Students paste the pictures in the empty space in order to create like a classroom.	
26. Teacher monitors students' activity for their seats, asking the question what's this? and making them practice.	
27. Students finish their activities and keep it in their portfolio.	
5.4. ASSESSMENT:	

- To evaluate the students understanding the O'Grady says game will be played.
- Teacher gives 5 different pictures with classroom objects.
- Teacher explains the game procedure and instructions.
- Players obey her only if teacher says "O'Grady says...." But take no notice if she gives instruction without saying this.
- Players who make a mistake are penalized.
- Example: "O'Grady says give me a book" (students obey).
- Teacher gives a small price for the winner.

6. REFERENCES:

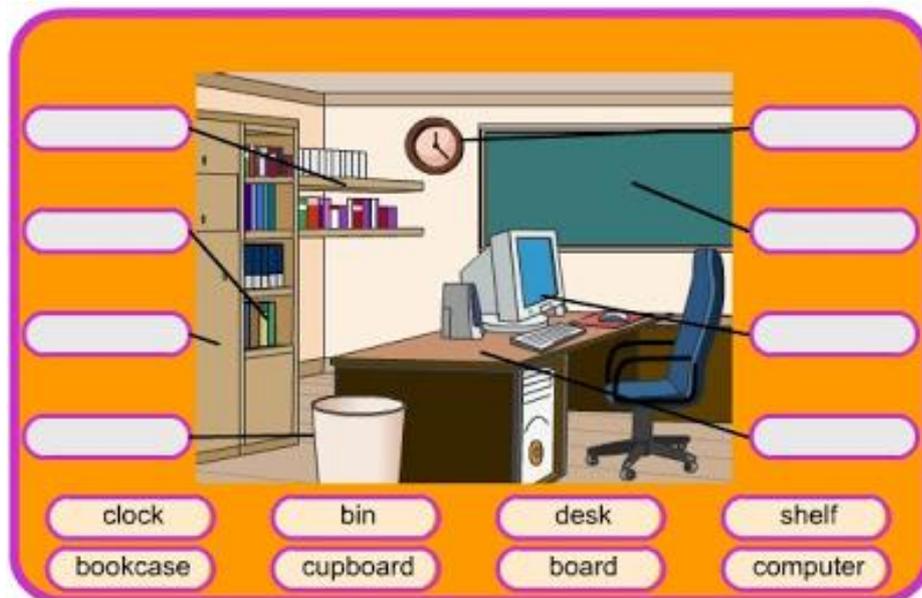
http://1.bp.blogspot.com/-OF5wATuKaRo/TrztkQfR-zl/AAAAAAAAAKE/3NaF9HuhfRA/s400/school_objects.jpg

✓ RESOURCES: flashcards, sheets of bond paper, color pencils, scissors, glue, board.

FLASHCARDS



WORKSHEET



WORKSHOP N° 9



1. TOPIC: Classroom objects.	
2. T. OBJECTIVE: To introduce classroom objects. SS. OBJECTIVE: To distinguish classroom objects in written form.	
3. STUDENTS LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Ball tag. • Teacher asks ss to go to the yard. • Teacher explains the procedure of the game, one ss is the tagger, he/she must 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher shows a poster which associates oral/written form about classroom objects. • Ss practice the pronunciation with teacher. • Teacher introduces the question What´s this?, just orally. • Teacher asks for ss participation, using the phrase It´s a pencil, etc. • Teacher and ss play O´Grady says game as a whole class. • Teacher sticks classroom objects cards in different parts of the classroom, and when teacher says: O´ Grady says bring/touch/point the board ss do the action. 	
5.3. PRACTICE:	
<ul style="list-style-type: none"> ✓ Ss make a circle with their chairs, in order to play a matching game. ✓ Teacher explains what the activity will be about. ✓ Teacher gives some words (classroom supplies) to ss and sticks some pictures in the board. ✓ Teacher asks to ss, what´s this, the st who matches the word and picture must stick the word next/below to each picture. ✓ Teacher explains ss the next activity. ✓ Teacher gives to each st a worksheet in order to draw some classroom objects. ✓ Ss draw and color their sheet of paper, at the end students keep the worksheets in their folders. 	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • Finally, the students as a whole class develop an activity called: The Sit game. • In that game teacher practice pronunciation, teacher shows flashcards with different classroom objects and says aloud the classroom object names, teacher and ss select a classroom object for each turn; for example teacher says chair ss must sit, and then the game continues with another word, each st has 2 opportunities. 	

6. REFERENCES:

<http://2.bp.blogspot.com/-dHsacg9nJIs/Uft3s9avFhI/AAAAAAAAAEQ/OIZy65K8Njk/s1600/Clob.jpg>

<http://www.eslkidstuff.com/Worksheets/classroom%20objects%20draw.gif>

YouTube: The Teach Kids English Show #7

✓ **RESOURCES:** song, computer, speakers, flashcards, worksheets, poster.

POSTER CLASSROOM OBJECTS.



BLACKBOARD



BOOK



CHAIR



DESK



TABLE



DUSTER



ERASER



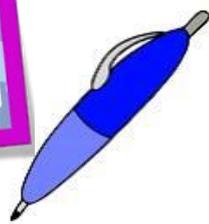
NOTEBOOK



PENCIL SHARPENER



RULER



PEN



PENCIL

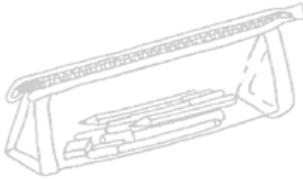


PENCILCASE

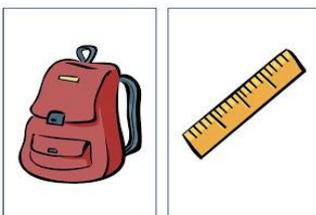
WORKSHEET.

**Draw the
Classroom Objects**

My name is _____

			
pencil case	pen	lunchbox	notebook
paper	chair	bookcase	desk
teacher	student	blackboard	

WORKSHOP N° 10.



