



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

**USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY
LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS
OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO
ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014**

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

AUTHOR:

Elizabeth Estefania Rivera Díaz

THESIS ADVISOR:

Rosa Virginia González Z. Mg. Sc

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CERTIFICATION

Rosa Virginia González Z. Mg.Sc
PROFESSOR OF THE UNIVERSIDAD NACIONAL
DE LOJA

CERTIFIES:

The following research work entitled; **USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014** undertaken by Elizabeth Estefania Rivera Diaz.

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 Zuñiga', is written over a horizontal line.

Rosa Virginia González Zuñiga, Mg.Sc

THESIS ADVISOR

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Autor: Elizabeth Estefania

Rivera Díaz

Firma:



Número de cédula:

1104807423

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Firma:  _____

Autor: Elizabeth Estefania Rivera Díaz

Cedula: 1104807423

Dirección: La Tebaida

Correo electrónico: nenitabella17062009@hotmail.com

DATOS COMPLEMENTARIOS

Director de tesis: Rosa Virginia González Zuñiga, Mg.Sc

Tribunal de grado

Dra. Silvana Isabel Trujillo Ojeda,

Dra. Mg. Sc. María Lorena Muñoz Vallejo

Lcda. Mg. Sc. Diana del Cisne González Sarango

PRESIDENTA

VOCAL

VOCAL

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THE AUTHOR

DEDICATION

I dedicate my thesis work to God, who with his infinite goodness and love, allowed me to achieve this goal. To all my family who taught me that the best kind of knowledge is learning for its own sake.

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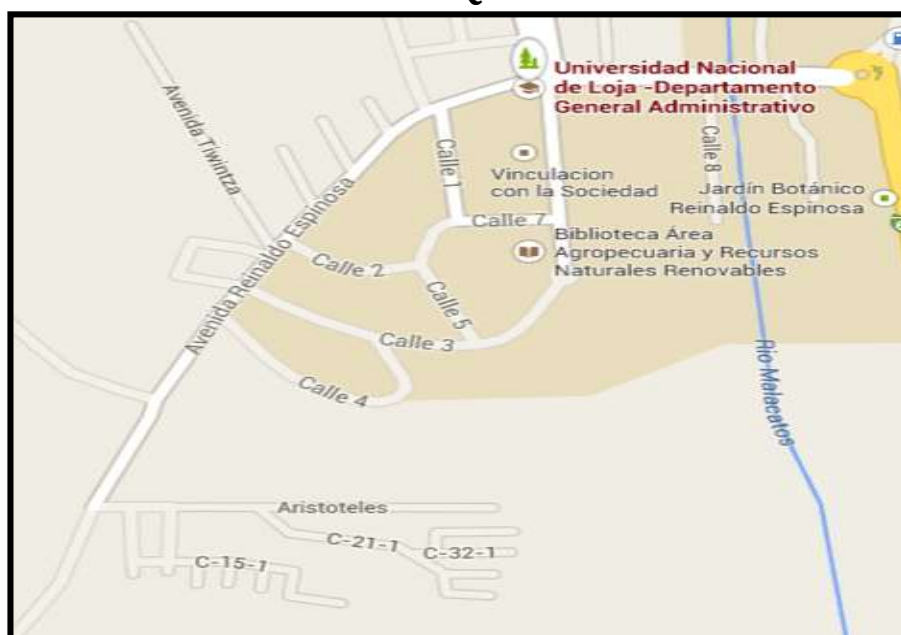
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a. TITLE

**“USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING
OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC
EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC
PERIOD 2013-2014.**

b. RESUMEN

Este estudio descriptivo investigó el uso de actividades creativas para mejorar el aprendizaje del vocabulario de los estudiantes del sexto año de la escuela “Carlos Burneo Arias.” Una intervención de doce sesiones se aplicó para mejorar esta habilidad y se diseñó una prueba para medir el progreso y la percepción del uso de las actividades creativas de los once estudiantes. Se utilizaron hojas de observación y listas de comprobación para monitorear su progreso. Los resultados mostraron que el uso de actividades creativas facilitó significativamente el aprendizaje del vocabulario; lo cual se reflejó en el aumento de los puntajes en el post-test y el avance durante la intervención. Las listas de comprobación confirmaron el entusiasmo y la actitud positiva al trabajar con actividades creativas. En conclusión, este estudio ayudó a los estudiantes a mejorar el aprendizaje, al investigador a perfeccionar sus destrezas pedagógicas y a la comunidad a tener mejores profesionales.

ABSTRACT

This descriptive study investigated the use of creative activities in the improvement of English-vocabulary learning with sixth year students at “Carlos Burneo Arias” school. An intervention plan with twelve-session was implemented to improve this sub skill. A researcher’s-made test was designed and used to measure the eleven students’ progress and perception of creative activities use. Instruments like observation sheets and checklist were also used along the process to monitor the students’ growth. The results showed that the use of creative activities facilitated meaningfully the improvement of vocabulary learning which was reflected in the increase of the posttest scores and students’ progress during the intervention. The checklists confirmed the enthusiasm and the positive attitude toward working with creative activities. In conclusion, this study helped students to improve their learning, the researcher to sharpen her teaching skill and the community to have better professionals.

c. INTRODUCTION

The preset research is focused on how Vocabulary learning can be improved through the use of creative activities. After the observation and application of a pre-test the researcher could deduce that there is a low level of vocabulary learning in the parameter of *Remembering Spelling* in the target population. For this reason the researcher decided to select a set of creative activities such: the use of flash-cards, word-search, crossword puzzles and a variety of dynamic activities in order to improve the vocabulary learning of English as a Foreign Language.

After the researcher observed the students of sixth grade of Basic Education at “Carlos Burneo Arias” school the researcher determined that students had serious difficulties in coping with vocabulary learning. That is why; the researcher decided to investigate this topic for her undergraduate research work.

According to Schmitt (2010) learning vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas also Nation (2001) emphasizes that Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it. As a language teacher, one of our main tasks is to help students develop a rich and useful vocabulary inventory.

In the present action research the main variables that the researcher monitored were *Creative Activities* with the purpose to help students of sixth grade of Basic Education to improve the *Vocabulary Learning* in the English language. The researcher applied twelve sessions of creative activities in order to provide the students with effective tools to succeed in the learning process.

A pre-test and a questionnaire were administered to the students, in order to examine the problem in depth about the limitations that participants had in their initial situation, and consequently, decided what creative activities could help to improve their English vocabulary. The researcher designed instruments and adapted resources and tools according to the level of learning development of the students.

Along this investigation work the researcher witnessed how the students improved their vocabulary learning and overcame some of the problems they had through different creative activities which were chosen according to their level, age and needs, among other factors. Then, the students were benefited with the treatment applied because there were significant changes in the post-test.

This intervention had a significant effect on teaching. Learning to teach through creative activities was a great practice for the researcher not only for fulfilling this formal requirement but preparing herself as a future teacher. We need to look for solutions regarding what is actually happening in the classrooms and what aspects of the classroom we must take into account to develop the teaching more effectively. During the intervention it was experienced how creative activities such as: Flash-cards, word-search and

dynamic activities helped students to improve their vocabulary learning as in a foreign language.

Consequently, this work has a lot of importance to us because through the application of different activities the researcher can improve the strategies to effectively manage a class in a foreign language as a teacher.

Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. The general goal of action research is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or program.

The experience that researcher obtained supports the use of action research as a valid research to face problems that educators would be able to find in their daily practice, so it is recommended to researcher make the better use of different activities immersed in action research providing an effective learning environment; that is why the university had adopted encourage students to use the new research, which provides both teachers and students the possibility to be immersed in an action planned, professional, systematically and documented.

d. LITERATURE REVIEW

VOCABULARY LEARNING

Vocabulary learning is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas.

Vocabulary learning can be defined as the acquisition of words for communicating. It is one of the major challenges foreign language learners face during the process of learning a language is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas is a challenge to foreign language students but they can overcome by having an access to a variety of vocabulary learning strategies. Learners should be trained in strategies they lack for this reason teacher should think of ways to provide learners with different vocabulary learning strategies in order students are able to tackle successfully both production and comprehension in the second language. Ghazal Learning vocabulary in English Foreign Language contexts through vocabulary learning strategies, (2007).

According to Helena, (2010) Vocabulary is very important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts). Vocabulary also is the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age,

and serves as a useful and fundamental tool for communication and acquiring knowledge.

★ TECHNIQUES FOR TEACHING VOCABULARY IN A FOREIGN LANGUAGE

According to Nation, (2001) there are different forms to teach foreign vocabulary the first point to make in connection with teaching vocabulary is one that most teachers take for granted today: that the meanings of words must be taught in context-not from lists of unrelated words. For they realize that the meaning of many words can accord their use in particular sentences and particular contexts. And they are primarily interested in presenting words to their learners as vehicles for relaying information and ideas. In other words, for communicating in the new language. But, reorganizing and following this basic approach, a teacher will often find that some word will not “stick” in the minds of the learners without extra effort on the part of the teacher to help them along. The techniques suggested here are for selective and appropriate use when such situations arise-not for teaching list of words.

When we teach a word we must teach three things: (1) we must teach the form of the word. (2) We must teach the meaning of the word. (3) And we must teach that the form and the meaning of the word go together.

Let us look at the technique for teaching each of these three aspects of a word. After that, we will consider techniques for adding interest to the teaching. Then, hopefully, by combining ideas from these various parts in ways suitable to your own situations, you can develop some new and interesting techniques for teaching vocabulary.

★ TEACHING THE FORM OF A WORD:

We can teach the shape, or form, of a word in many different ways, here are some ways in which we can help the learner perceive the word by means of three separate senses:

- **Visually**

By showing the written form of the word

By showing the mouth movements involved in saying the word

By showing hand movements that draw the letters of the word in the air

By showing wooden or plastic letters that spell the word

- **Tactilely:** (meaning of the learners use their sense of touch)

By using letters made of wood, cardboard, sandpaper, and so on, so the learners can feel the shapes of the letters that make up the word

By using a system of writing like braille (the writing for the blind)

By writing the word, letter by letter, on the learner's hand

- **Aurally:**

By saying the word

By producing the word in code or some other aural code

★ TEACHING THE MEANING OF A WORD:

Here are ways in which we can help the learner understand the meaning of a word by using different approaches:

- **Demonstrating:**

By showing an object or a cutout figure

By gestures

By performing an action

- **Pictures**

By using photographs, blackboard, drawings, illustrations cut from magazines or newspapers

- **Explanation:**

By descriptions

By giving synonyms or opposites

By putting the word into a defining context

By translating

★ **CONSIDERATIONS IN TEACHING VOCABULARY**

According to Braun, (2014) there are five main conditions in teaching vocabulary:

- **Focus on vocabulary that are meaningful for the student**

It's easy to try to teach every vocabulary picture in the Language Builder box. However, what vocabulary does the student really need to know? Does he need to know giraffe and zebra and the one with the long neck and the one with stripes? Probably not unless he is going to the zoo. So, make sure that he can talk about the items in his everyday environment (e.g., his desk, his bed, his notebook).

- **Make sure you are teaching vocabulary in a meaningful way.**

We can teach vocabulary using discrete trials at a desk as ONE strategy, but that can't be our only strategy. In order for the vocabulary to be useful, the students have to be using the vocabulary in a meaningful way. So we can start by having them request things by color and size, and then move on to finding things in their environment by characteristic or function (e.g., find the thing you sleep in) and then describing things they see.

- **Make sure you mix up the characteristics you teach**

It's very easy for this type of teaching to become rote and the students to fall into patterns where the one with a tail is always a dog. Or the dog is always described as having a tail but not as having four legs, fur, and barking or as an animal, a mammal, etc. Mix it up so that items have more than one characteristic and the characteristics change. I'll never forget a student I had who just started to request his favorite candy as "I want a yellow, soft Starburst please." That became it's name rather than his choosing those words when making the request because we didn't put enough variety into the teaching.

- **Use lots of examples**

Students with autism have particular difficulty with focusing on irrelevant characteristics of items as being the key components. For example, if we teach a student about dogs by always focusing on dogs being brown (brown pictures, which one is brown, etc.), don't be surprised when he sees a black dog and doesn't identify it as a dog. So, make sure you use lots of examples of the items--lots of different pictures (illustrations, photos and real items), that you are talking about the items as you encounter them in the real world, and that you are teaching each item with multiple characteristics.

- **Teach vocabulary in lots of different ways**

Not only do we need to focus on lots of different examples with lots of varied characteristics, we also need to teach them in a variety of ways. Teach vocabulary by having them request items in different ways, by finding pictures in books, by finding items in their everyday environment, by using discrete trials

with picture cards, and as many other ways as you can think of to expose the child to the targeted vocabulary. This teaches the most flexibility in its use as well as enhances generalization and makes it fun. And as we know, students who have fun in instruction are more likely to stay engaged.

★ ACTIVELY TEACHING VOCABULARY

Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it. Teachers must help students develop a rich and useful vocabulary inventory.

According to Paul, (2011) Emphasizes that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. This is critical for several reasons:

- ✓ Learners need to encounter the words in a variety of rich contexts, often requiring up to sixteen encounters.
- ✓ Learners remember words when they have manipulated them in different ways, so variety is essential for vocabulary teaching.
- ✓ Learners forget words within the first twenty-four hours after class, so it is important to follow up a vocabulary lesson with homework that recycles the words. (Paul, 2011)

NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

- **DIFFICULTIES IN VOCABULARY LEARNING**

In learning a foreign language, vocabulary plays an important role. It is an element that links speaking, listening, reading, and writing all together.

