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

TITLE:

**USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY
LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4th
YEAR OF BASIC EDUCATION AT Prof. "JULIO SERVIO ORDÓÑEZ
ESPINOSA" EDUCATIVE UNIT. ACADEMIC YEAR 2013-2014**

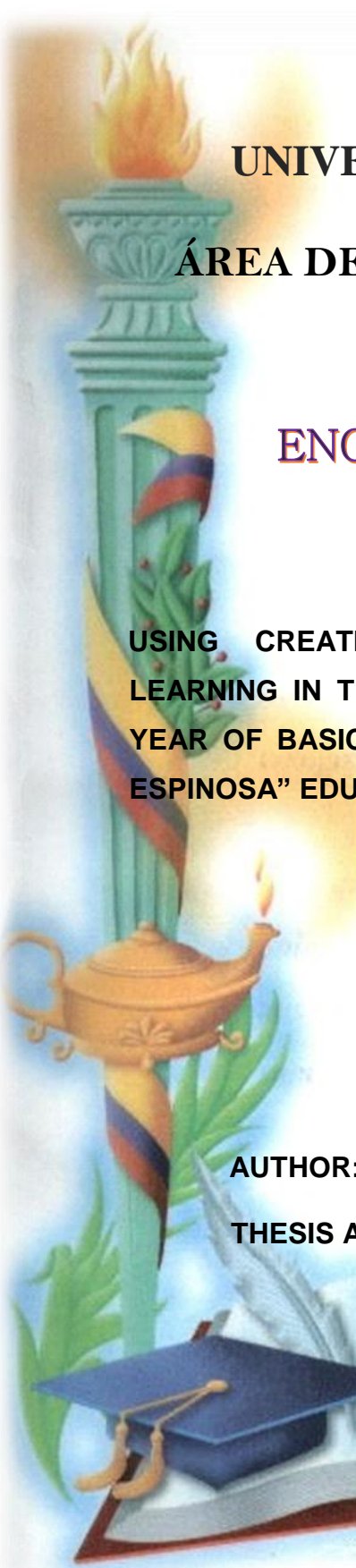
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*No todos ocupan los
mejores puestos
los mas preparados
aunque no sean genios.*

Rosa Virginia González, Mg. Sc.
Professor of the Universidad Nacional de Loja

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That the present research work entitled **USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4th YEAR OF BASIC EDUCATION AT PROF. "JULIO SERVIO ORDÓÑEZ ESPINOSA" EDUCATIVE UNIT. ACADEMIC YEAR 2013-2014** is the responsibility of the undergraduate student: Dayra Madeline Yanangómez Calero

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

July, 2015

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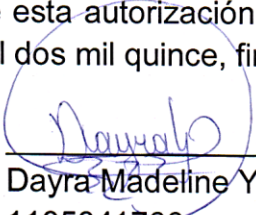
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DEDICATION

To God who has always showed his/her love to my parents, family and me.

To Francisco Yanangómez & Magdalena Calero, for their infinite kindness, love and understanding; for being with me whenever and needed.

To Yadira Neira and Christian Yanangómez for their help and love wich have made possible the professional triumph achieved.

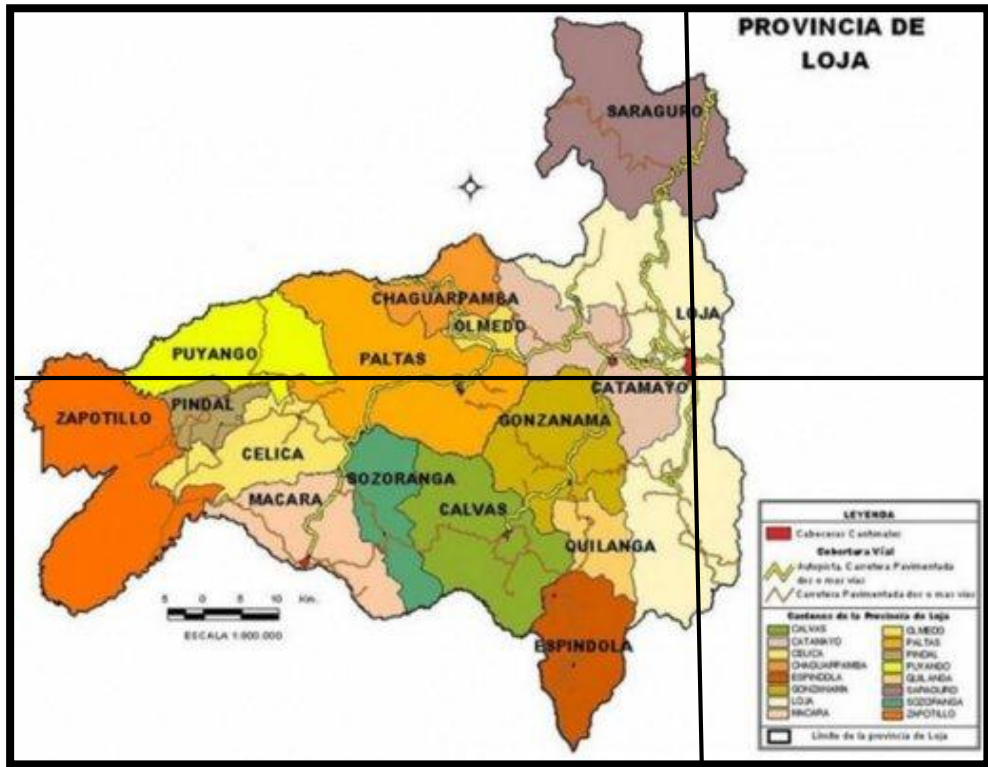
To Juián Poma Yanangómez, who gave me confidence to achieve my main goal.