1. TOPIC: Classroom objects.	
2. T. OBJECTIVE: To associate classroom objects in oral and written form. SS. OBJECTIVE: To distinguish classroom objects in written and oral form.	
3. STUDENTS' LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY: Broken Telephone	
<ul style="list-style-type: none"> • This is a listening and pronunciation activity that always gets people laughing. • The leader first must think of a sentence or phrase and whisper it to the classmate beside her/him. • That student person will then whisper what she/he heard to the next person. • Often times the message will be completely different when it reaches the end. • Teacher organizes 3 groups of 2ss each one and one student work alone. • Teacher gives a word search about classroom objects, where ss need to find 8 classroom objects. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher shows a poster which associates oral/written form about classroom objects. • Ss practice the pronunciation with teacher. • Teacher introduces the classroom objects using realia. • Teacher asks for ss participation, using the phrase It's a book, etc. • Teacher and ss play O'Grady says game as a whole class. 	
5.3. PRACTICE:	
<ul style="list-style-type: none"> ✓ Ss make a circle with their chairs, in order to play a memory game. ✓ Teacher explains what the activity will be about. ✓ Teacher gives some words (classroom objects) to ss and sticks some pictures in the board. ✓ Teacher asks to ss, what's this, the st who matches the word and picture must stick the word next/below to each picture. 	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • To evaluate the class, ss work as a whole class; teacher explains the next activity procedure. • The game is called what's this? • In that game teacher practice pronunciation, teacher shows flashcards and realia in order to point a classroom object. 	

- At that time, students must be able to say it's a book.

6. REFERENCES:

<https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQ1X-9Mf8eE0XFJdm1M4RdVz1tSI9593mbzZ8uV8ioJWgARlhMWLA>

<http://1.bp.blogspot.com/-orZmdYM5oHU/T4sxpYZNVxl/AAAAAAAAAGaY/ANI3s5ZdV2I/s400/memory+game.jpg>

<http://4.bp.blogspot.com/-l5rm0c0OuQ/T4swYTGXzp/AAAAAAAAAGaM/HVj7-10AMgc/s640/school-objects-2.jpg>

<http://4.bp.blogspot.com/-l5rm0c0OuQ/T4swYTGXzp/AAAAAAAAAGaM/HVj7-10AMgc/s640/school-objects-2.jpg>

✓ **RESOURCES:** song, computer, speakers, flashcards, worksheets, poster.

WARM UP ACTIVITY

Find 8 objects

B M E P H I S O L K
L L O E J C F C O R
O S A N Y I H H E U
P E N C U M A A L B
O K J I K F E I I B
T A B L E B P R F E
A U O E N D O O R R
M R U L E R K A L C
V E S C I S S O R S
E S O L L E S B G D

BLACKBOARD
CHAIR
DOOR
PENCIL
RUBBER
RULER
SCISSORS
TABLE

FLASHCARDS

Flashcards

School Objects

www.kids-pages.com



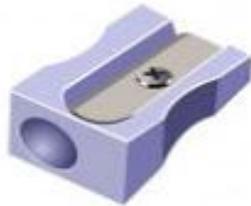
schoolbag



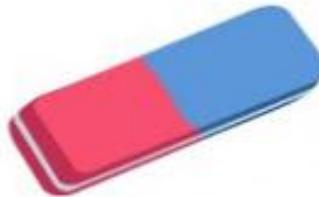
chalkboard



chair and desk



sharpener



eraser



notebook



microscope



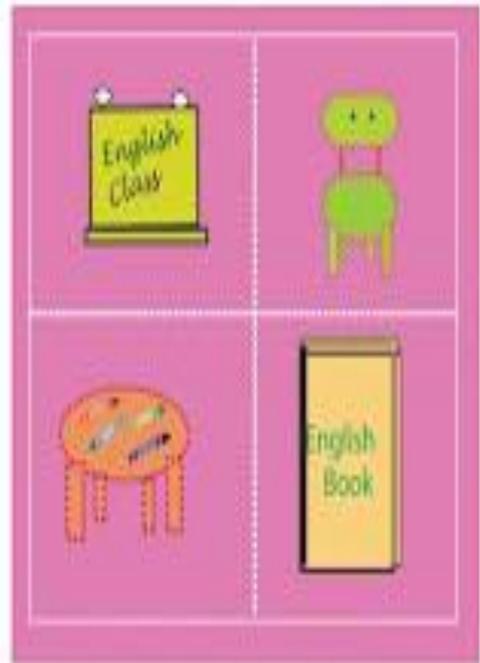
pencil case



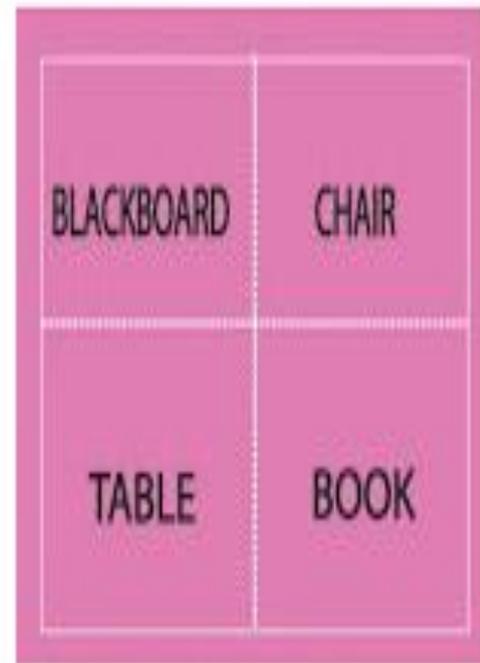
globe

ASSESSMENT

M
E
M
O
R
Y



G
A
M
E



WORKSHOP N° 11.