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Even though students realize the importance of vocabulary when learning language, most students encounter many difficulties and learn vocabulary passively due to several factors:

1. They consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions boring. In this case, language learners have nothing to do in a vocabulary learning section but to listen to their teacher.
2. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions and usages of the words.
3. Students usually acquire new vocabulary only through their textbooks or when given by teachers during the classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain their meaning and usage.
4. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already know the word, but they may not be able to use that word properly in

different contexts or pronounce it correctly. Although some valuable attempts have been made to improve the vocabulary development of English Foreign Language learners, the outcomes, have been unsatisfactory yet. It seems quite necessary to change the method of teaching vocabulary by using enjoyable games. Creative activities are techniques which require students to dynamically participate in the classroom activities and thus communicate with their classmates using their own language. Learning vocabulary through creative activities is an effective and interesting way that can be applied in any English Foreign Language classroom and makes the lessons more fascinating for the language learners. Gnoinska, (1998).

- **DEFFICIENCIES**

Students fail in school for a variety of reasons. In some cases, their academic deficiencies can be directly attributed to deficiencies in the teaching and learning environment. For example, students with limited English may fail because they do not have access to effective bilingual or English as a second language (ESL) instruction. Students from lower socioeconomic backgrounds may have difficulty if instruction presumes middle-class experiences. Other students may have learning difficulties stemming from linguistic or cultural differences. These difficulties may become more serious over time if instruction is not modified to address the students' specific needs. Unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time. Ortiz, (2011).

CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

WHAT IS CREATIVITY?

Franken, (1993) define the creativity as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

Also there are three reasons why people are motivated to be creative:

1. need for novel, varied, and complex stimulation
2. need to communicate ideas and values
3. need to solve problems

In order to be creative, you need to be able to view things in new ways or from a different perspective. Among other things, you need to be able to generate new possibilities or new alternatives. Tests of creativity measure not only the number of alternatives that people can generate but the uniqueness of those alternatives. the ability to generate alternatives or to see things uniquely does not occur by chance; it is linked to other, more fundamental qualities of thinking, such as flexibility, tolerance of ambiguity or unpredictability, and the enjoyment of things heretofore unknown.

★ IMPORTANCE OF CREATIVE ACTIVITIES

Is primordial search some theories and practice for introducing creativity into the language classroom?

- **Language use is a creative act:** we transform thoughts into language that can be heard or seen. We are capable of producing sentences and even long texts that we have never heard or seen before. By giving learners creative exercises, we get them to practice an important sub-skill of using a language: thinking creatively.
- **Compensation strategies:** (methods used for making up for lack of language in a communicative situation e.g. miming, drawing, paraphrasing used for getting meaning across) use creative and often imaginative ways of expression. Our learners will need these until they master the language.
- **Creativity improves self-esteem:** as learners can look at their own solutions to problems and their own products and see what they are able to achieve.
- **Creative work in the language classroom can lead to genuine communication and co-operation:** learners use the language to do the creative task, so they use it as a tool, in its original function. This prepares learners for using the language instrumentally outside the classroom.
- **Creative tasks enrich classroom work:** they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the learners' and the teacher's.
- **Creative thinking is an important skill in real life:** it is part of our survival strategies and it is a force behind personal growth and the development of culture and society. Fehér, (2007)

★ TYPES OF CREATIVE ACTIVITIES

There are different kinds of creative activities to teach vocabulary in a foreign language such us:

- **Word search:** Word search games, also known as word find games, are popular for helping students recognize words. In searching for words, the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling usually related to a particular theme are hidden in a grid of jumbled letters. The objective of the game is to find and mark all the hidden words. Fisher, (2011)
- **Flashcards:** are an educational tool to help people memorize information is a vital part of the learning environment that can be used to learn virtually any set of information. In elementary schools, they are often employed to assist students with memorization and are helpful to teach a foreign language, allow students review new vocabulary, words and their meanings. Presley,(2013)
- **A crossword puzzle:** normally takes the form of a square or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases. Also, a correctly deciphering a crossword requires correct spelling, which for students means practicing dictionary skills. Making inferences, evaluating choices, and drawing conclusions are important skills required for completing crossword puzzles. Wahyuningsih, (2009)

- **The Fruit-Vegetable Story:** This activity focuses on vocabulary awareness linked to the topic of fruit and vegetables. (Alternatively, this activity can be altered to incorporate any vocabulary group.) Preparation Create a set of cards with images of pieces of fruit and vegetables. Ensure that there is one card for every member of the class. Construct a story which involves the fruit and vegetables as characters/objects. Galway, (2009)
- **Chain spelling:** chain spelling activity begins when a teacher gives students a word to spell. Students must spell the word, then, choose another word to spell that begins with the last letter of the word that was previously spelled. Each student spells one word or names a new word. Whenever a student spells or pronounces a word wrong, the game ends. You also can play a version of this game in which every student spells or says a letter and in which students are divided into teams. When a student says an incorrect letter or pronounces a word wrong, the team loses a point. Morley, (2009)
- **Posters:** Classroom posters are a great tool to teach vocabulary items they help students learn new words, practice and daily revise them. Posters also attract the attention of students and enrich their vocabulary develops logical reasoning on students. Larbi, (2004)
- **Pictionary:** the picture-based word game, is an excellent way for students to display their knowledge. While the rules must be altered slightly to work in the classroom, Pictionary provides students the opportunity to creatively express vocabulary terms they have learned. Depending on the age group and artistic skill, you can increase the challenge for students. Learning to express themselves in picture form utilizes a different part of the brain allowing students to synthesize information. Imamura, (2002)

To conclude I think that the most important activities to be used in a class are: word search, activities with flash cards, activities with collages posters and Pictionary because those kind of activities help students to be more comfortable and confidence with the activity that they are going to do in class to learn the foreign language.

★ ADVANTAGES OF USING CREATIVE ACTIVITIES IN THE CLASSROOM

The first few years of a child's life are key to the development of speech, language and cognitive skills. For this reason it is important to create activities and strategies to help develop speech and language skills that give them all the stimulation, positive role modeling and human contact that they need. For a normally developing child learning is easy and creating opportunities for learning is also not difficult. Through play and simple daily interactions and experiences we can help the child acquire new language and skills.

Adults do not need special training to be able to provide their child with a positive start in life. There are a few simple building blocks to help your child grow, and parents just need to provide the time to interact with their children. By playing and allowing your child time and space to explore and interact in their own way you allow your child to develop and learn in a fun and safe environment.

Speech and language skills do not just evolve on their own. They are part of a bigger picture involving social interaction, play, observation, manipulating

objects, listening and attending. All these things are working together and often, without one, it is difficult to develop another. Below, we have listed a few simple ideas that are fun and easy to do at home, remember, always praise your child for making any attempts at communication. Plummer, (2008)

★ **BENEFITS OF CREATIVE ACTIVITIES FOR CHILDREN**

- **Language and Communication Development:** The educators of the Speech and Language Department at Michigan's Waterford School District note the benefits that creative activities can have on the growing child's language development. The opportunity for children to get hands-on with art and other creative projects allows them to engage with and communicate about what they are doing. When parents or teachers give children the chance to talk about the new creations they are making, or the discoveries they are finding, they will find ample opportunities to build language and communication skills. For example, while your child is painting a landscape, you can ask him why he is choosing specific colors. He must then think about and communicate his intentions and choices that he is creatively making.
- **Social Development:** Creative activities do not only benefit children in an artistic way. According to the child development experts at PBS, creative play scenarios such as dramatic or pretend play can help kids understand social and societal roles. This includes taking other people's opinions into account, taking perspectives and even developing conflict-resolution skills. Additionally, young children can use creative drama

activities to explore and experiment with community or familial roles such as acting like a fire fighter or finding out what mom's day is like.

- **Emotional Development:** Creative activities provide children with abundant opportunities to develop and refine emotional skills. The child care professionals at the Penn State Cooperative Extension note that the creative arts allows children to express their emotions in ways that they may not have the ability to through other means. Children can use processes such as painting or drawing to understand and express strong feelings or to represent powerful situations. For example, a child may have trouble talking about a stressful experience such as her parent's impending divorce. Creative activities, such as the visual arts, will allow her to express her emotions in a safe and comfortable way.
- **Cognitive Benefits:** The creative process can help children of all ages build cognitive skills that include problem-solving, imagination and critical thinking. According to the Penn State Cooperative Extension website, experimentation during creative activities allows children to explore different options and develop new solutions. For example, children may want to paint her picture pink, but if she only has red, green, blue and white temperas, she can experiment with color mixing until she discovers that red and white blend together to make pink. Loop, (2010)

CREATIVE ACTIVITIES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

Creative activities means making something new or a new version of something, it is also when you make new activities and make materials.

Everybody is creative for this reason to learn we have to make with our own effort. Education must cultivate the learning not stifle the creativity which lies within all of us.

★ **FLASHCARDS**

- **WHY USE FLASH CARDS?**

Multiple intelligence theory reminds teachers that there are many types of learners within any one class. Research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flashcards can be bright and colorful and make a real impact on visual learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. Budden, (2012)

- **HOW DO I USE FLASHCARDS WITH KIDS?**

When introducing vocabulary to young learners, it is great to use real items that capture attention of the children flashcards can be a nice way to introduce new vocabulary so that learners have a very clear understanding.

When use flashcards or picture cards to introduce vocabulary in the classroom, try to create some suspense or mystery about the cards. Students are more receptive to learning when they are curious. Rather than just flipping through the cards and having students repeat the words, incorporate the cards into activities. This will help students be more invested and more likely to remember the words.

Reinforce the vocabulary words in other parts of your lesson, such as in a story time book, a worksheet or a song. Have the students help you create meaningful gestures for the words that can be use while singing together. Maria León, (2005).

★ **ACTIVITIES FOR USING FLASHCARDS**

The following categories are useful to teach with flashcards:
Memory, drilling, identification and TPR activities.

○ **MEMORY ACTIVITIES**

▪ **MEMORY TESTER**

- ✓ Place a selection of flash cards on the floor in a circle.
- ✓ Students have one minute to memorize the cards.
- ✓ In groups, they have two minutes to write as many of the names as they can remember.

○ **DRILLING ACTIVITIES**

• **INVISIBLE FLASHCARDS**

- ✓ Stick 9 flash cards on the board and draw a grid around them.

- ✓ Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.
- ✓ Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
- When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
- Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.
- Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.
- **IDENTIFICATION ACTIVITIES**
- **REVEAL THE WORD**
 - ✓ Cover the flash card or word card with a piece of card and slowly reveal it.
 - ✓ Students guess which one it is.
 - ✓ Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.

- ✓ Alternatively, flip the card over very quickly so the children just get a quick glimpse.
- ✓ Repeat until they have guessed the word.

- **Total Physical Response activities**

- **POINT OR RACE TO THE FLASH CARDS**

- ✓ Stick flash cards around the class.
- ✓ Say one of them and students point or race to it.
- ✓ Students can then give the instructions to classmates.
- ✓ You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
- ✓ You can also incorporate flash cards into a game of Simon Says.
"Simon says, jump to the T-shirt" etc. Budden,(2012)

★ **WORD-SEARCH**

Word search games, also known as word find games, are popular for helping students recognize words. In searching for words, the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling.

A word search is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search puzzles have a theme to which all the hidden words are related.

Word Search activity can increase vocabulary by helping children to expand their knowledge of what words mean. Using a word search in the classroom can be helpful to teachers as well. Teachers can increase the excitement of students by allowing a creative activity time instead of just using a simple list for study time. Fisher, (2011)

✓ **ADVANTAGE OF WORD SEARCH**

★ **INCREASE VOCABULARY**

Solving puzzles, especially crosswords and word searches, is a fantastic and painless way of increasing your vocabulary. As students answer clues, fill in the grids, or hunt for words in a word search, the brain is learning the new words, and the activity of solving the puzzle helps to fix the new word in the brain. Students can even create own words searches using a vocabulary or spelling. Sutherland, (2011)

e. MATERIALS AND METHODS

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

DESIGN

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

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 teaching practicum, therefore has an insight of the spectrum of English teaching within the school. "Carlos Burneo Arias" that is located in Punzara Grande neighborhood and it is not organized according to

Ecuadorian School System requirements for a basic education school. Students attending this urban public school live under the social surroundings which characterizes developing communities in Latin American countries as Ecuador.

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 School name, 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. It 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 participants who were part of this action research were a group of eleven students (nine women and two men), who belonged to sixth year of basic education. The majority of the members are female whose ages range from ten to eleven years old. These students just received English with practitioners of the English language career of the National University; they had two class periods per week of eighty minutes each session.

Learning Together is a textbook they use in their English classes. It helps them to get a better understanding with the English subjects at the same time they work with worksheets, videos, songs that were prepared by the teacher trainee to make the learning process more interesting and dynamic.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

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 conducting the study is also described in this section.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The Scientific method assisted the study of the use of creative activities applied in the developing of vocabulary learning. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation. The analytic-synthetic method was used to analyze the obtained results through tests. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The statistic method made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the

data received from the observations, field diary, observation guide, students' portfolio and teacher's diary.

TECHNIQUES

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

DATA COLLECTION INSTRUMENTS

Some instruments such as: questionnaires, conversations, student's works (documentary evidence) field diaries and 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; students from the sixth year of basic education students of Carlos Burneo Arias School; another human resource was the thesis advisor who tutored along the stages of the study and the researcher that

worked motivated and eager to learn from the relevant moments 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 it possible.

PROCEDURE

The study started with the observations of the English classes of the sixth year of basic education 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 students vocabulary learning deficiencies.

An intervention plan, organized in twelve lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

After 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 ($\bar{x} = \Sigma x / n$).