Dayra

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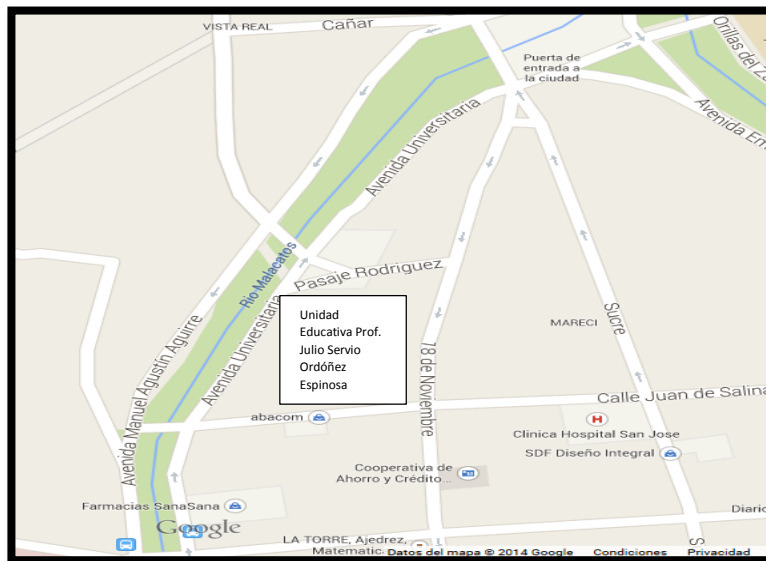
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a. TITLE

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b. RESUMEN

Este estudio descriptivo investigó el uso de actividades creativas para mejorar el aprendizaje del vocabulario en inglés de un grupo de estudiantes de cuarto año de Educación Básica en la escuela Prof. "Julio Servio Ordóñez Espinosa". Se aplicó una intervención de doce sesiones y se diseñaron pruebas y cuestionarios para medir el progreso y la percepción de las actividades creativas de ocho estudiantes. Una guía de observación y un diario de campo ayudaron a monitorear la evolución del aprendizaje. Los resultados indicaron que el uso de actividades creativas facilitó significativamente el aprendizaje del vocabulario reflejado en el aumento de las puntuaciones del post-test y el progreso de los estudiantes durante la intervención. Las respuestas a los cuestionarios confirmaron el entusiasmo y actitud positiva hacia el aprendizaje. Finalmente, el aprendizaje del vocabulario mejoró, al investigador a mejorar sus habilidades docentes y a la comunidad a tener un profesional mejor preparado.

ABSTRACT

This descriptive study investigated the use of creative activities in the improvement of English vocabulary learning in a fourth- grade group of students from Prof. “Julio Servio Ordoñez Espinosa” public school. A twelve-session intervention plan was conducted to improve the vocabulary learning. A researcher-made test and questionnaires were designed and used to measure the eight students’ progress and perceptions of creative activities use. Additional instruments like observation guide, field diary were used to monitor students’ growth. The results indicated that using creative activities facilitated meaningfully the improvement of vocabulary learning, which was reflected in the increase of the post-test scores and students’ progress during the intervention. Answers from the questionnaires also confirmed the enthusiasm and the positive attitude toward working with vocabulary. To conclude, this study helped the students to improve their vocabulary learning, the researcher to sharpen her teachings skills and the community to have a better professional.

c. INTRODUCTION

The variables involved in this research work were *Vocabulary Learning* and *Creative Activities*. Vocabulary learning is a central part for English language teaching because a lack of vocabulary does not allow students to understand others or express their own ideas. Creative activities help students to be more creative and learn the new vocabulary while they enjoy and work.

Six parameters describe the vocabulary learning variable, those are: *Remembering Spelling, Written and Oral Form Association, Word Pronunciation and Word Recognition in Context Image and Oral form Association, Image and Written Word Association*. The major problems were located in the fourth first parameters; so that the use of creative activities was directed to improve those limitations since students experienced difficulties in mastering them.

After the researcher diagnosed the problems, she started to search for literature that could explain them. She found that *Creative Activities* revealed as a good strategy to solve the problems that were affecting vocabulary learning. The literature review helped the researcher to find out that creative activities were the best strategies to improve vocabulary

learning, especially in children because it involves games, flashcards and realia among other complementary techniques.

In fact, after the four-week intervention, the researcher found out that the application of creative activities helped students in different ways: it increased their level of motivation to learn English, their memory power was potentiated, the relationship between words and images was strengthened and their creativity was awakened in such a way that it improved vocabulary learning in general. At the end of the intervention stage, the students were able to concentrate and memorize new words through games, read words and relate them to given images and spelling by manipulating flashcards and word cards. Also, pronunciation and recognition were consolidated by having students touching and recognizing objects using realia.

In the class of fourth year of basic education there are 36 students, however the researcher selected only eight of them. Since intervention sessions were held outside the normal schedule, the researcher needed parents' consent to carry out the investigation and the parents of these children committed to allow them to have classes in the afternoon. The students had three sessions a week during one month. Each session had 80 minutes. The participants were fascinated with the activities because the researcher implemented new and enjoyable activities in each class like

Bingo, Touch the fruit, Connect the dots, Yogurt pots, Give me, Memory Word Match, Choose and chat, Handkerchief tag, Transportation key sort and Mime the flashcard. Using these activities, students practiced the four skills such as listening, reading, speaking and writing.

The advantages of this action research are that the researcher was involved since the beginning from to the end of the research. She learned a new strategy that in the future could be applied with other students in order to obtain good results. Since the group of participants was small, the researcher could work better. Students learned vocabulary more easily, while they enjoyed it. It is better to work with few students because the teacher can detect the difficulties that students have. Also, the teacher can implement action research to try new ideas or strategies and compare them in order to discover which strategy works best.

d. LITERATURE REVIEW

VOCABULARY

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

Simmons (2002), holds that vocabulary is closely linked to academic success. Baumann, Kame'enui, & Ash (2003), declared that direct instruction of vocabulary is important to vocabulary development, and that learning vocabulary will help students communicate more effectively; while, Johnson & Johnson (2005), claim that effective vocabulary development is multifaceted and requires a variety of different activities so that students will learn.