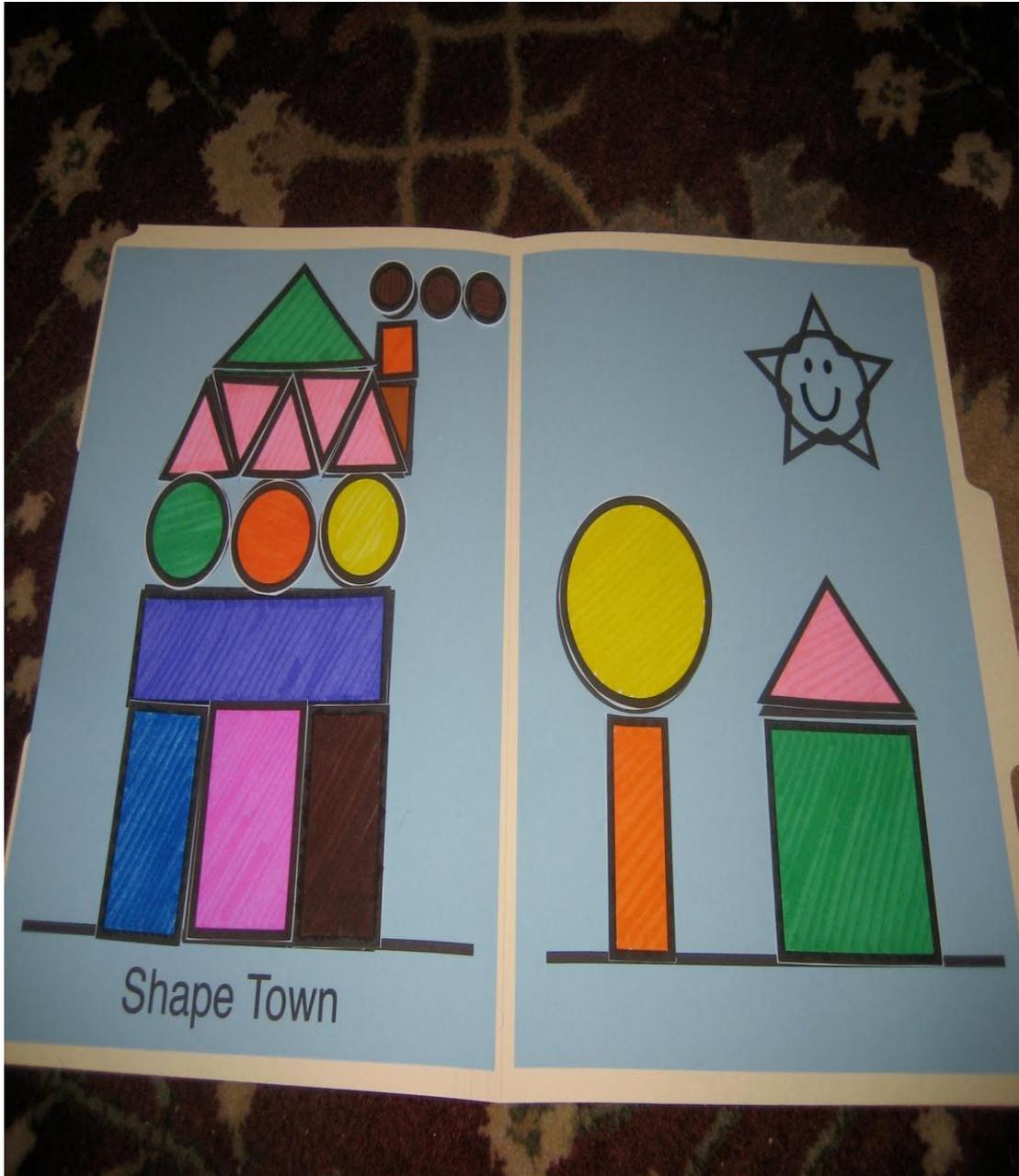


1. TOPIC: Wrap up activity (all the contents made on the intervention plan)	
T. OBJECTIVE: To reinforce previous contents.	
SS. OBJECTIVE: To recognize the vocabulary learned in written and oral form.	
3. STUDENTS' LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY: O'Grady says Game.	
<ul style="list-style-type: none"> • The students and teacher go to the yard in order to apply the warm up activity. • Students make a circle and teacher explains the game procedure. • Teacher says O'Grady says to bring a book, a pencil case, etc but always trying to focus on the 3 topics animals, shapes and classroom objects. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher shows a poster which associates oral/written form about classroom objects, animals and shapes. • Ss practice the pronunciation with teacher. • Also Teacher uses realia. • Teacher asks for ss participation. • Ss must say it's a circle, etc. 	
5.3. PRACTICE:	
<ul style="list-style-type: none"> ✓ Ss work individually. ✓ Teacher explains what the activity will be about. ✓ Teacher gives a shapes worksheet; students must color and then cut them in order to create a Shape Town. ✓ Students complete a word search game related to animals. ✓ Teacher explains what the next activity will be about. ✓ Students complete the matching activity about classroom objects. ✓ Students need to cut the words (classroom objects) and paste them where corresponds in the worksheet. 	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • Ss create the Pictionary using the activities which were developed in previous classes. 	
6. REFERENCES:	
http://1.bp.blogspot.com/_3d-TTYGwVcQ/S_ttO-koiql/AAAAAAAAUsw/LjfiSk70_xk/s1600/IMG_7622.JPG http://media-cache-ak0.pinimg.com/originals/01/cb/cb/01cbbc05bdf7d41c5678a39ddc4b529a.jpg https://encrypted-	

tbn1.gstatic.com/images?q=tbn:ANd9GcRmJDQTw09vCMIK7oqCefgM7Zul56Gow6beKN_lisWZDZzcGSeF
<http://sallieborrink.com/wp-content/uploads/2013/01/SB-Shape-and-Color-Bingo-3x3-01221331.jpg>

✓ RESOURCES: song, computer, speakers, flashcards, worksheets, poster.

SHAPE TOWN



CLASSROOM OBJECTS MATCHING

Name _____

Date _____

My teacher



✂ Cut and paste

bag

case

pen

book

door

glasses

WORKSHOP N° 12.