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. Observation data was also obtained by periodical monitoring of the evolution of the language skill by means of a teacher- designed checklist. An interview was also administered to the teacher. The manifestations of him were analyzed and interpreted prior discussion.

f. RESULTS

- QUANTITATIVE DATA ANALYSIS

- PRE-TEST RESULTS

The quantitative data came from the vocabulary pre-test administered to eleven students of sixth grade of Basic Education at “Carlos Burneo Arias” School at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to 4 parameters (**IWA** = Image and Written Word Association; **RS** = Remembering Spelling; **OWA**= Oral and written word association; **UWC** = Understanding word in a context) which describes the learning of vocabulary in a foreign language learning situation.

The data of the pre-test scores is shown in the Table 1.

Table 1

Pre – test Results

STUDENTS' CODE	IWA/16	RS/10	OWA/10	UWC/5	TOTAL SCORES 41	%
AR2001	2,00	0,50	7,00	2,00	11,50	28%
AR2002	7,00	3,00	9,00	2,00	21,00	51%
AR2003	6,00	4,00	10,00	2,00	22,00	53%
AR2004	6,00	2,00	7,00	1,00	16,00	39%
AR2005	6,00	3,00	10,00	3,00	22,00	54%
AR2006	6,00	4,00	10,00	4,00	24,00	59%
AR2007	3,00	2,00	8,00	4,00	17,00	41%
AR2008	7,00	3,00	10,00	3,00	23,00	56%
AR2009	8,00	8,00	10,00	4,00	30,00	73%
AR2010	7,00	2,00	10,00	3,00	22,00	54%
AR2011	5,00	1,00	8,00	0,50	14,50	35%
Total	63,00	32,50	99,00	28,50	223,00	
Mean	5,73	2,95	9,00	2,59	20,27	
	36%	30%	90%	52%		

SOURCE: Vocabulary Pre-test values from students of sixth grade

AUTHOR: Elizabeth Estefania Rivera Díaz

Of the eleven students who were tested in the vocabulary pre-test none reached forty-one points, and all of them got scores lower than 30/41(73%) this score was under the value set as a basis for this study. On the other hand the lowest value in the vocabulary pre-test is 11.50/41 that belonged to 28% which is significantly under the value set as a basis in this research with a difference

of 29, 5 points. It is also important to mention that most of students' scores were below the basis of 80%; for this reason the researcher deduced that the level of vocabulary learning was not satisfactory in that class.

The results of the table 1 indicate that the majority of students achieved good scores in the parameter of oral and **writing word association** with a total of 90% considered as a significant value. On the other hand the lowest percentage is located in the parameter of **remembering spelling** with a total of 30%. It demonstrates that the highest difficulty was in this parameter.

The facts showed students had a low level on the English vocabulary learning; for this reason, the researcher considered that the application of an intervention with the use of creative activities would be a useful strategy to improve their level of vocabulary learning in a foreign language.

The researcher constitute to creative activities as an effective learning because to creativity is a reflection of prior learning, where the students can familiarize information and concepts with what they already know.

For instance: creativity allows students to play in class with the resources and it occurs first in a process of productive thinking which help students to feel enthusiasm to learn converting ideas into action.

POST TEST RESULTS

After conducting four weeks of intervention, consisting of twelve workshops a post-test was administered to the same group of students of sixth

grade of basic Education at “Carlos Burneo Arias School” The data of this post-test are shown in the Table 2.

Table 2

Post– test Results

STUDENT S' CODE	IWA/16	RS/10	OWA/10	UWC/5	TOTAL SCORES 41	%
AR2001	12,00	9,00	9,00	5,00	35,00	85%
AR2002	11,00	8,00	10,00	5,00	34,00	83%
AR2003	16,00	10,00	10,00	5,00	41,00	100%
AR2004	14,00	9,00	10,00	4,00	37,00	90%
AR2005	14,00	8,00	10,00	5,00	37,00	90%
AR2006	16,00	10,00	10,00	5,00	41,00	100%
AR2007	5,00	6,00	10,00	5,00	26,00	63%
AR2008	15,00	10,00	10,00	5,00	40,00	98%
AR2009	16,00	10,00	10,00	5,00	41,00	100%
AR2010	16,00	10,00	10,00	5,00	41,00	100%
AR2011	7,00	2,00	8,00	4,00	21,00	51%
Total	142,00	92,00	107,00	53,00	394,00	
Mean	12,91	8,36	9,73	4,82		
%	80%	84%	97%	96%		

NOTE: (IWA = Image and Written Word Association; **RS** = Remembering Spelling; **OWA**= Oral and written word association; **UWC** = Understanding word in a context).

AUTHOR: Elizabeth Estefania Rivera Díaz

Of the total of students tested in the vocabulary post-test, four students reached 41/41 which means 100%, a score higher than the limit value of the intervention. This indicates that the workshops and creative activities were useful to achieve good results in this study. Also 9 of them got higher scores than 80%. On the other hand it is important to mention that two students' scores remained low after the intervention; even though (11.50 and 14, 50) the scores were higher than the ones of the pre-test. Nevertheless they were under the 80% that was set as the passing values in the pre-test which is a big difference because the percentage that they obtained in the pre-test was less than 80% set as a base.

In conclusion, the results show that the majority of students achieved high scores, and consequently it can be said that they improved their vocabulary learning in a foreign language through the application of useful creative activities used by the researcher during the intervention to increase the student's language learning.

COMPARING TESTS RESULTS

In order to demonstrate the degree of students' vocabulary learning with the participants that belonged to sixth year of Basic Education at "Carlos Burneo Arias" school, the researcher compared the two sets of scores, where the pre-test scores correspond to variable X, and post-test scores to variable Y. However, it is also important to mention that the researcher used the Pearson coefficient in order to quantify the correlation between the two variables, and in this way obtained a support for the research findings.

The correlation coefficient calculation is expressed by:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$r=0,64$$

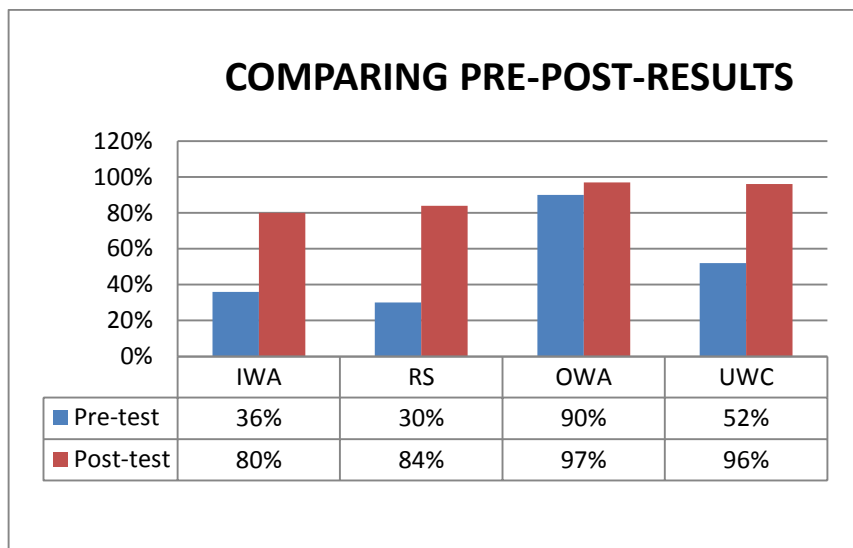
Table 3
Comparing Pre and Post Results

Student Code	Variable X	Variable Y	X ²	Y ²	XY
AR2001	11,50	35,00	23,00	70,00	402,50
AR2002	21,00	34,00	42,00	68,00	714,00
AR2003	22,00	41,00	44,00	82,00	902,00
AR2004	16,00	37,00	32,00	74,00	592,00
AR2005	22,00	37,00	44,00	74,00	814,00
AR2006	24,00	41,00	48,00	82,00	984,00
AR2007	17,00	26,00	34,00	52,00	442,00
AR2008	23,00	40,00	46,00	80,00	920,00
AR2009	30,00	41,00	60,00	82,00	1230,00
AR2010	22,00	41,00	44,00	82,00	902,00
AR2011	14,50	21,00	29,00	42,00	304,50
Nº 11	223,00	394,00	446,00	788,00	8207,00
PEARSON COEFICIENT 0'64					

NOTE: Variable X= Pre-test Scores and Variable Y= Post-test Scores.

AUTHOR: Elizabeth Estefania Rivera Díaz

Figure 1



NOTE: (IWA = Image and Written Word Association; RS = Remembering Spelling; OWA= Oral and written word association; UWC = Understanding word in a context).

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The Pearson Correlation is 0, 64 as the coefficient in the present comparison; which demonstrates that there is significant correlation, between values being compared; in other words, that the vocabulary learning parameters improved. As well as, it supports the statements that there was a slight

vocabulary learning improvement according to the Pre - Test results obtained. Consequently, the results exposed in Figure 1 claimed that the use of creative activities in the vocabulary language learning had a positive and significant influence in the results gained.

QUALITATIVE DATA ANALYSIS

In this section a comparison of the students' perceptions toward language learning is included in the form of tables constructed around student's answers to the pre and post questionnaire and researcher's records on the Field Diary

QUESTION 1

Does the teacher use flashcards or drawings to teach vocabulary?

Table 4

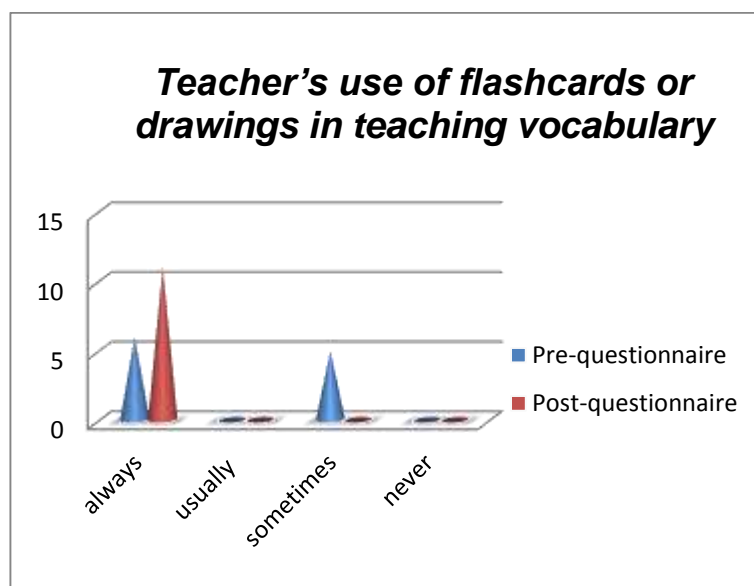
Teacher's use of flashcards or drawings in teaching vocabulary

Items	Pre-questionnaire (f)	%	Post-questionnaire (f)	%
Always	6	55	11	100
Usually	0	0	0	0
Sometimes	5	45	0	0
Never	0	0	0	0
Total	11	100	11	100

Source: Bar graph that shows the contrast between pre – questionnaire and post – questionnaire.

Author: Elizabeth Estefania Rivera Diaz.

Figure 2



In the pre-questionnaire 55% of students reported the frequent use of flashcards or drawings in the learning of vocabulary; another 45% (5 students) reported a frequency of “sometimes”.

This finding shows that there isn't a clear agreement among students; but, at the same time it reflects that students had been somewhat familiarized with these resources.

There is a significant variation in students' answers to the same question in the post-questionnaire where all students pointed out that the teacher always used these resources in class development. It indicates that students were exposed to this kind of teaching resources in a daily basis which was one of the objectives of the intervention period within this research work.

QUESTION 2

Does the teacher play with cards that contain drawings of the words?

Table 5

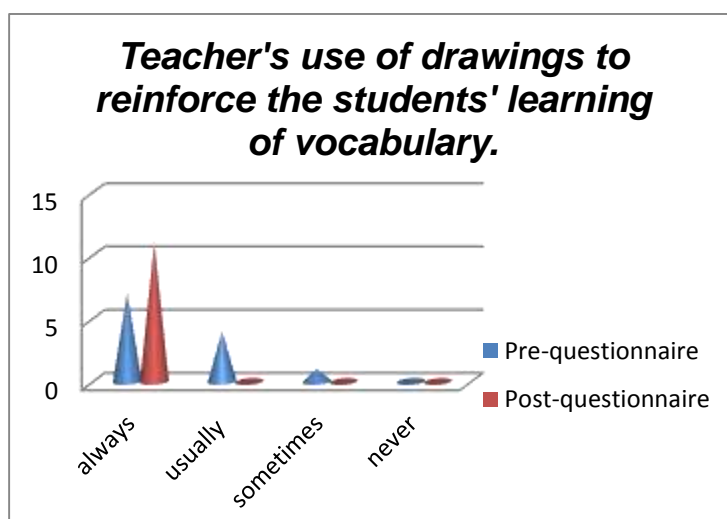
Teacher's use of drawings to reinforce the students' learning of vocabulary.

Items	Pre-questionnaire (f)	%	Post-questionnaire (f)	%
Always	7	64	11	100
Usually	4	36	0	0
Sometimes	0	0	0	0
Never	0	0	0	0
Total	11	100	11	100

Source: Bar graph that shows the contrast between pre – questionnaire and post – questionnaire.

Author: Elizabeth Estefania Rivera Díaz

Figure 3



According to the pre-questionnaire the 64% of participants manifested that the teacher always played with cards that contain drawings of the words; however, the 36% reported a minor frequency of "usually", which indicates that students were exposed to the use of these resources in the process of learning previous to the intervention. The results of the post-questionnaire were conclusive: 100% of students reported having used drawings of students along the teaching session during the intervention.

QUESTION 3

Does the teacher play with cards that contain the written word?