VOCABULARY DEFINITION

Hatch & Brown (1995), define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. While Roget (1980), argues that vocabulary is: “An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verbs.”

According to Reisman (2012), vocabulary is the collection of words that you use on a daily basis. A large vocabulary is valuable in understanding oral and written communication.

IMPORTANCE OF VOCABULARY

Mastering vocabulary is very important for the students who learn English as a foreign language. (Johnson & Johnson, 2005) That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support learners in speaking when they are communicating to people, write or translate the meaning of words. If they do not know the meaning of words, they will not be able to speak, write and translate anything in or to English. Students can be said gaining progress in English by the mastery of vocabulary.

Moir & Nation (2008), summarize that vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing. Vocabulary is central to English language learning because without sufficient vocabulary students cannot understand others or express their own ideas.

TYPES OF VOCABULARY

Wollacott & Fritsky (2003) suggest that there are four main types of vocabulary reading, writing, listening and speaking vocabularies, but there are others types of vocabulary. These can be divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing, are the most commonly used. Nation (1990), mentions two kinds of vocabulary learning. They are receptive learning and productive learning.

Receptive learning is the ability to recognize a word and recall its meaning when it is met. Then, productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time.

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

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

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

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

TEACHING VOCABULARY

According to Nation (1990), teaching English vocabulary is integrated into the four skills of the language. It means that vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills. Rivers (1983), points out “it is impossible to learn a language without words”. Therefore, vocabulary is the most important element in teaching and learning process.

According to Nation (1993), the first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners. He also said that when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much.

STAGES OF TEACHING VOCABULARY

There are four stages in teaching vocabulary, namely presentation, practice, production, and review. (Doff A. , 1998)

Presentation

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. The title of this stage indicates clearly its function is introducing new lexical items to learners. As suggested by Thornbury (2002), learners need to learn both the meaning and the form of a new word. He also emphasizes some major factors subject to the number of word to be presented such as.

- The learners' level (beginner, intermediate, or advanced)
- Learners' likely familiarity with the words
- The difficulty of the items

Their “teachability”, which means whether they can be easily explained or demonstrated within the context of the classroom. According to, Gairns & Redman (1986), there are three techniques used in the presentation of new vocabulary items. The first one is visual techniques including mime, gestures, and visuals such as flashcards, photographs, blackboard drawings, wall charts, and realia. The second one is verbal techniques: (1) use of illustrative situations, (2) use of synonymy and definition, (3) contrasts and opposites, (4) scales, and (5) examples of the type. The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary.

Similarly, Thornbury (2002), suggests a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. Doff (1998), groups these techniques into four categories: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation. He adds that a combination of the techniques should be implemented when it comes to the effectiveness of presenting meaning of new words.

Practice

When the teacher presents the meaning of the words, they can only become students' passive vocabulary, and students may easily forget them or do not know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities. Thornbury (2002), underlines the popular belief that "practice makes perfect". Additionally, he emphasizes the action of moving from short-term memory into permanent memory. In order to ensure long-term retention, words or lexical items need to be put into practice. Teacher plays an important role in helping students' vocabulary motivated.

According to Scrivener (1994), some kinds of practical exercises to help students become more familiar with the words they have learned:

matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, filling in gaps in sentences and memory games.

Thornbury (2002), points out that there is a variety of tasks which can be used in order to help move words into long-term memory. They can be divided into five types in order of least cognitively demanding to most demanding: identifying, selecting, matching, sorting, and ranking and sequencing.

Production

Developing fluency with known vocabulary is essential to help learners make the best use of what they have already known. In this stage students are advised to complete high-level tasks namely production tasks. Thornbury (2002), recommends that learners should produce something as a product of their own. In this way, learners will turn words from receptive to productive and put them into long-term memory.

For production tasks, there are two major types that teachers may have used very often: completion and creation. According to Hunt & Beglar

(2002), fluency building activities recycle already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using words without hesitation.

Activities used to develop learners' production of vocabulary may also include the following: first and second language comparisons and translation carried out chunk-for-chunk, rather than word-for-word aimed at raising language awareness; repetition and recycling of activities, such as summarizing a text orally one day and again a few days later to keep words and expressions that have been learned active; noticing and recording language patterns and collocations; working with language corpuses created by the teacher for use in the classroom. Nation (1990), judges communicative activities such as information exchanging, elicitation of student-talk, games and role plays as the most effective ways to motivate students to be more actively involved in the speaking activities to produce the words they have known.

Review/Recycle

This process aims at helping students acquire active, productive vocabularies. According to Davies & Pearse (2000), reviewing is "new work on old language", "a challenge, requiring ingenuity and creativity". It produces better results for teaching and learning vocabulary. In the

reviewing stage, students have more “opportunities to use language and receive feedback”. Methodologists agree that games and communicative activities are the best ways to help students review vocabulary. Besides, visual aids can make vocabulary revision more interesting and effective.

Revision can be done in both individuals and collaboration. Doff (1998), expresses that vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing students’ memories or as a preparation for a new presentation.

DIFFICULTIES DURING VOCABULARY LEARNING.

Hendrich (1988), says that there are many differences between the learning of vocabulary in mother tongue and in the foreign language and they are the cause of many difficulties. He also adds that these differences are the source of so called ‘interference’ and are understandably different in different languages. In every language the off-language reality is divided alternatively, which means the empirical data are organized differently. Therefore to learn a foreign language does not mean only to provide objects or activities with different names, but also to analyze differently what is the object of language communication. Besides the difficulties with meaning, pronunciation, graphics, grammatical

difficulties and difficulties with valency and phraseology are found when learning vocabulary.

Buvaley (2012), agrees that vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialized books dealing with British and American English differences.