1. TOPIC: POST - TEST.	
2. OBJECTIVE: To diagnose the vocabulary level of the students.	
3. STUDENTS' LEVEL: Beginners.	TIME: 80 minutes
4. N° STUDENTS: 7	AGE: 7-8 years old
5. DEVELOPMENT:	
5.1. WARM UP/LEAD IN ACTIVITY:	
<ul style="list-style-type: none"> • Teacher explains the objective of the research, explaining the purpose of the post test. 	
5.2. PRESENTATION:	
<ul style="list-style-type: none"> • Teacher demonstrates verbs for directions: cross out, underline, circle by examples. 	
5.3. PRACTICE:	
8. First, teacher makes sure that students have all the necessary tools before starting the test.	
9. Teacher gives general test directions and procedures to students.	
10. Teacher distributes the test to the students.	
11. Students start solving the test after the teacher indication.	
12. Students follow the sequence of the test according to teacher directions.	
13. Students have 60 minutes to solve the test.	
14. Students give the test back to the teacher.	
5.4. ASSESSMENT:	
<ul style="list-style-type: none"> • After finishing the test students mark with ✓ in a separated piece of paper in a small box how did they feel about the test. • Then in the same piece of paper they check what topics they would like to study in the intervention stage. • Finally, students give the sheet of paper back to the teacher. 	
6. RESOURCES: Test papers, board & boards markers, school supplies	

f. METHODOLOGY

1. DESIGN OF THE INVESTIGATION. – Action research has become more popular as a mode of research among practitioners. The present investigation is a design quasi – experimental research or transversal model because the following reasons:

It is transversal because this kind of research studies a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development.

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by Kemmis and Mc Taggart since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to

solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

1.1. METHODS:

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

At that point 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 the vocabulary learning in children of Second Grade of Basic Education and how it is developed or taught. It will also help to understand the importance that vocabulary learning as complement of the four skills like: speaking, reading, listening and writing has in the English language learning process.

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

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

- **ANALYTIC METHOD:** This method will help to know more about the benefits of games to improve the vocabulary learning of the children who will participate in the project.

According to (Brown, Why teach vocabulary, 1995)the vocabulary learning is the list of words that speakers of a particular language use word knowledge also comes in two forms, receptive and productive, also its development will let become more active learner into the English language teaching learning process. Moreover students learn more easily and happily by doing some actions or interacting with their classmates in a relaxing environment; learning with games is a useful technique for raising the level of student motivation and vocabulary acquisition.

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

- **SYNTHETIC METHOD:** It will help in the right understanding of the core problem in the vocabulary learning in the students of Second Grade of Basic Education, which will help the research to synthesize

the types of games that are appropriate and are useful to improve the vocabulary learning in children.

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

- **PARTICIPATIVE DIAGNOSTIC METHOD:** It will let the real situation of vocabulary learning of students of Second Grade of Basic Education in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this sub skill. It will let the researcher correct this reality by applying new strategies through games as a possible solution that will help the children into the English Language process.

To select the appropriate games to improve the vocabulary learning at that time the proactive method will be used:

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

- **WOKSHOPS METHOD:** It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of 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 learning and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess every workshop the researcher will use comprehensive assessment method:

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

1.2. TECHNIQUES AND INSTRUMENTS:

a. Data Collection:

Researcher's close observation of students' performance during class and 12workshops of structured games will be used to collect data in this study.

Quantitative data comes from the pre and post test and qualitative data comes from the observations, field diaries and portfolio. All the data will be triangulated to confirm validity.

b. Pre- Post Test:

At the beginning and at the end of the intervention will be applied a **pre vocabulary test** in order to know how much vocabulary students know and their level; also this test includes basic vocabulary questions related to topics like: colors, classroom objects, numbers, parts of the body and members of the family; besides types of question like: matching, completing, filling the blanks; moreover six questions will have a score of 1 mark; and two of them will have a score of 2marks; and finally the test will be graded with a total of 10 points.

Besides at the end of the intervention will be applied the same test in order to evaluate the students' improvement; also that test will help to the researcher to analyze and report the findings; this will allow the students to provide a wide range of responses. In addition, one hundred percent return rate should be ensured.

c. Field Diary and notes:

The researcher will use a diary to record what happens in each lesson and will be applied for each student. In this way, it will help to write up the

findings during the intervention, significant events during the observation or any particular situations that happen.

d. Portfolio:

The objective of this instrument is to gather data and have organized the development of each workshop and organize all the activities that the students will do.

All of these instruments will be developed at the end of each workshop and it will include qualitative data and will be applied by each student; with the purpose of monitor any changes in the children's development in front to the vocabulary acquisition with students of second year of basic education.

1.3. PROCEDURES:

To start with the intervention planning will be described all the activities that will be applied in each stage of the present action research:

- ❖ **INVESTIGATE.** - At the beginning the researcher is going to apply a pre- vocabulary test in order to establish how much vocabulary students know and their level.

- ❖ **PLAN.** – In this stage the researcher is going to choose and design a set of games like: bingo game, crossword puzzles and O'Grady says

game to improve the vocabulary acquisition with the students of second year of basic education.

- ❖ **ACT.** - In this stage the researcher is going apply a set of games and activities around the period February – April 2014; and the researcher will teach two workshops per week; and a period of 120 minutes per workshop.

- ❖ **OBSERVE.** – In that part the researcher monitoring and observing the changes in the students though instruments and based on objectives; and according to the activities that will be used the researcher is going to collect the necessary data.

- ❖ **REFLECT.**- In this stage of the investigation the researcher is going to evaluate and analyze the results that the researcher has gotten during the action period, is important to reflect about the student's vocabulary improvement, in the same way in that stage will be applied a post-test, with the same questionnaire that was applied at the beginning.

- ❖ **DISSEMINATION.**-At the end of this period of intervention the researcher is going to disseminate the results; for instance the researcher is going to give a demonstrative class and show the

Pictionary made by the students in order to know the progress that students have in English vocabulary acquisition to this class will be invited teachers, parents and during the class the learners will perform what they have learned in order to disseminate findings and ideas.

1.4. POPULATION. - The population will be an important part in the development of this research there are 8 students; in that group exist 1 girl and 6 boys and they belong to the Second Year of Basic Education.