Table 6

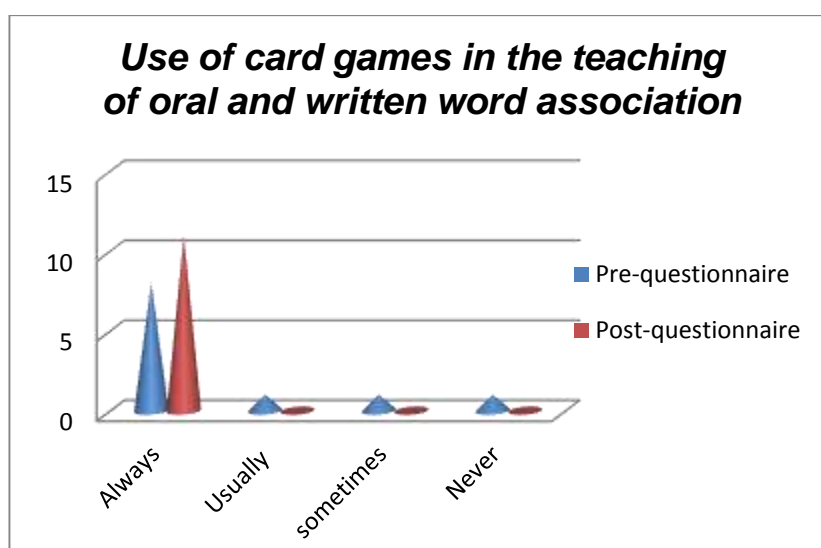
Use of card games in the teaching of oral and written word association.

Items	Pre-questionnaire (f)	%	Post-questionnaire (f)	%
Always	8	73	11	100
Usually	1	9	0	0
sometimes	1	9	0	0
Never	1	9	0	0
Total	11	100	11	100

Source: Bar graph that shows the contrast between pre-questionnaire and post-questionnaire

Author: Elizabeth Estefania Rivera Díaz

Figure 4



From the results obtained in the pre-questionnaire a 73% of respondents mentioned that they had already played with the cards that contained written words and the 27% reported a different frequency; which indicates that the majority of students had been in contact with vocabulary cards before the intervention.

In the post-questionnaire, 100% of students answered that the teacher always played with cards that contain the written word. However it is necessary to point out that through their enthusiasm it is perceived that the activities involving word cards were enjoyed by students.

Since the purpose of this intervention was to improve English vocabulary through the use of creative activities. It can be said that the kind of activities applied helped to achieve this goal: encouraging imagination and learning.

Contrasting the information from the survey and that in the Field Diary it is evident that students reacted in a positive way to the application of activities involving the use of card games.

QUESTION 4:

Does the teacher use word-searches?

Table 7

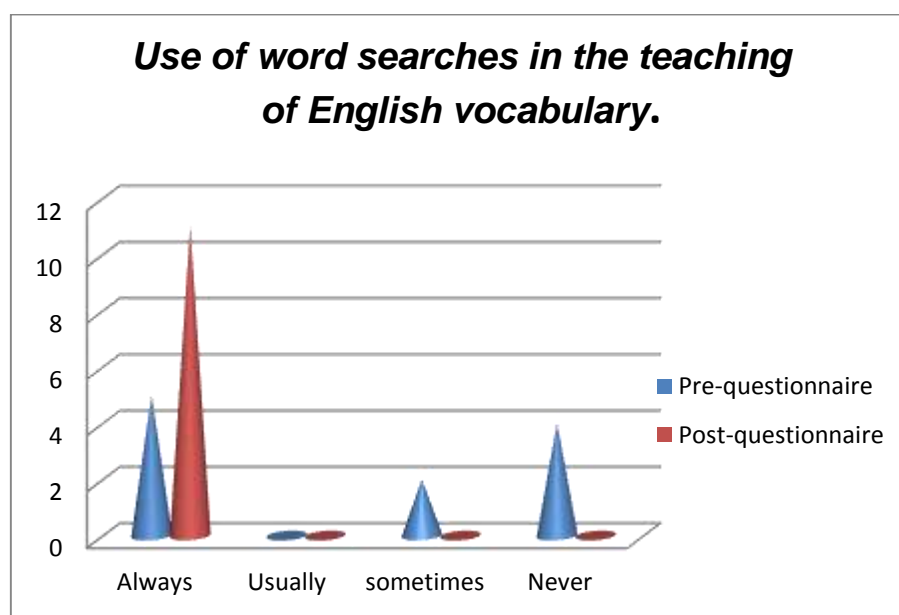
Use of word searches in the teaching of English vocabulary.

Items	Pre-questionnaire (f)	%	Post-questionnaire (f)	%
Always	5	45	11	100
Usually	0	0	0	0
Sometimes	2	18	0	0
Never	4	36	0	0
Total	11	100	11	100

Source: Bar graph that shows the contrast between pre – questionnaire and post – questionnaire.

Author: Elizabeth Estefania Rivera Díaz

Figure 5



Concerning the use of word-searches the data gathered in the pre-questionnaire points out that a 45% considered a frequency of "always", another 36% manifested a frequency of "never", while the rest (18%) considered a frequency of "sometimes". This information obtained reflects that students had different points of view concerning the same question. Therefore, these results don't reflect a clear tendency toward the use of this technique.

The 100% of agreement among students in the post-questionnaire shows a positive tendency concerning the application of word-searches as preparatory activities to creative development.

Information from the Field Diary concerning the evolution of students' involvement along the intervention is displayed in the following table and figure:

QUESTION 5

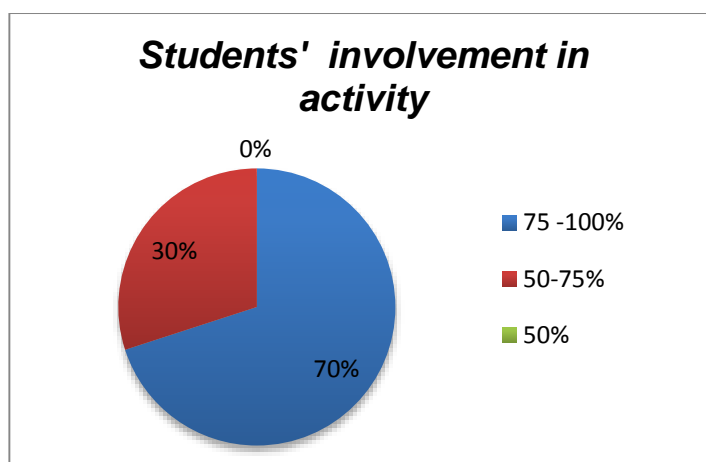
Were students involved in the activity?

Table 8

Students' involvement in activity

Behaviour of students involved	75 -100%	50-75%	less than 50%
Students' involvement in activity	7	3	0
Total	7	3	0

Figure 6



After analyzing the information from the Field Diary we can deduce that there was a high degree of students' involvement (75-100%) during the intervention process.

Eventhough the students had been involved formerly in activities that include flash-card, word-searches, drawings, etc. the novelty of the strategy

employed was the type of activities that were carried out with the resources previously mentioned.

So, it can be concluded that if students were highly involved they were learning, which indicates that the strategy applied was having effect on student learning.

QUESTION 6

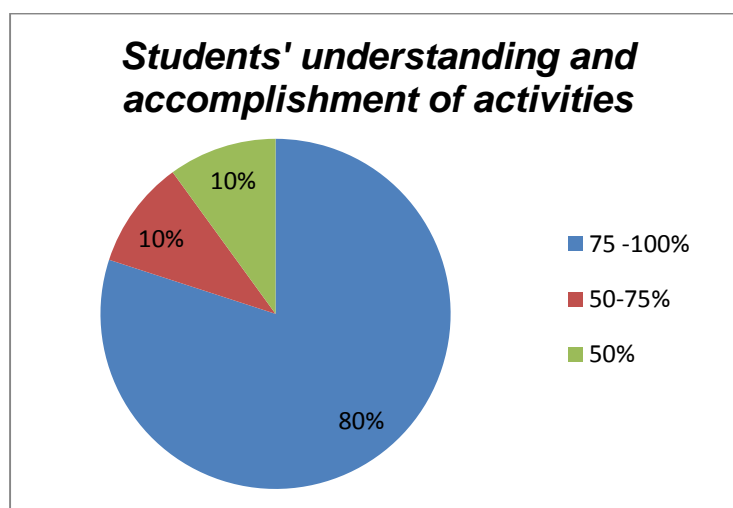
Did students understand and follow the strategy being applied?

Table 9

Students' understanding and accomplishment of activities

Behaviour of students involved	75 - 100%	50- 75%	less than 50%
Students' understanding and accomplishment of activities	8	1	1
Total	8	1	1

Figure 7



Of the ten observations performed by the researcher; eight of them revealed a high level of understanding and accomplishment of the proposed activities. Most of the time the children performed the activities prepared by the

researcher; therefore a high level of comprehension in children was present. All plans were implemented and executed successfully; this shows us that the grades that were obtained in the post-test are consistent with the process and findings.

g. DISCUSSION

This study performed a group pre-test and post-test experimental design to determine the relationship between creative activities and vocabulary learning during the application of twelve workshops with students of 6th year of basic Education at “Carlos Burneo Arias” School.

The expectation was that there would be an increase in vocabulary learning. The findings support the research question: *Are creative activities useful to improve vocabulary learning in the English language class of the students at “Carlos Burneo Arias” school? The high degree of interest and enjoyment displayed by students during the intervention had a positive effect in their willingness to learn and experiment with language which is consistent with* Franken, (2006) who defines creativity as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.

The data measured through the Pearson coefficient pointed out a small increase in vocabulary learning, after twelve session intervention process. It seems that the intervention generated positive results especially in the parameter of ***Remembering Spelling*** which stepped up from 30% to 84%.

Students from 6th year of basic education at “Carlos Burneo Arias” school were a great group to work with because they were cooperative, enthusiastic, interested and respectful being this a strong point in this research.

Another strength was the classroom teacher and the school director who were willing to help the researcher along the process. They were friendly,

communicative and collaborative. However an obvious limitation was the weekly class-periods; they only attended two-class periods per week. Another restriction to this study was that the school did not have the essential resources to teach the English language, for this reason the researcher used her own materials for instance: CD player, posters, computer, speakers, etc.

In this process the researcher used different kind of activities like: word-search, flashcards, and pictures these activities were useful to students because they could easily get familiarized with the new English vocabulary. Playing created and provide students with a safe space to try out new words practicing with image and written word, remembering spelling and understanding words in context in order to improve their vocabulary learning.

It is important to point out that the current teaching of language needs creative and effective activities to challenge the intellectual capacities of students which implies a pedagogical process.

Based on the quantitative data gathered from the two-tests, checklist, observation sheets and questionnaires it can be concluded that creative activities were effective resources for teaching English vocabulary. Creative activities got attention from students by providing them image, sound, words, animation and at the same time they contributed to a better understanding of the meaning, spelling, pronunciation, auditory recognition, and the use of it in a context. So the students' English vocabulary and their attitude toward it improved.

From the researcher point of view, this action research was a great practice not only for meeting an undergraduate requirement but also for gaining experience for the future as a teacher. During the intervention, the researcher experiment the whole teaching process in the application of creative activities to help students to learn English vocabulary.

This work made the researcher and others to reflect toward the importance of making practice as teacher using a specific resource before starting her professional teaching career.

Questionnaires and test were the methods of data collection used in the intervention. They were essential for getting the quantitative and qualitative data; however other instruments like the Field Diary and Checklist helped to collect qualitative data about the resource used to teach vocabulary; in that way, the mentioned instruments provided enough information about the results gained in the intervention. Creative activities strategies should be applied to help students' in English vocabulary improvement.

The results gotten from the study showed that creative activities were very effective in helping students to learn vocabulary in a better way. Making action research is a necessary work to be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain resources used in teaching-learning process.

h. CONCLUSIONS

Overall results showed a relevant change in the ability to recognize and use the vocabulary learned in the foreign language after the implementation of creative activities to develop vocabulary learning as it is indicated by the Pearson coefficient (0,64) which demonstrates that there is a correlation between vocabulary learning and creative activities signaled by the increase in students' grades as shown in post-test scores.

Research in vocabulary indicates that it is one of the language components which should be learned by English learners. Also, Ghazal, (2007) points out that learners need to be trained in strategies they lack for this reason teacher should think of ways to provide learners with different vocabulary learning strategies in order students are able to tackle successfully both production and comprehension in the second language.

Also, the findings of the research showed that the use of Creative Activities determined positively the improvement of vocabulary learning and made the students to develop the enthusiasm to learn, practice and recycle new vocabulary; besides that, creative activities promoted cooperation; created good relationships and kept learners involved in the class.

The issues that limited the vocabulary learning of sixth year students were caused by the lack of exposures that students had to learn English with a strategy that facilitate its learning. The pretest revealed that they had more

difficulties on *word association, remembering spelling, oral and writing word association, and understanding word in a context.*

The twelve sessions designed in the intervention plan were addressed to face the issues the students had in vocabulary learning, those were planned based on the students' cognitive process to build up their knowledge. Each lesson was prepared considering this approach completed with the use of creative activities as the strategy to overcome that barrier. The twelve workshops were reinforced with activities that enabled students to master the new vocabulary allowing them to remember and understand the new words, so all the sessions contributed satisfactory to the success of the intervention.

The use of creative activities as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pre and posttests is relevant evidence that demonstrates the positive impact that Creative Activities had in this research. These results imply a positive impact for the students' future and allow the researcher to give a solution in the students' limitation and improve their learning skill.

i. RECOMMENDATIONS

The purpose of the present study was to develop the vocabulary learning using creative activities, expressed in the following parameters: *image and writing word association, remembering spelling, oral and writing word association, and understanding word in a context*. Through the analysis of the results, the researcher found that the application of creative activities had advantages over other techniques to familiarize students with the English vocabulary.

The following recommendations are offered to the future English teachers to be aware of the importance of teaching vocabulary:

- ★ Teachers should include a creative component in their teaching strategies like: Creative activities that can provide students with the opportunity to use their imagination and creativity, and also they can motivate students to learn the target language in various and enjoyable ways.