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

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

CREATIVE ACTIVITIES

According to Cheon (2013), The creative activities is an opportunities that the students have to enhance the learning abilities because it has a large influence on the development of students' creativity and the successful language learning but especially in the vocabulary learning in the ESL classrooms of primary and secondary schools.

D'Antuono (2013), agrees that the creative activities with children is a healthy way to help them grow and learn. A child is engaged on a creative level every time he draws, paints, builds with blocks, plays games, reads and engages in a myriad of other activities.

CREATIVE ACTIVITIES DEFINITION

According with Shelby (2009), Creative activity is any activity in which you make something new or your own version of that thing. This activity could

be anything from a song, a poem, a DJ mix, a painting a dance or anything else. The most important thing is that you brought something of yourself to it and this enables you to express your individuality.

BENEFITS OF CREATIVE ACTIVITIES FOR CHILDREN

The following activities are suggested as good sources of creativity development. (D'antuono, 2013)

Imagination.

Creative activities engage a child's imagination and inspire his thoughts and perceptions. Reading, for example, helps him to experience a world outside of his own, and he can express that world in drawings and paintings.

Problem-Solving.

Creative activities present opportunities to problem-solve, challenging a child's thinking, expanding his perspective and rewarding his initiatives. Figuring out how to build a block tower that is not easily knocked over is a creative accomplishment.

Skill Development.

Creative activities can help children build both fine and gross motor skills. Games such as tag and relay races help children develop their gross motor skills, while painting and drawing strengthen fine motor skills.

Bonding Time.

When parents and other interested parties work with children on creative projects and activities, they strengthen their relationship by spending quality and invested time together. A game of Old Maid offers opportunities to talk, laugh and enjoy the other's company.

Teamwork

Creative group activities teach children how to work together toward a common goal, building both their individual self-confidence as well as their ability to contribute as a member of a team.

TYPES OF ACTIVITIES

Harmer (1991), holds that in any teaching process, especially in teaching English vocabulary in the classroom, the teacher should use some special techniques, some of them are described here:

GAMES

Games in the language classroom help children to see learning English as enjoyable and rewarding. (Phillips S. , 1993) Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and experience losing as a learning experience.

Moreover, Antonaros & Couri (2003), state that “Games in the foreign language classroom ... encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning.”

According to Allen (1983), “Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved” . Therefore, when playing a game they will concentrate and will try to recall words learnt in order to play the game. If games were used more often in U.A.E. classrooms, this may help students learn vocabulary because vocabulary is introduced and used in an enjoyable and challenging ways instead of asking students to copy vocabulary in their copybooks.

There are many types of games, including memory and guessing games, which, “help children become familiar with new vocabulary in an enjoyable

way". (Slattery & Willis, 2001) Besides, Allen (1983), points out that "guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess". Similarly, Wright, Betteridge, & Buckby (1984), agree that memory games "challenge the players' ability to remember".

LEARNING VOCABULARY THROUGH GAMES

Staines (1990), suggests that there is no mystery to learning through play. When children play, they cannot help but learn and develop thus enhancing children to play will help learning to be successful. Similarly, Moon (2000), argues that when we use games with young learners, we "appeal to their sense of fun and arouse their interest... games give them a real purpose for using language and provide opportunities for them to use language more freely". "Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it". (Rixon, How to use games in Language Teaching., 1992)

TYPES OF GAMES.

Hadfield (1999), explains two ways of classifying language games. First, she divides language games into two types: linguistic games and

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

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1. **Sorting, ordering, or arranging games.** For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
2. **Information gap games.** In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information

gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

3. **Guessing games.** These are a variation on information gap games.

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

4. **Search games.** These games are yet another variant on two-way

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

5. **Matching games.** As the name implies, participants need to find a

match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

6. **Labeling games.** These are a form of matching, in that participants match labels and pictures.
7. **Exchanging games.** In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish: <http://www.pagat.com/quartet/gofish.html>.
8. **Board games.** Scrabble is one of the most popular board games that specifically highlights language.
9. **Role play games.** Kodotchigova (2002), writes that the terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Another distinction among games that Johnson, Johnson, & Stanne (2000), says is that between competitive games and cooperative ones (Jacobs, in preparation). Research suggests that learning, as well as

affective variables, are enhanced by a cooperative environment. Millis (2005), outlines a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

GAMES AS (ACTIVITY) KNOWLEDGE/SKILL-BUILDING ACTIVITIES.

Cameron (2001), points that games are a welcome break from the usual routine of the language class.

- a) They are motivating and challenging.
- b) Learning a language requires a great deal of effort.
- c) Games help students to make and sustain the effort of learning.
- d) Games provide language practice in the various skills-speaking, writing, listening and reading.
- e) They encourage students to interact and communicate.
- f) They create a meaningful context for language use.
- g) Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- h) Games usually involve friendly competition and they keep students interested in learning the language.
- i) Games can help them (children) learn and hang on to new words more easily

GAMES AS ATTENTION GETTING ACTIVITIES.

Cameron considers that games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching (foreign) languages.

- Games can be used at all stages of the lesson. But teachers must be sure that games provided, are suitable and carefully selected by the teachers.
- Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.
- Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way

REALIA

According to Gove (1986: 1890), realia means the real things, object or activities used by a teacher to relax classroom teaching to real life. Realia are useful for the teacher in presenting vocabulary.

While Pierce and Michael (1977:134) add realia refer to any specimens, models, mock-ups are artefact that can be used to help students learn. In this case, it is used the things in this classroom such as curtain, marker, ruler, attendance board, etc. it can be said that realia means the real thing, object or activities used by a teacher to relax classroom teaching to real life. In teaching vocabulary to the students, the teachers can use some teaching media to make their pupils interested in learning.