The population is detailed in the following chart:

AGE	WOMEN	MEN
6 -7	1	4
7-8	0	2
Total	1	6
	7	

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES:

1.1.1 Human

- **Researcher.**
- **Students of 2nd Year of Basic Education.**

1.1.2. Material

- **Books.**
- **Office Implements.**
- **Sheets.**
- **Notebook.**
- **Folders.**
- **Dictionaries**

1.1.3. Technical

- **Computer.**
- **Internet.**
- **Printer.**
- **Flash memory.**

1.2. BUDGET:

Elaboration of the project	\$ 250
Printing and photocopies	\$ 250
Thesis work	\$ 400
Book cover	\$ 100
Typewritten	\$ 100
Transportation	\$ 50
Unexpected expenses	\$ 150
TOTAL	\$ 1,300

1.3. FINANCING: All the expenses during the investigation will be covered by the researcher.

i. BIBLIOGRAPHY

The theoretical frame will be supported by the following books and websites sources:

BOOKS AND AUTHORS:

Brown, H. a. (1995). *Why teach vocabulary*.

'Creative Games for the Language Class'; pag 35.1995

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Elementary communication Games 1984

Games for language learning. Third Edition. Published in the United States of America by Cambridge University Press, New York Cambridge Handbooks for language teachers

Games for language learning. Third Edition. Published in the United States of America by Cambridge University Press, New York Cambridge Handbooks for language teachers

Games, toys and hobbies.

How to use games in language teaching. 1981

Ideas for teaching vocabulary

Investigating the Impact of Using Games in Teaching Children English;
www.macrothink.org/ijld Published: November 28, 2011 Ying-Jian Wang

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<http://www.english-for-students.com/Difficulties-in-Vocabulary-Learning.html>

Tyson, R. (2000, 03). *"Serious"Fun: Using games, jokes and stories in the language classroom*. Retrieved from

<http://english.daejin.ac.kr/~rtyson/fall2000/elt/games>.

ANNEXES:

METODOLOGY MATRIX.

THEME: “Using Games to improve the Vocabulary Acquisition in the English Language Learning with students of 2nd Year of Basic Education at “Carlos Burneo Arias” School. Academic Year 2013-2014”.

OBJECTIVES	METHODS	TECHNIQUE	ACTIVITIES	RESULTS
1. To find out the theoretical references about games as a tool to improve the vocabulary learning.	Synthetic & Analytic methods	❖ Reading comprehension: ❖ Skimming & Scanning ❖ Outlining ❖ Index cards.	<ul style="list-style-type: none"> • Extensive comprehension • Searching on the internet • Bibliographical sources organization 	- Theoretical framework
2. To diagnose the negative aspects that limit the vocabulary learning.	Scientific method	❖ Administering pre –test ❖ Conducting an interview	<ul style="list-style-type: none"> • Collecting data through the application of instruments • Analyzing and interpreting pre-test data 	- Data organized in tables -Strengths and weaknesses detected.
3. To select the most effective games to enhance the vocabulary learning of students.	Descriptive method	❖ Design of a lesson plan (workshops) template: objectives, activity, procedure, resources.	<ul style="list-style-type: none"> • Gathering information lesson planning theory and practice -designing lesson plans based on theoretical sources and tutor’s advice. 	- Intervention plan

		❖ Adjusting template to specific characteristics of the research theme.		
4. To put in practice the selected games as part of the classroom activities in order to solve the limitations in the vocabulary learning.	Cognitive approach	<ul style="list-style-type: none"> ❖ Active learning ❖ Spiral organization of teaching process ❖ Observation guide ❖ Field diary ❖ Checklist for monitoring skill development 	<ul style="list-style-type: none"> • Teaching lessons • Monitoring language skill development • Direct & indirect assessment • Recording information 	<ul style="list-style-type: none"> - 12 Lessons performed - Data collected
5. To reflect about the effectiveness that the games had on the vocabulary learning.	Statistical method Analytical method	<ul style="list-style-type: none"> ❖ Administering post –test ❖ Triangulation 	<ul style="list-style-type: none"> • Collecting data through the application of instruments • Analyzing and interpreting post-test data • Contrasting results • Discussion - Drawing conclusions 	<ul style="list-style-type: none"> - Statement of conclusions and recommendation s



**RESEARCHER FIELD DIARY.
GAMES.**

Date:		Time:		
Objective:				
Content:				
Activity:				
ASPECTS TO BE OBSERVED		75 -100%	50-75%	-50%
Were ss involved in the activity?				
Was the activity appropriate for the class?				
Did ss understand and follow the strategy being applied?				
Were the objectives of the activity accomplished?				
Were conditions favorable to the application of strategy?				
Comments:				
.....				
.....				
.....				
.....				
.....				



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE, Y LA COMUNICACIÓN
DEPARTAMENTO DE IDIOMA INGLÉS

Estimado maestro solicito su colaboración respondiendo las siguientes preguntas que me permitirán llevar a cabo mi trabajo investigativo sobre: El uso de juegos para mejorar el aprendizaje de vocabulario en el idioma inglés con los estudiantes del 2^{do} Año de Educación Básica de la Escuela "Carlos Burneo Arias". Le estaré muy agradecida por su colaboración.

ENTREVISTA AL DIRECTOR DE LA ESCUELA.

1. ¿Cree usted que el aprendizaje del inglés es importante para sus estudiantes? ¡En qué medida?

2. ¿En que nivel considera usted que se encuentra el aprendizaje del Idioma Inglés en su institución?

3. ¿En que horarios reciben la materia de Idioma inglés sus estudiantes?

4. ¿La asignatura de inglés está a cargo de un maestro especializado?

Si () No ()

Si este no es el caso a cargo de quien se encuentra la enseñanza del idioma inglés?

5. ¿Se aplica un modelo de planificación en su institución?

6. ¿Considera usted que los estudiantes de la Universidad Nacional de Loja brindan ayuda a la comunidad en el campo académico?

7. ¿Cree usted que la enseñanza del Idioma Inglés que brindan los estudiantes de la UNL favorece en el formación de los estudiantes?

8. ¿Se considera la asignatura de inglés dentro de la calificación formal del aprendizaje?