- ★ Teachers should use creative activities in teaching English because the research has demonstrated that creative activities are an effective technique in teaching English vocabulary, these activities can enliven instruction, and can be developed using realia or other entertaining materials.

- ★ To disseminate the results of this research among teacher trainees to make them aware of the benefits that the use of creative activities has in the learning of English vocabulary and their advantages in foreign language learning.

- ★ To apply appropriate creative activities to the learning level and age of the students, and thus lead the student on the path of knowledge making them competent individuals to face any problem in the society.

- ★ To facilitate the access to the written culture, socialization and interaction with the second language, it is necessary to equip learners with different vocabulary to expand their knowledge with words and phrases, helping them learn all of these different components in order to enhance their English vocabulary and do it creatively.

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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 CREATIVE ACTIVITIES TO IMPROVE
VOCABULARY LEARNING OF THE ENGLISH
LANGUAGE WITH STUDENTS OF 6TH YEAR,
OF BASIC EDUCATION AT “CARLOS BURNEO
ARIAS” SCHOOL. ACADEMIC PERIOD 2013-
2014.**

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

AUTHOR:

Elizabeth Estefania Rivera Diaz

LOJA-ECUADOR

2014

a. THEME

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY
LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS
OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO
ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

b. PROBLEM

1. BACKGROUND

The present research work will be developed at "Carlos Burneo Arias" school; therefore, it is relevant to present a brief background about it:

"Carlos Burneo Arias" was created on October 19th, 1961; the name of school was in honor to an honorable mister named Carlos Burneo Arias; the institution started to work with the teacher Enma Rodriguez Perez with ten students who belonged from first to fourth year of Basic Education after years on January 8, 1984 the school was transformed into many classrooms with increasing teachers Prof. Ofelia Fernandez Enma and Prof. Fidel Guerrero León.

Nowadays in this institution there are 62 students from first year until sixth year of Basic Education successively in this school there are 4 teachers and the Dr. Luis Piedra is the leader of the Institution. This project also is going to be developed with students of sixth year of basic education there are 11 students, the ages of these students are between 10 and 11 years old; the majority belong to a low level of social economy and do not have enough resources to attend to other school.

Students of this institution do not have a high English level because they never have had an English teacher, for this reason the students have just a bit domain about English vocabulary because since some years students of the Universidad Nacional de Loja are making community practices in that prestigious institution.

The mission of "Carlos Burneo Arias" school is to dedicate to inspire and to train people by the passion of learning and develop attitudes, skills and knowledge that enable all students to maximize their potential as positive, responsible participants in our democratic society, families and the global community.

The Vision of "Carlos Burneo Arias" school is to provide an environment in which every individual is cared in their spiritually, morally, intellectually, physically, socially and emotionally aspects; based on social cultural, productive development and community stability to improve the quality of life in order to provide adequate principles and values to the society.

2. CURRENT SITUATION OF THE RESEARCHED OBJECT

Actually, English language is one of the most widely spoken languages in the world, for that reason it plays an important role on education because it is considered a necessary and mandatory element in the formation of students in all aspects. Also, knowing the English language can help students and professors to be more effective communicators.

Today, English is widely taught around the world as a second language is the source of communication where ideas and thoughts are shared with others, reason for which the present project is focused on some creative activities that teachers can apply in the English learning to be successful and to motivate students to participate in order to be part of the English language class.

This action-research project is focused in some creative activities to improve vocabulary learning due to memorizing and learn vocabulary may not be the favorite activity of students, but there are plenty of creative ways that teachers can apply to make learning English vocabulary more fun new allowing students to retain new words because learn English vocabulary a little each day is the key to be successful.

In addition, In "Carlos Burneo Arias" School, students never have had an English teacher, as a result students have a low level of English and they have many problems to learn the language. For instance they don't like participate and they feel fear at moment of express their ideas due to they don't understand the new words when teacher is speaking.

Also, they have some limitations in vocabulary learning of the English Language like: they don't like discuss the topics with one another, don't are able to think-pair-share in class.

Finally, taking account all limitations that students have is pertinent identify the best creative activities that are needed to improve the learning of vocabulary and help students understand the meaning of the words and retain new vocabulary in order to improve their communicative skills because vocabulary is an important element that links speaking, listening, reading, and writing together in order to have good communication with the rest of people.

3. RESEARCH PROBLEM

Are creative activities useful to improve vocabulary learning in the English language class of the students at "Carlos Burneo arias" school? Academic period 2013-2014.

4. DELIMITATION OF THE RESEARCH

a. Temporal

The present project is going to be developed during the academic period of February-April 2014.

b. Spatial

The present research project will be developed at "Carlos Burneo Arias" School, which is located in Punzará Grande neighborhood.

c. Observation Units

The people who will be part of this project are: Students of sixth year of Basic Education, of 9 and 10 years old and the researcher.

d. Sub- problems

1. What kind of theoretical references about creative activities are effective to improve the vocabulary learning in the English Language with students of sixth grade Basic Education at Carlos Burneo Arias School? Academic period 2013-2014.

2. Which are the negative issues that limit the vocabulary learning with students of sixth grade Basic Education at Carlos Burneo Arias School? Academic period 2013-2014.
3. Which creative activities are useful to improve the vocabulary learning in the English Language with students of sixth grade Basic Education at Carlos Burneo Arias School? Academic period 2013-2014.
4. How do creative activities help to improve the limitations in the vocabulary learning with students of sixth grade Basic Education at Carlos Burneo Arias School? Academic period 2013-2014.
5. How effective was the application of creative activities in the vocabulary learning with students of sixth grade Basic Education at Carlos Burneo Arias School? Academic period 2013-2014.

c. JUSTIFICATION

The present project is justified because it is relevant apply some creative activities in order to solve problems found in the low achievement in the English language of students of Basic Education at sixth grade since the English language is the most useful and necessary tool at any level of education.

From the educational point of view, this project is essential because the researcher is going to improve vocabulary learning through a varied activities that will be applied in that institution; it can be a great process, but allow students to improve vocabulary and as a result students will learn to retain new words with the purpose to have a great communication with other people. Therefore, the ability of communication constitutes one of the most valuable skills in the English language teaching.

From the social point of view, this project is important, because the use of creative activities will contribute to improve the quality of education of a group of students who do not have the possibility to receive English classes; here students have many limitations to learn the English Language due to the institution do not have an English teacher.

From the scientific point of view, this project is relevant because it is going to contribute in the search enough information that can be useful to solve and to apply different techniques that allow students to improve their limitations, acquiring the capacity be immerse in the education learning in order to improve the vocabulary learning and the interaction through motivation since the capacity to express in a correct way requires an extensive vocabulary.

It is pertinent because it will contribute with teachers and students can solve the limitations and problems found in the English learning because the use of vocabulary is considered the base to learn the foreign language and gives the ability to make and deduct between things in order that you can say exactly what you mean sharing your ideas and opinions, to obtain the better learning outcomes.

Finally the present project is a requirement for the researcher in order to obtain the Bachelor in Arts degree.

d. OBJECTIVES

1. GENERAL

To use creative activities in order to improve vocabulary learning with students of sixth grade of Basic Education at "Carlos Burneo Arias" school. Academic period 2013-2014

2. SPECIFICS

1. To investigate the theoretical references about creative activities as a strategy to improve the vocabulary learning in the English Language with students of sixth grade basic education at "Carlos Burneo Arias" School. Academic period 2013-2014.
2. To diagnose the negative issues that limit the vocabulary learning with students of sixth grade basic education at "Carlos Burneo Arias" School. Academic period 2013-2014.
3. To select useful creative activity to enhance the vocabulary learning in the English Language with students of sixth grade basic education at "Carlos Burneo Arias" School. Academic period 2013-2014.
4. To apply the selected useful creative activities in order to solve the limitations in the vocabulary learning with students of sixth grade basic education at "Carlos Burneo Arias" School. Academic period 2013-2014.
5. To reflect about the effectiveness that creative activities had on the vocabulary learning with students of sixth grade basic education at "Carlos Burneo Arias" School. Academic period 2013-2014.

e. THEORETICAL FRAME

1. VOCABULARY LEARNING

1.1. DEFINITION

Vocabulary learning can be defined as the acquisition of words for communicating is one of the major challenges foreign language learners face during the process of learning a language is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas is a challenge to foreign language students but they can overcome by having an access to a variety of vocabulary learning strategies. Learners should be trained in strategies they lack for this reason teacher should think of ways to provide learners with different vocabulary learning strategies in order students are able to tackle successfully both production and comprehension in the second language. (Ghazal, Learning vocabulary in English Foreign Language contexts through vocabulary learning strategies, 2007)

1.2. PROCESS OF HOW TO TEACH VOCABULARY

Teaching English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. (Harmer, 1993)

According to (Marzano, 2004) He suggests six steps in the process to teach vocabulary:

1. Provide a description, explanation, or example of the new term. (Include a non-linguistic representation of the term for ESL kids.)

- ★ Looking up words in dictionaries is not useful for teaching vocab
- ★ Provide a context for the term
- ★ Introduce direct experiences that provide examples of the term
- ★ Tell a story that integrates the term
- ★ Use video as the stimulus for understanding information
- ★ Ask students to investigate the term and present the information to the class (skit, pantomime, poster, etc.)
- ★ Describe your own mental picture of the term
- ★ Find or create pictures that explaining the term.

2. Ask students to restate the description, explanation, or example in their own words. (Allow students whose primary existing knowledge base is still in their native language to write in it.)

- ★ Monitor and correct misunderstandings
- ★ Must be student's original ideas, not parroting the teacher.

3. Ask students to construct a picture, symbol, or graphic representing the word.

- ★ Model, model, model

- ★ Provide examples of student's drawings (and your own) that are rough but represent the ideas.
- ★ Play "Pictionary"
- ★ Draw an example of the term
- ★ Dramatize the term using speech bubbles
- ★ Let them find a picture on the internet, if necessary

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

- ★ Highlight prefixes, suffixes, root words that will help them remember the meaning of the term
- ★ Identify synonyms and antonyms for the term
- ★ List related words
- ★ Write brief cautions or reminders of common confusions
- ★ Translate the term into another language for second language students
- ★ Point out cognates to words in Spanish
- ★ Write incomplete analogies for students to complete
- ★ Allow students to write (or draw) their own analogies
 - ★ Sort or classify words
 - ★ Compare similarities and differences

5. Periodically ask students to discuss the terms with one another. (Allow in native language when appropriate)

- ★ Think-Pair-Share
- ★ Compare their descriptions of the term

- ★ Describe their pictures to one another
- ★ Explain to each other any new information they have learned (“aha’s”)
- ★ Identify areas of disagreement or confusion and seek clarification
- ★ Students can make revisions to their own work.

6. Involve students periodically in games that allow them to play with the new terms.

- ★ Pictionary
- ★ “Oops”(formerly known as “Bang”)
- ★ Upset the fruit basket
- ★ Memory
- ★ Jeopardy
- ★ (vocab words are on the board, players make up a question to define)
- ★ Charades
- ★ Name that Category (\$100,000 Pyramid)
- ★ Password
- ★ Talk a Mile a Minute
- ★ (like Catch Phrase)
- ★ Bingo (you give definition, kid marks the word)
- ★ Create a skit (assign groups of 3-4 kids 3 vocab words to make a skit out of)
- ★ Swat Game (post 2 sets of words, kids on 2 teams compete to find words first and swat with fly swatter. (Marzano, 2004)

1.3. ACTIVELY TEACHING VOCABULARY

Vocabulary is a necessary ingredient for all communication. Language learners encounter vocabulary on a daily basis, and must be able to acquire and retain it. Teachers must help students develop a rich and useful vocabulary inventory.

(Paul, 2011) Emphasizes that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. This is critical for several reasons:

- ✓ Learners need to encounter the words in a variety of rich contexts, often requiring up to sixteen encounters.
- ✓ Learners remember words when they have manipulated them in different ways, so variety is essential for vocabulary teaching.
- ✓ Learners forget words within the first twenty-four hours after class, so it is important to follow up a vocabulary lesson with homework that recycles the words. (Paul, 2011)

1.4. VOCABULARY DEVELOPMENT

Vocabulary development is the process of a person increasing the number of words which he or she uses in everyday life. Many people use websites and books to improve their vocabulary, and doing so can increase a person's ability to communicate through verbal or written language. Generally, vocabulary development really refers to the process of widening a person's vocabulary, but it can also mean the literal development, or the initial forming of a vocabulary.

Non-native speakers of a certain language will need to work on the formation of a vocabulary.

A person's vocabulary can be defined as the words that he or she remembers the meanings of well enough to use the word in the correct context. A vocabulary is like an arsenal of words that can be sifted through to use for a given situation and slotted into a sentence at the correct point. A person with a wide vocabulary will be able to add in words that are rarely used but fit in better with the sentence or utterance it is being used. (Johnson, 2014)

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

2.1. DIFFICULTIES IN VOCABULARY LEARNING

In learning a foreign language, vocabulary plays an important role. It is an element that links speaking, listening, reading, and writing all together.

In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Even though students realize the importance of vocabulary when learning language, most students encounter many difficulties and learn vocabulary passively due to several factors:

1. They consider the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions boring. In this case,

language learners have nothing to do in a vocabulary learning section but to listen to their teacher.

2. Students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions and usages of the words.

3. Students usually acquire new vocabulary only through their textbooks or when given by teachers during the classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain their meaning and usage.

4. Many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already know the word, but they may not be able to use that word properly in different contexts or pronounce it correctly.

Although some valuable attempts have been made to improve the vocabulary development of EFL learners, the outcomes, have been unsatisfactory yet. It seems quite necessary to change the method of teaching vocabulary by using enjoyable games. Creative activities are techniques which require students to dynamically participate in the classroom activities and thus communicate with their classmates using their own language. Learning vocabulary through creative activities is an effective and interesting way that can be applied in any EFL classroom and makes the lessons more fascinating for the language learners.