USE OF REALIA

According with Shelby (2009), the use of realia, or real-life objects in the ESL classroom can make a huge difference in student learning. It engages them and motivates them to learn. It's fun and sets a more natural learning environment. Some realia you may use to introduce new vocabulary includes:

- Maps
- Tea sets, dishes, and utensils
- Clothes
- Toy planes, trains, cars, animals, furniture, etc...
- Family photos
- Holiday items (pumpkin, Easter eggs, Halloween or Christmas decorations)

- Plastic fruits and vegetables

ACTIVITIES TO REALIA

- Bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing. Sitting in a circle, pass one of the objects to the student on your left, saying the name of the object (for example: "tomato" or "sock") and then have the student pass on the object to the next one, speaking the word as well. Have your students keep passing on the object, repeating its name, until it comes full circle back to you. You may use photos of the objects instead of the actual objects themselves.
- Obtain or make some menus for use in practicing common ordering phrases. Review the phrases with your students, and then divide them into two groups. Now have them role-plays a restaurant scenario using the phrases, with one group as the customers and the second as waiters. Switch the group's roles once the exercise is over. Do the same with a bus or train timetable to role play a train conductor and passengers.
- Use an object, such as a ball, to teach prepositions of place like "on, under, above." Place the ball on the table, and ask where it is. Elicit the reply "It's on the table," and so on.

- Make photocopies of real maps. Divide the class into groups of two and hand each group a map. Have them use the maps to give each other directions.
- Write out an email and send it to each of your students or printout copies and give a copy to each student. Have them write a reply to the email to practice.
- Write or print out recipes for work on the imperative. Read out the step by step recipe instructions and have the students mime them as you read them out.
- Bring in photographs to practice description, prepositions of place or modals of deduction. Pair up your students and have them describe their photographs to each other.

THE ADVANTAGES OF REALIA OR SPECIAL PURPOSES

The advantages of realia are the following:

- Experience with real things with which one will interact in life is the best learning situation possible.
- Real objects are plentiful and available everywhere.
- Real items can be observed and handled, providing concrete learning experiences for the student.

- Dealing with realia motivates the learner.
- Realia can be used as part of the evaluation system.
- Realia learning can be extended through the use of displays.

APPLICATION

- Be certain the real object enhances your objectives.
- Make whatever advanced arrangements are necessary for proper use of the realia.
- Costs can often be minimized by borrowing real items from members of the community.
- Keep the realia under wraps until you are ready to use them; after using, remove the potential distractor from sight.
- Students should be encouraged to help in locating and acquiring realia for classroom use.
- Develop a system of storage and retrieval which will be functional.
(Jones, et al. , 1994)

TIPS & WARNINGS

- Prepare your materials and supplies before the lesson. Purchase all the necessary supplies beforehand, rather than wait until the last minute to go shopping for them.

- Make all photocopies necessary or cut flashcards. Organize these into envelopes. If you're using clothing, pack them into a bag the night before.

FLASHCARDS

According with Shelby (2009), flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

USES

Flashcards exercise the mental process of active recall: given a prompt (the question), one produces the answer. Beyond the content of cards, which are collected in decks, there is the question of use – how does one use the cards, in particular, how frequently does one review (more finely, how does one schedule review) and how does one react to errors, either complete failures to recall or mistakes? Various systems have been

developed, with the main principle being spaced repetition – increasing the review interval whenever a card is recalled correctly.

THE ADVANTAGES OF FLASHCARDS.

Suyanto (2007), points that the flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. There are some advantages of flashcards as follow

- Flashcards are useful and effective method to help students to study vocabulary.
- Flashcards are easy to carry anywhere, so we do not need to carry heavy books so much because it is really convenient.
- Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of information which it makes the students confused because students will be able to study from the flashcards that contains very simple points.

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. The practitioner researcher of this thesis follows the cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

Unidad Educativa Prof. "Julio Servio Ordóñez Espinosa" was selected as the place for the present research work, since the researcher had the

opportunity to teach as part of her teaching practicum; therefore, she has an insight of the spectrum of English teaching within the institution. Unidad Educativa Prof. “Julio Servio Ordóñez Espinosa” is located in El Sagrario neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban public educative unit live under the social surroundings, which characterizes developing communities in Latin American countries as Ecuador.

PARTICIPANTS

Participants in the research study are in fourth year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. They are 30 students, but the research selected only eight boys, because the researcher talked with their parents and only eight parents accepted that their children had classes in the afternoon in order to do not interrupt their classes in the morning. The participant’s age range from 9 to 10 years of age, and they attended a public education in an urban place. They have 2 periods of 2 hours each one.

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 creative activities applied to the improving of vocabulary learning in the English language. It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

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

The ***Analytic-synthetic method*** was used to analyze the obtained results through the checklist, observation guide, field diary and notes.

The ***Scientific method*** assisted the study of the creative activities to improve the vocabulary learning. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions.

The ***Statistic method*** made possible the quantitative statistical analysis of data derived from the test and questionnaires and the qualitative text analysis of the data received from the observation guide, Vocabulary test, checklist, field diary and notes, video & photographs and portfolio.

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

The instruments that the researcher used to obtain quantitative and qualitative data were pre-and post-test, observation guide, field diary and notes, video recording & photographs and portfolio.

MATERIALS

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were: The target population, the fourth year of Basic Education of Prof. “Julio Servio Ordóñez Espinosa” Educative Unit; another human resource was the English school teacher who facilitated general information about target students. 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, printer, flash memory and camera were the technological resources used and the office supplies like flashcards, dictionaries, copies, papers, folders, bindings, and realia made it possible.

PROCEDURE

The study started with the observation of the English classes of the fourth year of Basic Education in order to identify the issues the students were facing. The analysis of the observation facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on the improving of vocabulary learning through creative activities was done to support the questions raised along the observations.

An intervention plan, organized in 12 lessons, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

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

f. RESULTS

QUANTITATIVE DATA

PRE-TEST RESULTS

The quantitative data came from the Vocabulary pre-test administered to students of 4th year of basic education at Prof. “Julio Servio Ordoñez Espinosa” at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to 6 parameters, which describes the learning of vocabulary in a foreign language learning situation.