Gracias por su colaboración

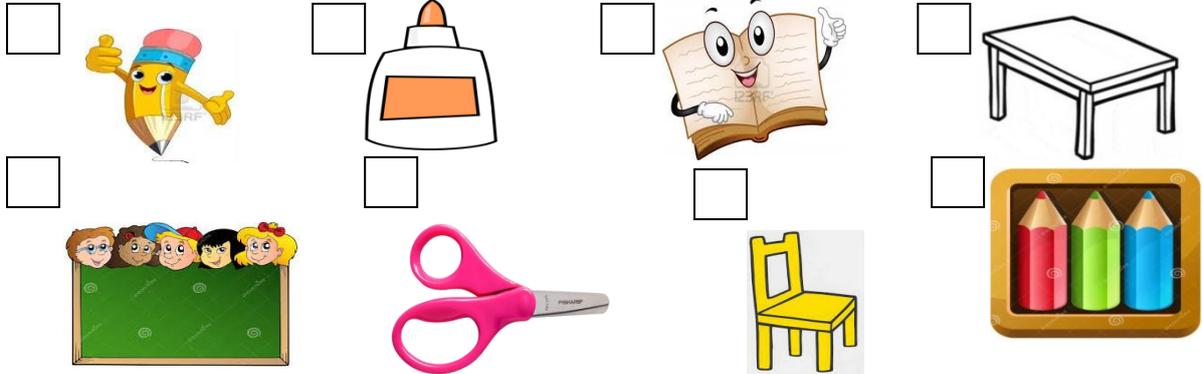


ENGLISH LANGUAGE TEST.

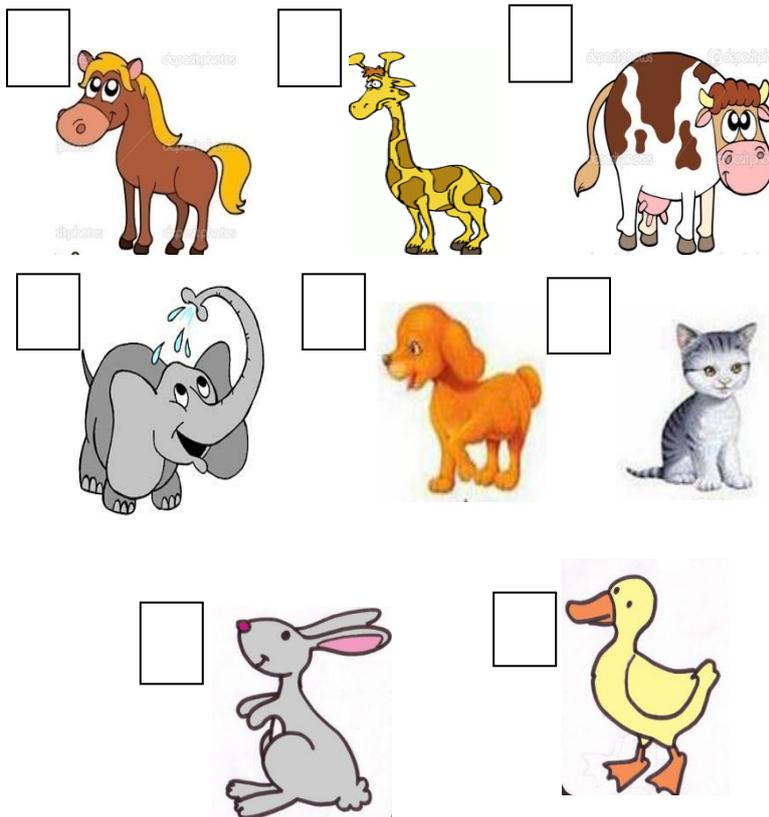
Name: _____ Class: 2nd Grade.

Date: _____

a. Listen and underline the picture:



b. Match the picture to the word:



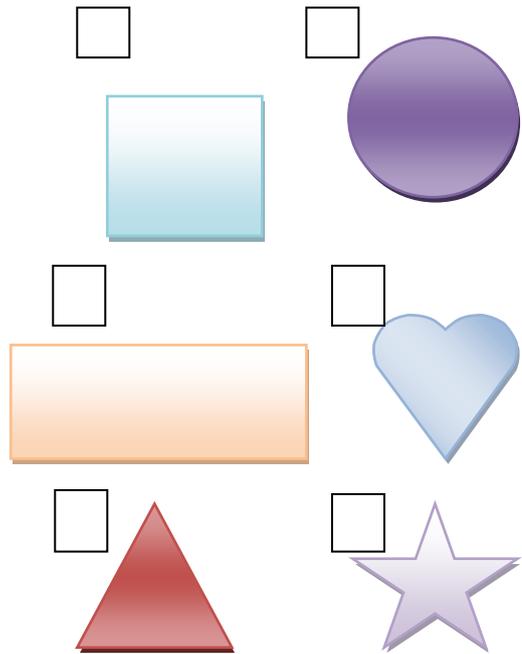
- | | |
|-----|----------|
| ___ | duck |
| ___ | elephant |
| ___ | horse |
| ___ | cow |
| ___ | rabbit |
| ___ | dog |
| ___ | giraffe |
| ___ | cat |

c. Listen and cross out the word:

- | | |
|-------------|---------|
| 1. book | look |
| <hr/> | |
| 2. chair | her |
| <hr/> | |
| 3. scissors | reasons |
| <hr/> | |
| 4. table | fable |
| <hr/> | |

d. Find the words in the puzzle:

c	K	h	ñ	n	t	y	i	d	y
i	H	e	k	s	t	a	r	i	z
r	K	m	b	x	q	w	d	a	s
c	Ñ	g	s	f	d	e	r	m	q
l	H	i	h	e	a	r	t	h	u
e	L	i	p	s	e	i	ñ	n	a
p	G	y	t	r	d	x	c	d	r
x	R	e	c	t	a	n	g	l	e



e. Answer the questions:

1. What's this?



2. What color is the pencil?



How did you feel in the test?