(Gnoinska, Learning vocabulary through games , 1998)

2.2. DEFFICIENCIES

Students fail in school for a variety of reasons. In some cases, their academic deficiencies can be directly attributed to deficiencies in the teaching and learning environment. For example, students with limited English may fail because they do not have access to effective bilingual or English as a second language (ESL) instruction. Students from lower socioeconomic backgrounds may have difficulty if instruction presumes middle-class experiences. Other students may have learning difficulties stemming from linguistic or cultural differences. These difficulties may become more serious over time if instruction is not modified to address the students' specific needs. Unless these students receive appropriate intervention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time. (Ortiz, 2011)

3. CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

3.1. Concept of Creative Activities

A creative activity is any action or activity that is borne of human thinking or creation. There are different creative activities for adults and children but both types are synonymous with the human capacity to create something new.

Creative activities are a way of thinking and acting or making something that is original for the individual and valued by that person or others. Young children are naturally creative. This means they behave in ways and do things that are

unique and valued by themselves or others. Creativity in preschool children is stimulated when they are allowed to think divergently. In many ways, both the child and teacher benefit from creative activities that encourage learning. (Taylor., 2002)

3.2. Importance of creative activities

Is primordial search some theories and practice for introducing creativity into the language classroom?

- ✓ **Language use is a creative act:** we transform thoughts into language that can be heard or seen. We are capable of producing sentences and even long texts that we have never heard or seen before. By giving learners creative exercises, we get them to practice an important sub-skill of using a language: thinking creatively.
- ✓ **Compensation strategies:** (methods used for making up for lack of language in a communicative situation e.g. miming, drawing, paraphrasing used for getting meaning across) use creative and often imaginative ways of expression. Our learners will need these until they master the language.
- ✓ **Creativity improves self-esteem:** as learners can look at their own solutions to problems and their own products and see what they are able to achieve.
- ✓ **Creative work in the language classroom can lead to genuine communication and co-operation:** learners use the language to do the creative task, so they use it as a tool, in its original function. This

prepares learners for using the language instrumentally outside the classroom.

- ✓ **Creative tasks enrich classroom work:** they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the learners' and the teacher's.
- ✓ **Creative thinking is an important skill in real life:** it is part of our survival strategies and it is a force behind personal growth and the development of culture and society. (Fehér, Creativity in the language classroom , 2007)

3.3. Types of creative activities

- ★ **Word search:** Word search games, also known as word find games, are popular for helping students recognize words. In searching for words, the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling usually related to a particular theme are hidden in a grid of jumbled letters. The objective of the game is to find and mark all the hidden words. (Fisher, Vocabulary can be fun!, 2011)
- ★ **Flashcards:** are an educational tool to help people memorize information is a vital part of the learning environment that can be used to learn virtually any set of information. In elementary schools, they are often employed to assist students with memorization and are helpful to teach a foreign language,

allow students review new vocabulary, words and their meanings. (Presley, Definition of flash-cards , 2013)

★ **A crossword puzzle:** normally takes the form of a square or a rectangular grid of white and black shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases. Also, a correctly deciphering a crossword requires correct spelling, which for students means practicing dictionary skills. Making inferences, evaluating choices, and drawing conclusions are important skills required for completing crossword puzzles. (Wahyuningsih, Crossword , 2009)

★ **The Fruit-Vegetable Story:** This activity focuses on vocabulary awareness linked to the topic of fruit and vegetables. (Alternatively, this activity can be altered to incorporate any vocabulary group.) Preparation Create a set of cards with images of pieces of fruit and vegetables. Ensure that there is one card for every member of the class. Construct a story which involves the fruit and vegetables as characters/objects. (Galway, Language Activities, 2009)

★ **Chain spelling:** chain spelling activity begins when a teacher gives students a word to spell. Students must spell the word,

then, choose another word to spell that begins with the last letter of the word that was previously spelled. Each student spells one word or names a new word. Whenever a student spells or pronounces a word wrong, the game ends. You also can play a version of this game in which every student spells or says a letter and in which students are divided into teams. When a student says an incorrect letter or pronounces a word wrong, the team loses a point. (Morley, Creativity Games to Teach English, 2009)

- ★ **Posters:** Classroom posters are a great tool to teach vocabulary items they help students learn new words, practice and daily revise them. Posters also attract the attention of students and enrich their vocabulary develops logical reasoning on students. (Larbi, , 2004)

3.4. Advantages of using creative activities in the classroom

The first few years of a child's life are key to the development of speech, language and cognitive skills. For this reason it is important to create activities and strategies to help develop speech and language skills that give them all the stimulation, positive role modeling and human contact that they need. For a normally developing child learning is easy and creating opportunities for learning is also not difficult. Through play and simple daily interactions and experiences we can help the child acquire new language and skills.

Adults do not need special training to be able to provide their child with a positive start in life. There are a few simple building blocks to help your child grow, and parents just need to provide the time to interact with their children. By playing and allowing your child time and space to explore and interact in their own way you allow your child to develop and learn in a fun and safe environment.

Speech and language skills do not just evolve on their own. They are part of a bigger picture involving social interaction, play, observation, manipulating objects, listening and attending. All these things are working together and often, without one, it is difficult to develop another. Below, we have listed a few simple ideas that are fun and easy to do at home, remember, always praise your child for making any attempts at communication. (Plummer, 2008)

3.5. Benefits of Creative Activities for Children

- **Language and Communication Development:** The educators of the Speech and Language Department at Michigan's Waterford School District note the benefits that creative activities can have on the growing child's language development. The opportunity for children to get hands-on with art and other creative projects allows them to engage with and communicate about what they are doing. When parents or teachers give children the chance to talk about the new creations they are making, or the discoveries they are finding, they will find ample opportunities to build language and communication skills. For example, while your child is

painting a landscape, you can ask him why he is choosing specific colors. He must then think about and communicate his intentions and choices that he is creatively making.

- **Social Development:** Creative activities do not only benefit children in an artistic way. According to the child development experts at PBS, creative play scenarios such as dramatic or pretend play can help kids understand social and societal roles. This includes taking other people's opinions into account, taking perspectives and even developing conflict-resolution skills. Additionally, young children can use creative drama activities to explore and experiment with community or familial roles such as acting like a fire fighter or finding out what mom's day is like.
- **Emotional Development:** Creative activities provide children with abundant opportunities to develop and refine emotional skills. The child care professionals at the Penn State Cooperative Extension note that the creative arts allows children to express their emotions in ways that they may not have the ability to through other means. Children can use processes such as painting or drawing to understand and express strong feelings or to represent powerful situations. For example, a child may have trouble talking about a stressful experience such as her parent's impending divorce. Creative activities, such as the visual arts, will allow her to express her emotions in a safe and comfortable way.

- **Cognitive Benefits:** The creative process can help children of all ages build cognitive skills that include problem-solving, imagination and critical thinking. According to the Penn State Cooperative Extension website, experimentation during creative activities allows children to explore different options and develop new solutions. For example, children may want to paint her picture pink, but if she only has red, green, blue and white temperas, she can experiment with color mixing until she discovers that red and white blend together to make pink. **(Loop, Benefits of creative activities for children , 2010)**

3.6. Using creative activities in the classroom

Classrooms are supposed to be fun learning centers, where the most important quality required is freedom of expression. By encouraging creativity, a teacher is ensuring that the student has the ability to analyze a problem and think for herself, and is not swayed by orthodox and conventional rules. By promoting free speech, the students are more capable of expressing their thoughts and views regarding any anomalies.

This will ultimately prove fruitful in the child's life, as they will use the concept of free thought and speech to take steps into areas they never dreamed of visiting before. If a child is encouraged to be creative from a young age, she will carry this quality with her all her life, and this quality will enable her to succeed in the ruthless corporate world as and when she is ready to step into it. (Thadani, 2010)

4. CREATIVE ACTIVITIES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

4.1. Creative activities

4.1.1. Flashcards

★ Why use flash cards?

Multiple intelligence theory reminds teachers that there are many types of learners within any one class. Research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence. Flashcards can be bright and colorful and make a real impact on visual learners.

For children at reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. (Budden, Using flash cards with young learners, 2012)

★ **How do I use flashcards with kids?**

When introducing vocabulary to young learners, it is great to use real items that capture attention of the children flashcards can be a nice way to introduce new vocabulary so that learners have a very clear understanding.

When use flashcards or picture cards to introduce vocabulary in the classroom, try to create some suspense or mystery about the cards. Students are more receptive to learning when they are curious. Rather than just flipping through the cards and having students repeat the words, incorporate the cards into activities. This will help students be more invested and more likely to remember the words.

Reinforce the vocabulary words in other parts of your lesson, such as in a story time book, a worksheet or a song. Have the students help you create meaningful gestures for the words that can be use while singing together.
(Maria León , 2005)

★ **Activities for using flashcards**

The following categories are useful to teach with flashcards: Memory, drilling, identification and TPR activities.

○ **Memory Activities**

▪ **Memory Tester**

- ✓ Place a selection of flash cards on the floor in a circle.

- ✓ Students have one minute to memorize the cards.
- ✓ In groups, they have two minutes to write as many of the names as they can remember.

- **Drilling Activities**

- Invisible Flashcards

- ✓ Stick 9 flash cards on the board and draw a grid around them.
- ✓ Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.
- ✓ Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.

- When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.

- Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.

- Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.

- **Identification Activities**

- Reveal the word

- ✓ Cover the flash card or word card with a piece of card and slowly reveal it.
- ✓ Students guess which one it is.
- ✓ Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
- ✓ Alternatively, flip the card over very quickly so the children just get a quick glimpse.
- ✓ Repeat until they have guessed the word.

- **TPR activities**

- Point or race to the flash cards
 - ✓ Stick flash cards around the class.
 - ✓ Say one of them and students point or race to it.
 - ✓ Students can then give the instructions to classmates.
 - ✓ You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.
 - ✓ You can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc. (Budden, Using flash cards with young learners, 2012)

4.1.2. Crossword Puzzles

First of all, 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. It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions. Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools. Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be much less threatening and more like game play. Puzzle solving is a much more active type of learning, (Jones, 2007)

✓ The advantage of use Crossword Puzzles

Crossword puzzles also have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword. (Jones, 2007)

4.1.3. Word Search

Word search games, also known as word find games, are popular for helping students recognize words. In searching for words, the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling.

A word search is a word game that is letters of a word in a grid that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search puzzles have a theme to which all the hidden words are related.

Word Search activity can increase vocabulary by helping children to expand their knowledge of what words mean. Using a word search in the classroom can be helpful to teachers as well. Teachers can increase the excitement of students by allowing a creative activity time instead of just using a simple list for study time. (Fisher, Vocabulary can be fun!, 2011)

✓ Advantage of Word Search

★ Increase Vocabulary

Solving puzzles, especially crosswords and word searches, is a fantastic and painless way of increasing your vocabulary. As students answer clues, fill in the grids, or hunt for words in a word search, the brain is learning the new words, and the activity of solving the puzzle

helps to fix the new word in the brain. Students can even create own words searches using a vocabulary or spelling. (Sutherland, 2011)

4.2. STEPS TO TEACH WITH FLASHCARDS

Step 1: Predicting vocabulary

Teacher asks some questions to students in order to make students to challenge themselves by see the pictures and guess the meaning it can be a great way to start a class and make students feel more interest.

Step 2: While teacher explain during the class

Invites students to practice the pronunciation of the words many times in order to memorize and recycle the new vocabulary each day with the purpose by the end of the class students are able to demonstrate what they learned.

Step 3: Students demonstrate the outcomes

Teacher uses different kind of creative activities to evaluate the student's performance in each class; it also helps students and teacher achieve good outcomes at the end of the process.