DESCRIPTION OF DATA

After conducting the research, the writer obtained two kinds of scores from pre-test and from post-test.

Chart 1

Vocabulary Pre-test Scores

Students	Vocabulary Learning Parameters						Total	%
	IOA	IWA	RS	WOA	WP	WRC		
	3/3	3/3	3/3	3/3	3/3	3/3	18/18	100%
S#1	2	0,5	0	3	0,5	1,5	7,5	42%
S#2	3	2	0,8	3	1,8	1	10,5	58%
S#3	3	2	1	3	1,2	2	12	66%
S#4	3	2	0,5	3	1,4	2,5	12,4	68%
S#5	3	3	1	3	0,8	2	12,8	71%
S#6	3	3	0	3	0,5	0	9,5	52%
S#7	3	2	0,1	3	1	2	11,1	62%
S#8	3	2,5	0	3	1,6	1,5	11,6	64%
TOTAL	23	17	3,4	24	8,8	12,5	87,4	
M	2,9	2,1	0,43	3	1,1	1,6	10,9	
%	96,6%	70%	14,3%	100%	36,6%	53,3%	60,5%	

Note. IOA=Image and Oral form Association; IWA= Image and Written word Association; RS=Remembering spelling; WOA=Written and Oral form Association; WP=Word Pronunciation; WRC=Word Recognition in Context.

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit. Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Of the 8 students who were tested none reached the 14 points that it is the limit value (80%) adopted for the analysis; the highest score is 12.8 which is 1.2 distant from the unit value, and it means that the difference is significant. The lowest score is 7.5 which is 6.5 distant from the unit value, it means that the differences is quite significant. About the parameters, the

highest percentages is 100%, it describes the achievement of the class in Written and Oral form Association, and while the lowest percentage is 14.3% it is Remembering Spelling. It also convenient to point out the highest second value is 96.6% and it is Image and Oral form Association. We can say that the students of 4th year of basic Education at Prof. “Julio Servio Ordoñez Espinosa” have an average level of performance in the Vocabulary Pre-test.

The problems concerning to the vocabulary learning are in three parameters like Remembering Spelling, Word Pronunciation and Word Recognition in Context. The lowest percentage of the students are located in the parameters like Remembering Spelling (14.3%). It means that students did not have enough experience with activities that help them in it; Word Pronunciation (36.6%) it means that they never watched videos or used flashcards or realia in the activities; and Word Recognition in Context (53.3%) it means that students only worked in the book and their motivation for the English was down. In general. There could be an association between the level achievement and the motivation generated by the use of creative teaching resources/techniques.

POST-TEST RESULTS

The quantitative data came from the Vocabulary post-test administered to the target group of students of 4th year of basic education at Prof. “Julio Servio Ordoñez Espinosa” Educative Unit at the end of the 12 interventions. The data of this post- test is shown in the Chart 2.

Chart 2

Vocabulary Post-test Scores

Students	Vocabulary Learning Parameters						Total	%
	IOA	IWA	RS	WOA	WP	WRC		
	3/3	3/3	3/3	3/3	3/3	3/3	18/18	100%
S#1	3	3	3	3	3	3	18	100%
S#2	3	3	3	3	3	3	18	100%
S#3	3	3	3	3	3	3	18	100%
S#4	3	3	3	3	3	3	18	100%
S#5	3	3	3	3	3	3	18	100%
S#6	3	3	3	3	3	3	18	100%
S#7	3	3	3	3	3	3	18	100%
S#8	3	3	3	3	3	3	18	100%
M	3	3	3	3	3	3	18	
%	100%	100%	100%	100%	100%	100%	100%	

Note. IOA=Image and Oral form Association; IWA= Image and Written word Association; RS=Remembering spelling; WOA=Written and Oral form Association; WP=Word Pronunciation; WRC=Word Recognition in Context.

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

The 8 students who were tested obtained a score over the 14 points that it is the limit value adopted for the analysis; It means that students improved vocabulary learning during the intervention period. The percentage reflects that all the students obtain 100% in each parameter. It means that they mastered the 6 parameters that teacher considered as signaling learning. It also means that the strategy that researcher selected was the correct.

This chart also shows that 8 students achieved 100% in each parameters that it is the perfect percentage, it is means that they can master it, especially Remembering Spelling, Word Pronunciation and Word Recognition in Context, where students had the major problems. As a conclusion. The intervention yield satisfactory results and the level of Students' vocabulary is above expected.

COMPARING TEST RESULTS

In order to demonstrate that the students have improved the vocabulary learning through the degree of students' vocabulary learning where the participants belong to 4th year of Basic Education at Prof. "Julio Servio Ordóñez Espinosa" the researcher compared the total of the two scores, where the pre-test correspond to variable X, and post-test is relate to variable Y.