PRONUNCIATION

- **Word Pronunciation:**

1.circle

2.cat

3.chair

4.horse

5.square

Check the answers:

Students' names:

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Researcher: Karen Córdova

RUBRIC FOR EVALUATING PRONUNCIATION

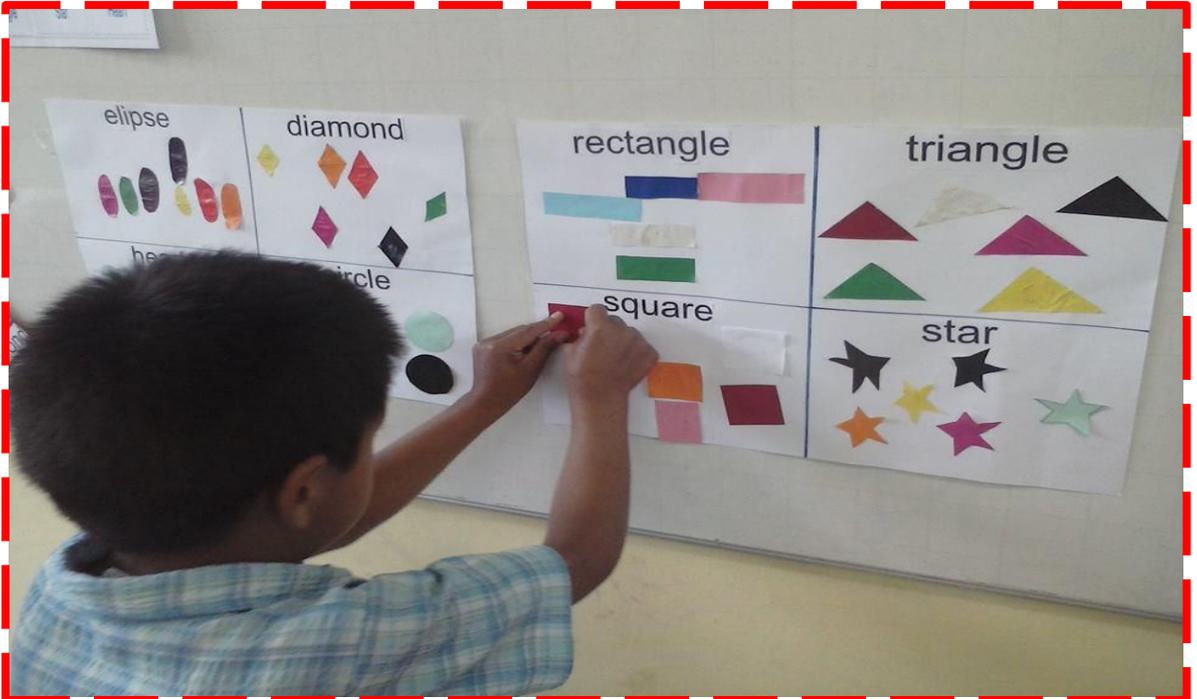
Pronunciation / Intonation	Poor (0 - 1 pts) Student makes little or no effort to enunciate and articulate in target language.	Fair (1 - 3 pts) The student has errors in pronunciation, some effort in articulation in target language.	Good - Excellent (3 - 5 pts) The student makes minor or no errors in pronunciation, great articulation in target language with expression.
-----------------------------------	--------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------

Adapted from: IRubric by Karen Córdova.

TABLE OF WORKSHOPS

WORKSHOP	GAMES	CONTENTS
Workshop 1:		<ul style="list-style-type: none"> • Pre-test.
Workshop 2:	Bingo game.	<ul style="list-style-type: none"> • Shapes
Workshop 3:		<ul style="list-style-type: none"> • Shapes
Workshop 4:		<ul style="list-style-type: none"> • Shapes
Workshop 5:	Crossword puzzles.	<ul style="list-style-type: none"> • Animals
Workshop 6:		<ul style="list-style-type: none"> • Animals
Workshop 7:		<ul style="list-style-type: none"> • Animals
Workshop 8:	O'Grady says game.	<ul style="list-style-type: none"> • Classroom objects.
Workshop 9:		<ul style="list-style-type: none"> • Classroom objects.
Workshop10:		<ul style="list-style-type: none"> • Classroom objects.
Workshop 11:	Wrap up.	<ul style="list-style-type: none"> • All the contents.
Workshop 12:		<ul style="list-style-type: none"> • Post-test.

**ANNEX 2:
PHOTOGRAPHS.**



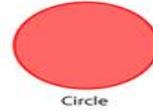
Source: Students of Second Year at Carlos Burneo Arias School.
Activity: Sticky Easel-Shapes. Student sticking a shape on the Sticky Easel – Shapes.
Photograph taken by: The researcher



Source: Students of Second Year at Carlos Burneo Arias School.
Activity: Shapes - Train. Students cutting the pictures to create a shapes' train.

MATERIALS

★ Basic Shapes Chart



Circle



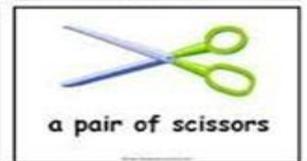
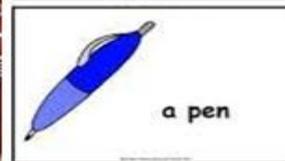
Square



Rectangle



Triangle



Description: Materials used in the workshops.

	B	L	J	D	U	C	K	F	X	J	
	E	U	K	Y	E	Y	A	Z	T	H	
	E	L	T	H	F	K	F	T	U	C	
	C	Y	E	T	K	C	X	F	R	D	
	Y	H	J	P	E	Y	Z	E	T	O	
	F	F	I	S	H	R	H	Y	L	G	
	H	C	X	J	K	A	F	Z	E	X	
	J	Y	H	A	F	J	N	L	H	E	
	O	W	L	Z	J	K	C	T	Y	H	

Instruction:

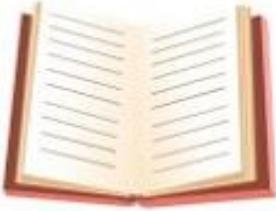
<input checked="" type="checkbox"/> CAT	<input type="checkbox"/> ELEPHANT
<input type="checkbox"/> DOG	<input type="checkbox"/> DUCK
<input type="checkbox"/> OWL	<input type="checkbox"/> FISH
<input type="checkbox"/> TURTLE	<input type="checkbox"/> BUTTERFLY

Description: Word search activity
Topic: Animals.