5. APPLYING THE CREATIVE ACTIVITIES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE

5.1. Workshops:

WORKSHOP Nº 1

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT "CARLOS BURNEO ARIAS" SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: PRE-TEST	
SOURCE:	
★ OBJECTIVES:	Teacher: To diagnose students' vocabulary level
	Students: To take vocabulary test
★ CONTENTS: Fruits Animals Parts of the human body	PRESENTATION <ul style="list-style-type: none"> Teacher explains students the purpose of taking the test and clarify them that it is not going to be graded. Teacher gives students instructions about the test, and explains how to complete each question. Teacher explains and gives students some instructions about whole contents of the pre-test. Teacher tells students the purpose of the pre-test PRACTICE Teacher invites students to develop the pre-test.
★ MATERIALS: <ul style="list-style-type: none"> Worksheets (pre-test) Board Markers 	
★ TIME: <ul style="list-style-type: none"> 80 minutes 	
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 2

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: FRUITS	
SOURCE: http://www.mes-english.com/worksheets/flashcards/fruit.php	
★ OBJECTIVES:	Teacher: To introduce the new vocabulary fruits
	Students: To associate picture with pronunciation
★ CONTENTS: Apple, pineapple, pear, grapes, orange, stawberry, cherries, watermelon, peach, lemon.	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. starts with a video about fruits Then, asks some questions for instance: what fruit they like? PRESENTATION T. introduces the vocabulary with flash-cards. Then, students and teacher practice the pronunciation PRACTICE: T. pastes all flash-cards on the board and says a name of a fruit and students have to identify what fruit is. Teacher and students play with the flashcards in order to memorize the new vocabulary. ASSESSMENT In pairs have to study take a flas-card and say the name of each one.
★ MATERIALS: <ul style="list-style-type: none"> Flash-cards, board, markers, 	
★ TIME: <ul style="list-style-type: none"> 80 minutes 	
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 3

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: FRUITS	
SOURCE: http://www.mes-english.com/worksheets/flashcards/fruit.php	
★ OBJECTIVES :	Teacher: To make students be able to associate image and writing word Students: To associate image with pronunciation
★ CONTENTS: Apple, pineapple, pear, grapes, orange, stawberry, cherries, watermelon, peach, lemon.	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. starts giving a flash-card to each student and they have to say the name of the fruit. PRESENTATION T. introduces the class showing flashcards about fruits. Then, teacher reinforces the knowledge associating the image of the fruits with the writing form of each fruit. PRACTICE: T. make a dynamic activity called “Matching” this activity consisted of: put on the table the picture cards of the fruits with the writing cards. Then students have to take two cards and the cards needs to have sense. For instance: a picture with a writing card of the same fruit. Student that manages to get more cards is the winner. ASSESSMENT Students on a worksheet have to color and search for the name of each fruit learned with the correct spelling. .
★ MATERIALS: <ul style="list-style-type: none"> ○ Worksheets ○ Board ○ Markers 	
★ TIME: <ul style="list-style-type: none"> ○ 80 minutes 	
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> ○ 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 4

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: FRUITS	
SOURCE: http://www.mes-english.com/worksheets/flashcards/fruit.php	
★ OBJECTIVES :	Teacher: To verify achievement of vocabulary learning
	Students: To use the vocabulary learned that they have learned in a real situation for instance: making a fruit salad.
★ CONTENTS: Apple, pineapple, pear, grapes, orange, stawberry, cherries, watermelon, peach, lemon.	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. play a game called “fruit salad” here teacher divide the class in two groups and gives to each student a picture card and students has to identify and write the name of the fruit on the board. The group that finishes first is the winner. PRESENTATION Teacher reinforce the students’ knowledge showing real fruits Also, teacher explains the fruits in singular and in plural form. For instance: It is an apple- These are grapes. Then, teacher gives the instructions to make a salad fruit. PRACTICE Students with the help of the teacher follow the steps to make a creative activity such as: A fruit salad. ASSESSMENT Students on a worksheet have to identify the correct grammatical structure between the singular and the plural and write the correct answer.
★ MATERIALS: Worksheets, Board, markers, ingredients to make a fruit sald.	
★ TIME: <ul style="list-style-type: none"> 80 minutes 	
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 5

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: ANIMALS	
SOURCE:	
★ OBJECTIVES :	Teacher: To introduce the new vocabulary animals
	Students: To associate picture with pronunciation
★ CONTENTS: Monkey, lion, bird, hen, elephant, donkey, cow, sheep, turtle, duck,	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. starts with a video about animals Then, asks some questions for instance: what animals they have at home? PRESENTATION <p>T. introduces the vocabulary with flash-cards.</p> <p>Then, students and teacher practice the pronunciation</p> PRACTICE: <p>T. pastes all flash-cards on the board and says a name of an animal and students have to identify what animal is.</p> <p>Teacher and students play with the flashcards in order to memorize the new vocabulary.</p> ASSESSMENT <p>In pairs students have to study the new vocabulary in order to memorize the new words.</p>
★ MATERIALS: <ul style="list-style-type: none"> Worksheets Board Markers computer 	
★ TIME: <ul style="list-style-type: none"> 80 minutes 	
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 6

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: ANIMALS	
SOURCE:	
★ OBJECTIVES :	Teacher: To make students be able to associate image and writing word Students: To associate image with pronunciation
★ CONTENTS: Monkey, lion, bird, hen, elephant, donkey, cow, sheep, turtle, duck,	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. starts giving a flash-card to each student and they have to say the name of the animal. PRESENTATION T. introduces the class showing flashcards about animals. Then, teacher reinforces the knowledge associating the image of the animals with the writing form of each fruit.
★ MATERIALS: <ul style="list-style-type: none"> ○ Worksheets ○ Board ○ Markers 	PRACTICE: T. make a dynamic activity called “Matching” this activity consisted of: put on the table the picture cards of the animals with the writing cards. Then students have to take two cards and the cards needs to have sense. For instance: a picture with a writing card of the same fruit. Student that manages to get more cards is the winner.
★ TIME: <ul style="list-style-type: none"> ○ 80 minutes 	ASSESSMENT Students on a worksheet have to color and search for the name of each animal learned with the correct spelling.
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> ○ 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 7

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: ANIMALS	
SOURCE:	
★ OBJECTIVES :	Teacher: To verify achievement of vocabulary learning
	Students: To use the vocabulary learned that they have learned in a real situation for instance: making their favorite animal with fomix..
★ CONTENTS: monkey, lion, bird, hen, elephant, donkey, cow, sheep, turtle, duck,	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. writes on the board the names of the animals in a wrong way and students have to unscramble and find the correct name.
★ MATERIALS: Worksheets, oard Markers, materials to make animals.	PRESENTATION Teacher reinforces the students’ knowledge showing a poster with the animals and students have to write the names. Also, teacher explains the fruits in singular and in plural form. For instance: It is a monkey – The lions are in the zoo.. Then, teacher gives the instructions to make their favorite animal with fomix.
★ TIME: <ul style="list-style-type: none"> 80 minutes 	PRACTICE Students with the help of the teacher follow the steps to make a creative activity such as: an animal in fomix.
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> 11 students 	ASSESSMENT Students on a worksheet have to identify the correct grammatical structure between the singular and the plural and write the correct answer.
★ LEVEL: Beginners	

WORKSHOP Nº 8

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: PARTS OF THE HUMAN BODY	
SOURCE:	
★ OBJECTIVES :	Teacher: To introduce the new vocabulary the parts of the body
	Students: To associate picture with pronunciation
★ CONTENTS: hand, nose,mouth, check, head, eye, teeth, feet, knee, elbow.	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. starts with a video about the parts of the body <p>Then, teacher and students sing the song Head Shoulders Knees and Toes</p>
★ MATERIALS: <ul style="list-style-type: none"> ○ Worksheets) ○ Board ○ Markers ○ Computer 	PRESENTATION T. introduces the vocabulary with flash-cards. Then, students and teacher practice the pronunciation
★ TIME: <ul style="list-style-type: none"> ○ 80 minutes 	PRACTICE: T. pastes all flash-cards on the board and says a name of different parts of the body and students have to identify what part is. Teacher and students play with the flashcards in order to memorize the new vocabulary.
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> ○ 11 students 	ASSESSMENT In pairs students have to study the new vocabulary in order to memorize the new words.
★ LEVEL: Beginners	

WORKSHOP Nº 9

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: PARTS OF THE HUMAN BODY	
SOURCE:	
★ OBJECTIVES :	Teacher: To make students be able to associate image and writing word Students: To associate image with pronunciation
★ CONTENTS: hand, nose,mouth, check, head, eye, teeth, feet, knee, elbow.	STARTING ACTIVITIES (Warm up) <ul style="list-style-type: none"> T. starts giving a flash-card to each student and they have to say the name of the parts of the body. PRESENTATION T. introduces the class showing flashcards about parts of the body. Then, teacher reinforces the knowledge associating the image of the fruits with the writing form of each fruit.
★ MATERIALS: <ul style="list-style-type: none"> ○ Worksheets ○ Board ○ Markers ○ Writing card ○ Flash cards 	PRACTICE: T. make a dynamic activity called “Matching” this activity consisted of: put on the table the picture cards of the parts of the body with the writing cards. Then students have to take two cards and the cards needs to have sense. For instance: a picture with a writing card of the same fruit. Student that manages to get more cards is the winner.
★ TIME: <ul style="list-style-type: none"> ○ 80 minutes 	ASSESSMENT Students on a worksheet have to color and search for the name of each fruit learned with the correct spelling.
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> ○ 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 10

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT “CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: PARTS OF THE HUMAN BODY	
SOURCE:	
★ OBJECTIVES :	Teacher: To verify achievement of vocabulary learning Students: To use the vocabulary learned that they have learned in a real situation for instance: making a colleague of the parts of the body.
★ CONTENTS: Fruits Animals Parts of the human body	STARTING ACTIVITIES (Warm up) T. play a game called “simon says” for instance: teacher says Simon says touch your mouth students have to touch your mouth, etc.. and the person who makes mistakes loss and the last one is the winner. PRESENTATION Teacher explains the singular and plural form with the parts of the body. For instance: This is my foot. These are my feet Then, teacher gives the instructions to make a salad fruit. PRACTICE Students with the help of the teacher follow the steps to make a creative activity such as teacher gives students a worksheet with a human body and students have to organize and make a colleague of the parts of the body.. ASSESSMENT Students on a worksheet have to identify the correct grammatical structure between the singular and the plural form and write the correct answer.
★ MATERIALS: <ul style="list-style-type: none"> ○ Worksheets ○ Board ○ Markers 	
★ TIME: <ul style="list-style-type: none"> ○ 80 minutes 	
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> ○ 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 11
USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE
ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT
“CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: PRE-TEST WRAP-UP	
SOURCE:	
★ OBJECTIVES :	Teacher: To measure the learning on students throught the use of creative activities. Students: To demonstrate that the use of creative activities had positive results.
★ CONTENTS: Fruits Animals Parts of the human body	STARTING ACTIVITIES (Warm up) Teacher makes a feedback about whole topics learned during the process.
★ MATERIALS: <ul style="list-style-type: none"> ○ Worksheets board,arkers, materials to make a pictionary. 	PRESENTATION Teacher shows the activities that were made by students’ pictures, worksheets.etc. PRACTICE Teacher gives to students, cards with different colors with the all topics learned during the intervention. Students have to color, cut each image. Also, teacher organizes and plays with the students bingo with all vocabulary learned.
★ TIME: <ul style="list-style-type: none"> ○ 80 minutes 	ASSESSMENT Students with all materials that teacher gave them have to organize and make a Pictionary that in the future can help they to remember the English vocabulary.
★ NUMBER OF STUDENTS : <ul style="list-style-type: none"> ○ 11 students 	
★ LEVEL: Beginners	

WORKSHOP Nº 12
USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING OF THE
ENGLISH LANGUAGE WITH STUDENTS OF 6TH YEAR, OF BASIC EDUCATION AT
“CARLOS BURNEO ARIAS” SCHOOL. ACADEMIC PERIOD 2013-2014.

THEME: POST-TEST	
SOURCE:	
★ OBJECTIVES :	Teacher: verify if the activities used were useful in English Language Learning.
	Students: To demonstrate their learning about vocabulary learning learned during the process.
★ CONTENTS: Fruits Animals Parts of the human body	<p>.</p> <p>PRESENTATION</p> <ul style="list-style-type: none"> ♦ Teacher explains students the purpose of taking the test and clarify them that it is not going to be graded. ♦ Teacher gives students instructions about the test, and explains how to complete each question. ♦ Teacher explains and gives students some instructions about whole contents of the post-test. ♦ Teacher tells students the purpose of the post-test <p>PRACTICE</p> <p>Teacher invites students to develop the post-test.</p> <p>.</p>

6. ASSESMENT OF TE EFFECTIVENESS OF CREATIVE ACTIVITIES ON TE VOCABULARY.

5.2.ASSESSMENT WORKSHOOP: The researcher is going to use the observation guide with the main indicators about vocabulary learning in order to get information quantitative about the progress of all students after each session.

OBSERVATION GUIDE				
INDICATORS	Very Easily (10-9)	Easily (8-7)	Hardly (6)	Poorly (5-4)
Recognizes the new words				
Follows the teacher's instructions				
Gives instructions to classmates				
Manipulates the object materials in class				
Draws following the instructions				
Listens and circle the vocabulary throughout the process				
Label and write the new words				
Identifies the new vocabulary in pictures				
Recycles the vocabulary learned				
Spells and name the new words taught				
Understands the meaning of the words				
Participates and keeps motivated during the class				

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

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

It is transversal because this kind of research study 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 (Koshy, 2005; p.2).

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 McTaggart 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:

To study the vocabulary learning the researcher is going to use the comprehensive method which will serve in the following:

1.1.1. 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 of the English language learning process.

It is important to know that by analyzing the development of vocabulary 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 b by the application of A during a period of time that let the researcher get effective results.

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

1.1.2. ANALYTIC METHOD:

This method will help to know more about the benefits of creative activities to improve vocabulary learning of the children who will participate in the project.

According to (Ghazal, Learning vocabulary in English Foreign Language contexts through vocabulary learning strategies, 2007) Vocabulary learning is essential in the English language learning process because they are can be defined as the acquisition of words for communicating is one of the major challenges foreign language learners face during the process of learning a language is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas is a challenge to foreign language students but they can overcome by having an access to a variety of vocabulary learning strategies. 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.

1.1.3. SYNTHETIC METHOD:

It will help in the right understanding of the core problem in the vocabulary learning with students of sixth grade of basic education, this will help the research to synthesize the models of creative activities that are appropriate and are useful to improve vocabulary learning in children.

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

1.1.4. PARTICIPATIVE DIAGNOSTIC METHOD:

It will let the real situation of vocabulary learning with of sixth grade in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this aspect. It will let the researcher correct this reality by applying new strategies through creative activities as a possible solution that will help the children into the English Language process.

To select the appropriate creative activities to improve vocabulary learning the proactive method will be used:

1.1.5. PROACTIVE METHOD:

This is useful to identify the difficulties that students have in learning vocabulary and to determine the improvements that the application of creative activities have and which will help to solve the vocabulary problem. It will let select the best models or alternatives that creative activities have in order to improve the students' limitations in the vocabulary learning into the English language process.

1.1.6. 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 creative activities, so students are able to solve their limitations and be more

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

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

1.1.7. 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 creative activities 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.

2. TECHNIQUES AND INSTRUMENTS

2.1. Data Collection

Researcher is going to make an observation of students' performance during class and two sets of structured test that will be used to collect quantitative and qualitative data.