Chart 3

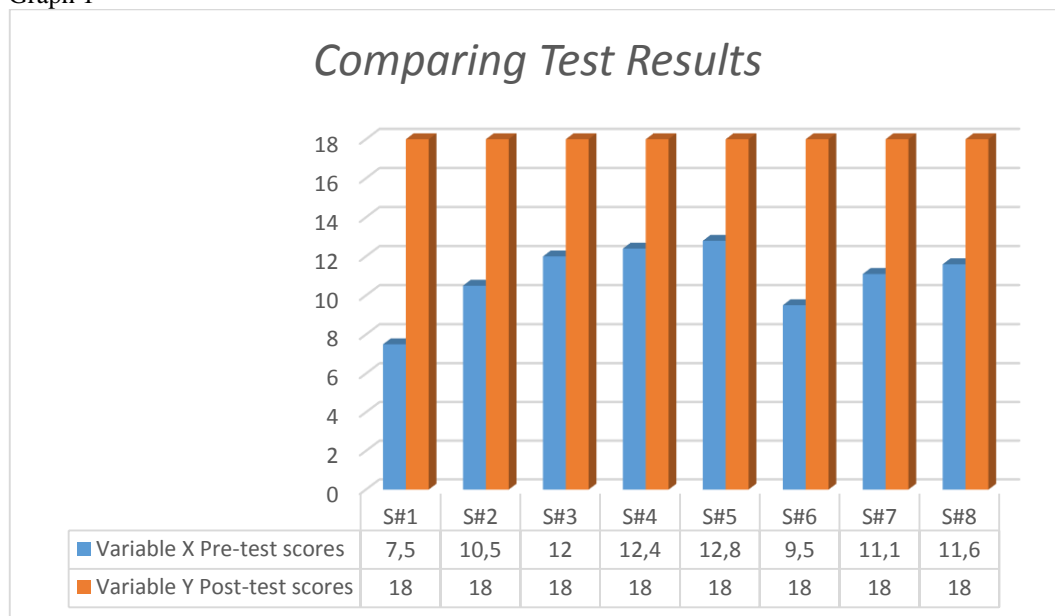
Comparing Test Results

Student code	Variable X Pre-test scores	Variable Y Post-test scores
S#1	7,5	18
S#2	10,5	18
S#3	12	18
S#4	12,4	18
S#5	12,8	18
S#6	9,5	18
S#7	11,1	18
S#8	11,6	18
N=8	$\Sigma X=87,4$	$\Sigma Y=144$

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 1



Graph 1. Bar graph that shows the contrast between pre-test and post-test values.

The graph 1 shows that there are a very significant increase of average in each student. It means that after the intervention students mastered the 6 parameters that teacher considered as signaling learning, but especially in Remembering Spelling, Word Pronunciation and Word Recognition in Context, where students had the major problems. To conclude, the intervention and application of teaching sessions were really significant to improve the level of vocabulary learning, and had a positive influence on the results obtained.

QUALITATIVE DATA ANALYSIS

QUESTION # 1: Does the teacher use flashcards to teach vocabulary?

Chart 4

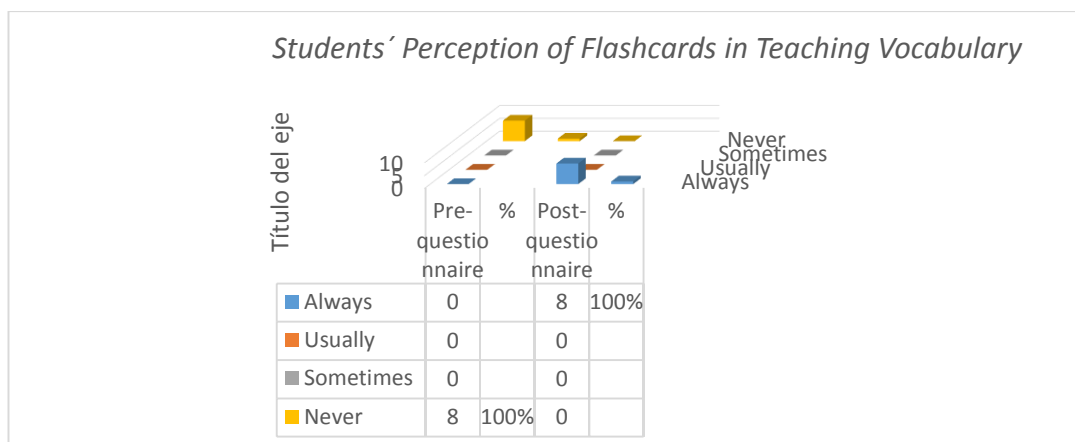
Students' Perception of Flashcards in Teaching Vocabulary.

	Pre-questionnaire		Post-questionnaire	
		%		%
Always	0		8	100%
Usually	0		0	
Sometimes	0		0	
Never	8	100%	0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit. Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 2



Graph 2. Bar graph showing Students' Perception of Flashcards in Teaching Vocabulary.

It is evident from this chart that the frequency of flashcards use within the learning process has increased significantly as the students report. Apparently, this kind of activity was new for the students, who found in flashcards support and motivation for learning English vocabulary.

QUESTION # 2: Does the teacher use movements and actions to teach vocabulary

Chart 5

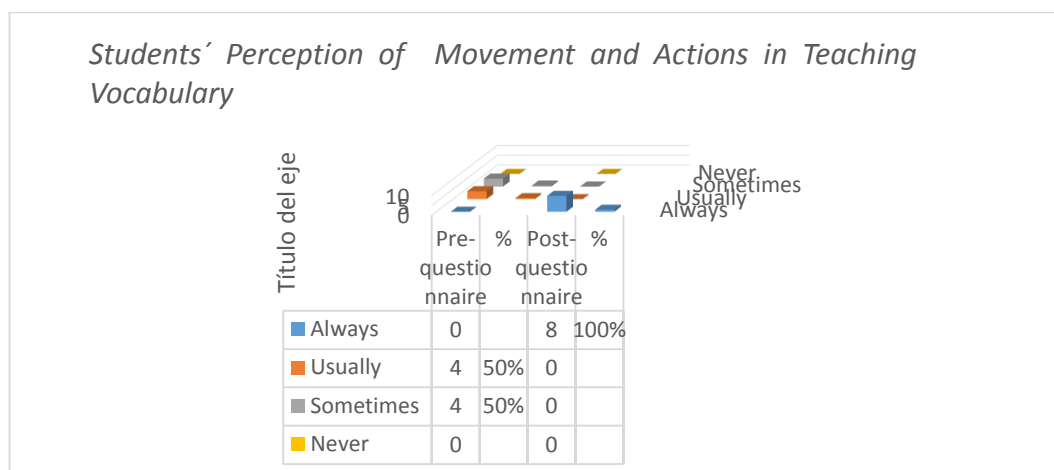
Students' Perception of Movement and Actions in Teaching Vocabulary

	Pre- questionnaire	%	Post- questionnaire	%
Always	0		8	100%
Usually	4	50%	0	
Sometimes	4	50%	0	
Never	0		0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 3



Graph 3. Bar graph showing Students' Perception of Movement and Actions in Teaching Vocabulary

As it can be seen in this graph, the answers of the pre-questionnaire and post-questionnaire showed that the students' perception of Movement and Actions as part of the learning in everyday classes changed meaningfully (50%) since the researcher incorporated this kind of activity to the teaching of vocabulary.