ANNEX 3:

DIDACTIC MATERIALS

Flashcards **School Objects 2** www.kids-pages.com

 watercolor set	 pencil	 pen
 book	 calculator	 ruler
 crayon	 scissors	 computer

Description: Classroom Objects' Flashcards used in the English class.
Topic: Classroom Objects.

CATERPILLAR SHAPES SORTING.



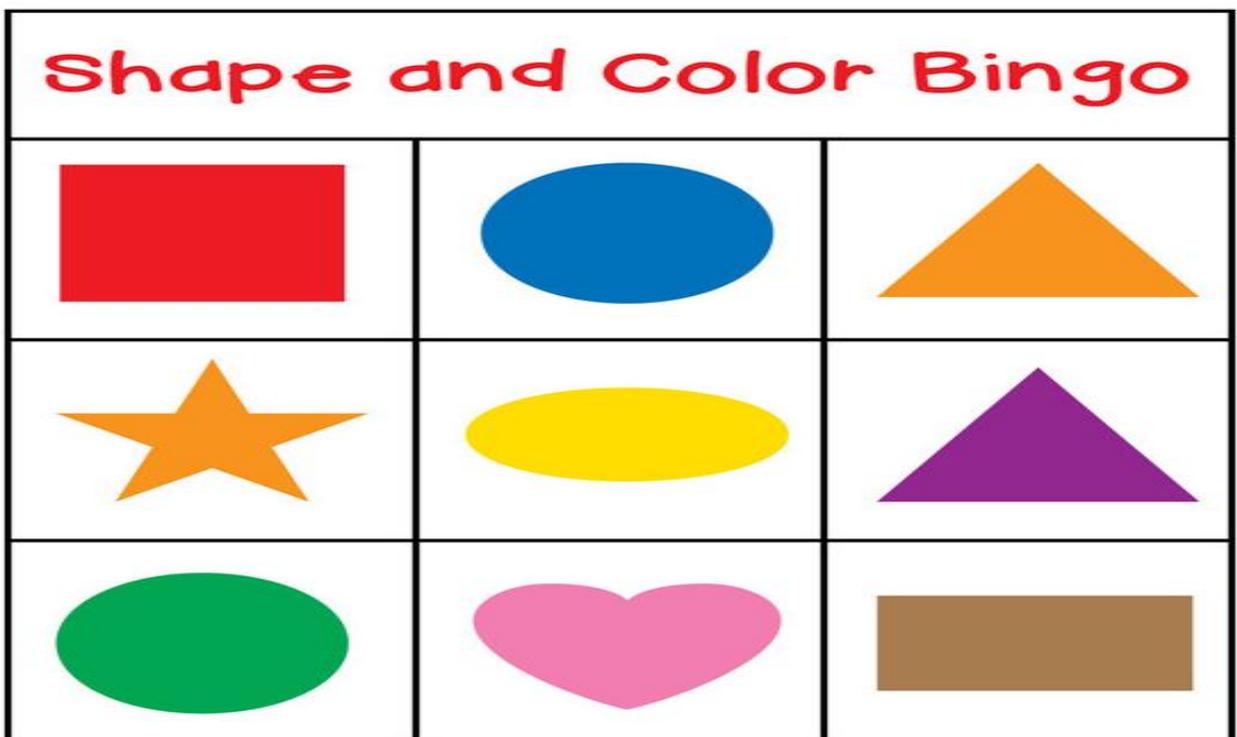
Description: Students sticking the shapes in the caterpillar.

Topic: Shapes.

BINGO'SHAPES



Description: Students play bingo practicing colors and shapes.

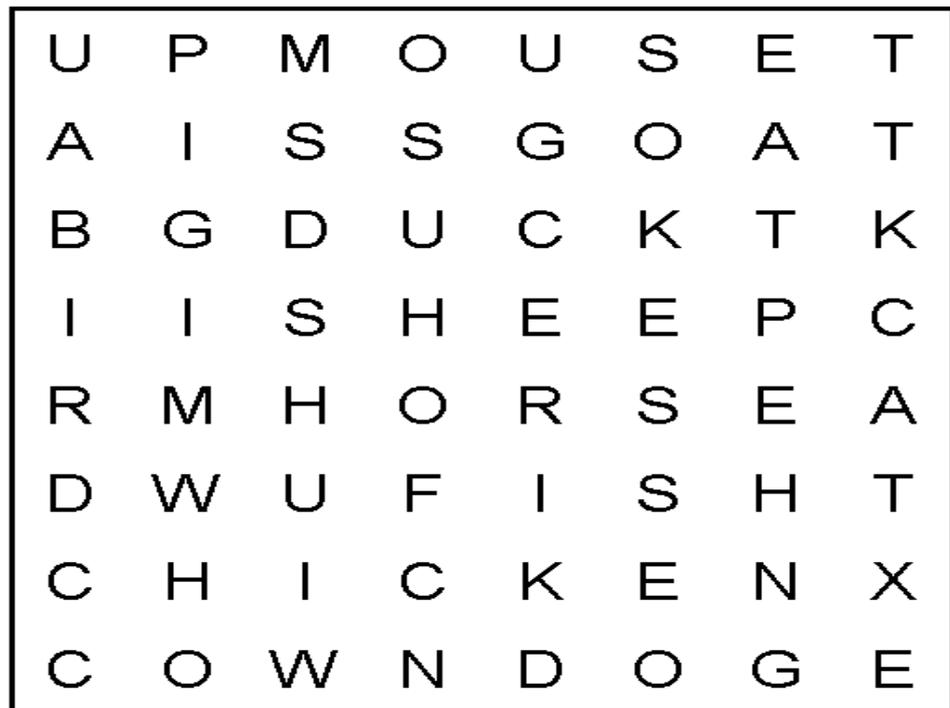


Topic: Shapes

WORD SEARCH GAME

Name _____

Animals



CAT

DOG

COW

GOAT

HORSE

PIG

DUCK

CHICKEN

SHEEP

FISH

BIRD

MOUSE

Description: Students find the words (animals) in the word search

Topic: Animals.

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