2.1.2. Test

Two sets of written test will be used. A written test of multiple choice questions, direct questions, questions will be used to collect students' answers about vocabulary learning at the beginning and at the end of the

intervention. This will allow the students to provide a wide range of responses. Another written test will be used to collect students' progress about the vocabulary learning. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

2.1.3. Observation Guide

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

2.1.4. Field Diary and notes

The researcher will use a dairy to record what happens in each lesson. 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.

2.1.5. Portfolio

This instrument will be used by students to keep all assignments they made during the intervention.

3. PROCEDURES

The action research work process will include the following stages:

3.1. Investigate

To start with the present action research, the researcher is going to investigate some problems that students have at moment of learn the foreign language due to there are different ways to teach and students learn in different forms.

3.2. Plan

The researcher will going to decide a set of useful topics like: flashcards, word search, and crossword puzzles that will be applied using creative activities, like alternatives to solve the limitations that students have on learning new words of the foreign language during a period of two months, two sessions per week (120 minutes per session), as possible in the classes at “Carlos Burneo Arias” school.

3.3. Act

The researcher is going to apply a set of creative activities such as: flashcards, word search, and crossword puzzles to increase the learning of new vocabulary in the English Language.

3.4. Observe

Observation is the process of being a participant observer; includes observation, natural conversations, checklists, questionnaires. In this action research, researcher is going to gather information in an observation guide of each session about the improvement measuring the

learning of students being a careful observer and a good listener, and being open to the unexpected in what is learning,

3.5. Reflect

The researcher will evaluate the reflect about the results that we find during the application of the action period, the results will be studied once the project ends using a post-test based in the pre-test with the purpose of evaluate the performance of students during the intervention, the post-test can help to find if the project had meaningful learning. The results will be presented as descriptively in a representative way.

3.6. Dissemination

The researcher is going to evaluate the achievements of students at the end of the intervention where students should be able to dominate and understand the English vocabulary for that reason it will be necessary the intervention of the authorities of that school with the purpose of make a presentation through a demonstrative class, that can allows to make conclusions.

3.7. Population

The populations that will be part of the present research are the students of the sixth grade of basic education who belongs between 9 and 10 years old and the researcher.

AGE	WOME N	MEN	TOTAL
9	7	2	9
10	2		2
TOTAL	9	2	11

g. TIME TABLE

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation	■	■															
	Correction	■	■															
	Project approval			■														
	Thesis Advisor			■														
Intervention/	Revision of the instruments			■														
	Plan the lessons			■														
	Act observe			■	■	■	■	■										
Thesis process	Data organization and tabulation					■	■											
	Interpreting and Reflecting					■	■	■	■									
	Writing up and reporting						■	■										
	Presenting the thesis report						■	■										
	Correction							■	■	■	■	■	■	■	■	■	■	
	Private review												■	■				
	Correction													■	■	■		
	Copying and Filling															■	■	
	Legal procudures															■	■	■
	Public presentation																	■

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. Human

- ✓ Researcher
- ✓ Students of sixth grade of Basic education at “Carlos Burneo Arias”

1.2. Material

- ✓ Copies
- ✓ Books
- ✓ Office materials
- ✓ Paper
- ✓ Dictionary
- ✓ Worksheets

1.3. Technical

- ✓ Computer
- ✓ Internet
- ✓ Flash memory
- ✓ Printer
- ✓ tape recorder

2. BUDGET

Materials	Prices
Office materials	95
Class material	300
Transport	100
Internet	140
Copies	120
Total	755

3. FINANCING

All the expenses will be financed by the researcher.

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ANNEXES

ENGLISH LANGUAGE TEST

Name:

Date:

Grade:

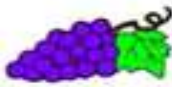
Score:.....

1. - Write the names of the fruits.













pear pineapple
kiwi strawberry
cherries orange
apple grapes

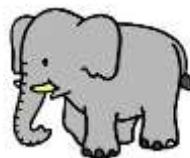
2. - In the "alphabet soup" find the names of the animals.



3. Liste

T	G	M	F	O	X	M	Ñ	N	W	O
I	S	A	Z	C	L	M	N	O	E	E
G	M	O	N	K	E	Y	N	L	M	L
E	L	E	P	H	A	N	T	K	A	L

n and
circle.



- | | | | |
|----------------|-------|-----------|-------|
| a.- lemon | sheep | melon | hen |
| b.- apple | bear | banana | duck |
| c.- strawberry | arm | lion | leg |
| d.- finger | head | pineapple | eyes |
| e.- foot | mouth | pear | teeth |

4. -Write the names of the human body parts.











5.- Write the letters of the human body in the boxes.



- a. knee
- b. leg
- c. elbow
- d. hand
- e. mouth
- f. cheek
- g. ear
- h. head
- i. arm
- j. foot

6.- Complete the following sentences.

1. My _____ likes grapes.

arm - mother - monkey

2. _____ are purple.

grapes - sister - bears

3. _____ is my favorite pet.

head - brother - turtle

4. The _____ is very delicious.

finger - bird - pear

5. My father eats a _____

Knee - duck - melon



FIELD DIARY

SESSION N°: _____

How did you feel during the test?



--	--	--	--	--

NAME: _____ DATE: _____	
THEME: _____	
Questions:	Answers:
➤ Did you like the class?	
➤ What did you like the class?	
➤ What didn't you like of the class?	
➤ What part of the class was important?	
Comments: _____ _____ _____ _____ _____	

MATRIX:

PROBLEMS	OBJECTIVES	THEORETICAL FRAME	RESEARCH STAGES	TECHNIQUES AND INSTRUMENTS
<p>GENERAL Are creative activities useful to improve vocabulary learning in the English language class of the students at "Carlos Burneo arias" school? Academic period 2013-2014.</p> <p>SUB PROBLEMS</p> <ul style="list-style-type: none"> ★ What kind of theoretical references about creative activities are effective to improve the vocabulary learning in the English Language? ★ Which are the negative issues that limit the vocabulary on students? ★ Which creative activities are useful to improve the vocabulary learning in the English Language? ★ How do creative activities help to improve the limitations in the vocabulary 	<p>GENERAL To use creative activities in order to improve vocabulary learning with students of sixth grade of Basic Education at "Carlos Burneo Arias" school. Academic period 2013-2014</p> <p>SPECIFICS To investigate the theoretical references about creative activities as a strategy to improve the vocabulary learning in the English Language. To diagnose the negative issues that limit the vocabulary learning. To select useful creative activity to enhance the vocabulary</p>	<p>1. VOCABULARY LEARNING 1.1. DEFINITION 1.2. PROCESS OF HOW TO TEACH VOCABULARY 1.3. ACTIVELY TEACHING VOCABULARY 1.4. VOCABULARY DEVELOPMENT</p> <p>2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING 2.1. DIFFICULTIES IN VOCABULARY LEARNING 2.2. DEFFICIENCIES</p> <p>3. CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE 3.1. Concept 3.2. Importance of creative activities 3.3. Types 3.4. Advantages of using creative activities in the classroom 3.5. Benefits of Creative Activities for Children Using creative activities in the classroom</p> <p>4. CREATIVE ACTIVITIES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE</p>	<p>Investigate The present action research, the researcher is going to investigate some problems that students have at moment of learn the foreign language due to there are different ways to teach and students learn in different forms.</p> <p>Plan The researcher will going to decide a set of useful topics like: flashcards, word search, and crossword puzzles that will be applied using creative activities, like alternatives to solve the limitations that students have on learning new words of the foreign language during a period of two months, two sessions per week.</p> <p>Act The researcher is going to apply a set of creative activities such as: flashcards, word search, and crossword puzzles to increase the learning of new vocabulary in the English Language.</p> <p>Observe Observation is the process of being a participant observer; includes observation, natural conversations, checklists, questionnaires. In this action research, researcher is going to</p>	<p>Data Collection Researcher is going to make an observation of students' performance during class and two sets of structured test that will be used to collect quantitative and qualitative data.</p> <p>Test Two sets of written test will be used. A written test of multiple choice questions, direct questions, questions will be used to collect students' answers about vocabulary learning at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. Another written test will be used to collect students' progress about the vocabulary learning. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should</p>

<p>learning?</p> <p>★ How effective was the application of creative activities in the vocabulary learning?</p>	<p>learning in the English Language. To apply the selected useful creative activities in order to solve the limitations in the vocabulary learning.</p> <p>To reflect about the effectiveness that creative activities had on the vocabulary learning.</p>	<p>4.1. Creative activities</p> <p>4.1.1. Flash cards</p> <p>4.1.2. Crossword puzzles</p> <p>4.1.3. Word search</p> <p>5. APPLYING THE CREATIVE ACTIVITIES IN ORDER TO IMPROVE THE VOCABULARY LEARNING OF THE ENGLISH LANGUAGE</p> <p>1.</p> <p>Workshops: 1</p> <p>6. ASSESSMENT OF THE EFFECTIVENESS OF CREATIVE ACTIVITIES ON THE VOCABULARY.</p>	<p>gather information in an observation guide of each session about the improvement measuring the learning of students being a careful observer and a good listener, and being open to the unexpected in what is learning.</p> <p>Reflect</p> <p>The researcher will evaluate the reflect about the results that we find during the application of the action period, the results will be studied once the project ends using a post-test based in the pre-test with the purpose of evaluate the performance of students during the intervention, the post-test can help to find if the project had meaningful learning.</p> <p>Dissemination</p> <p>The researcher is going to evaluate the achievements of students at the end of the intervention where students should be able to dominate and understand the English vocabulary for that reason it will be necessary the intervention of the authorities.</p>	<p>be ensured.</p> <p>Observation Guide</p> <p>The researcher will carefully observe students' performance during lessons.</p> <p>Researcher is going to use an observation guide to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.</p> <p>Field Dairy and notes</p> <p>The researcher will use a dairy to record what happens in each lesson. 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.</p> <p>Portfolio</p> <p>Students must use a portfolio to keep all assignments they made in class.</p>
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WORKSHOPS:

DATE	TECHNIQUE	TOPIC
WORKSHOP 1	PRE-TEST	
WORKSHOP 2	Word search	Greetings and Farewells
WORKSHOP 3	Crossword Puzzle	Colors and Shapes
WORKSHOP 4	Word search	Food
WORKSHOP 5	Crossword Puzzle	Animals
WORKSHOP 6	Word search	My school
WORKSHOP 7	Crossword puzzle	Family
WORKSHOP 8	Word search	My Body
WORKSHOP 9	Crossword puzzle	Professions
WORKSHOP 10	Word search	The House
WORKSHOP 11	Crossword puzzle	Days of the week
WORKSHOP 12	POST-TEST	

ANNEX 2

INTERVENTION PLAN

General Objective: To use creative activities to improve vocabulary learning.		
Description: The intervention stage will be applied in 12 sessions of 60 minutes each one. It will be applied during three days in the week (Wednesday, Thursday and Friday) It work will be developed with the students of sith year of Basic Education in a Public school.		
Lessons	Objectives	Sources
Workshoop 1: Pretest	Teacher: To know the limitations that students have in vocabulary knowledge.	worksheets(pre-test) markers
	Students: To demonstrate their knowledge about vocabulary of fruits, animals and human body parts.	
Workshoop 2: Fruits	Teacher: To introduce the new vocabulary: fruits.	Flashcards worksheets video word-search
	Student: To associate picture with pronunciation	
Workshoop 3: Fruits	Teacher: To reinforce students to use the vocabulary in context.	Flashcards Markers Picture cards Word cards
	Student: To recognize the picture and associate with the word.	
Workshoop 4: Fruits	Teacher: To verify achievement of students in vocabulary learning	Flashcards Pictures Fruits Materials to make a fruit salad
	Student: To use the vocabulary learned that they have learned in a real situation for instance: making a fruit salad.	
Workshoop 5: Animals	Teacher: To introduce the new vocabulary: animals	Flashcards worksheets video word-search
	Student: To associate picture with pronunciation of words- animals	
Workshoop 6: Animals	Teacher: To help students to use the new vocabulary in context.	Flashcards Markers Picture cards Word cards

	Student: To recognize the picture and associate with the word.	Crossword puzzle
Workshoop 7: Animals	Teacher: To verify achievements of students in vocabulary learning	Pictures Fruits Materials to make animals with fomix.
	Student: To be able to demonstrate in oral way the vocabulary that they learned during the sessions.	
Workshoop 8: Parts of the human body	Teacher: To introduce the new vocabulary: Parts of the human body	Flashcards worksheets video word-search
	Student: To associate picture with pronunciation of the parts of the human body	
Workshoop 9: Parts of the human body	Teacher: To help students to use the vocabulary in context.	Flashcards Markers Picture cards Word cards Crossword puzzle
	Student: To recognize the picture and associate with the word.	
Workshoop 10: Parts of the human body	Teacher: To verify achievements of students in vocabulary learning.	Pictures Fruits Materials to make family tree.
	Student: To be able to demonstrate in oral way the vocabulary that they learned during the sessions.	
Workshoop 11: Wrap-up	Teacher: To measure the learning on students through the use of creative activities.	flashcards worksheets markers board
	Student: To demonstrate through activities that the use of creative activities were successful to learn vocabulary.	
Workshoop 12: Post-test	Teacher: To verify if the activities used were useful in learning vocabulary.	Worksheets (post-test)
	Students: To demonstrate their knowledge about vocabulary learning learned during the process.	

ANNEX 3



Students from sixth year starting the class with animals' flashcards
Photo taken by: Elizabeth Rivera



Students from sixth year practicing the fruits' vocabulary with an activity.
Photo taken by: Elizabeth Rivera



Students from sixth year using their creativity to form a human collage
Photo taken by: Elizabeth Rivera



Students from sixth year, working on a work-search to remember the vocabulary.
Photo taken by: Elizabeth Rivera



Students from sixth year showing their works.
Photo taken by: Elizabeth Rivera

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