QUESTION # 3: Does the teacher enhance repetition of words aloud?

Chart 6

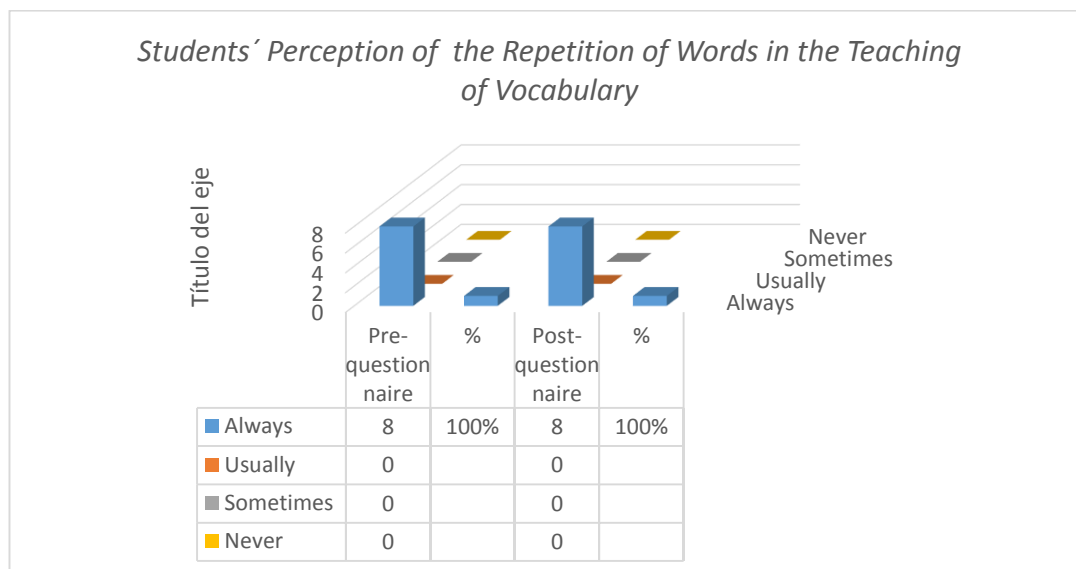
Students' Perception of the Repetition of Words in the Teaching of Vocabulary.

	Pre- questionnaire	%	Post- questionnaire	%
Always	8	100%	8	100%
Usually	0		0	
Sometimes	0		0	
Never	0		0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 4



Graph 4. Bar graph showing Students' Perception of the Repetition of Words in the Teaching of Vocabulary.

This graph shows that there is no difference in the use of repetition of words as a tool in the teaching of English vocabulary because the frequency is the same; in other words, this strategy was always practiced but without the used of supporting material.

QUESTION # 4: Does the teacher use worksheets to help students practice the new vocabulary?

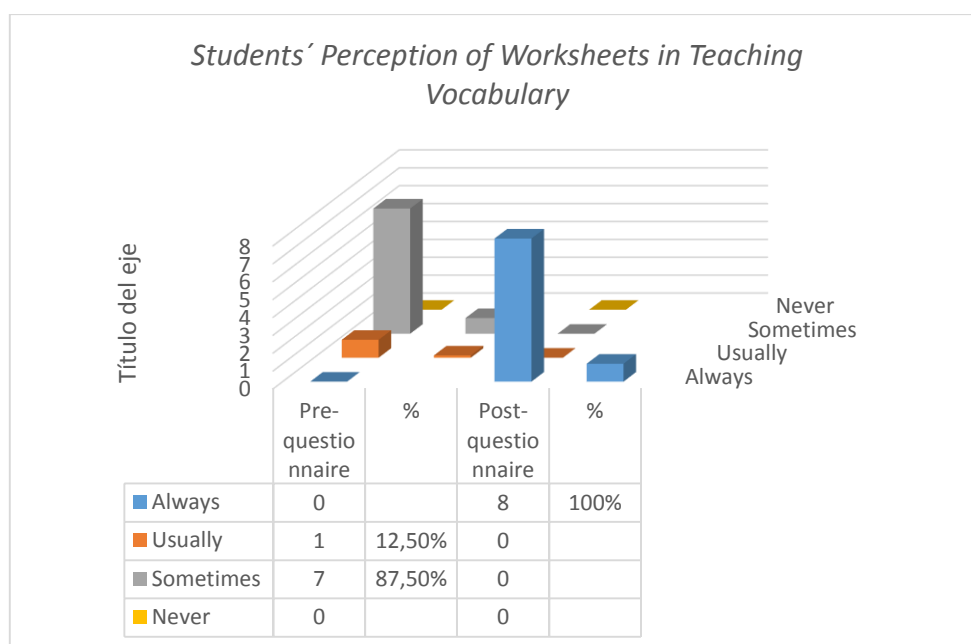
Chart 7

Students' Perception of Worksheets use in Teaching Vocabulary.

	Pre- questionnaire	%	Post- questionnaire	%
Always	0		8	100%
Usually	1	12,5%	0	
Sometimes	7	87,5%	0	
Never	0		0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014
Author: Dayra Madeline Yanangómez Calero

Graph 5



Graph 5. Bar graph showing Students' Perception of Worksheets use in Teaching Vocabulary.

In this graph, we can appreciate that the frequency of worksheets use as a tool to teach new vocabulary increased considerably during the intervention period of the research. Even though the teacher used worksheets along the process they did not achieve the main goal. The researcher designed the worksheets according to the interests and age of the students. As result, they were more interested in learning vocabulary.

QUESTION # 5: Does the teacher use videos or power point presentations to teach new words?

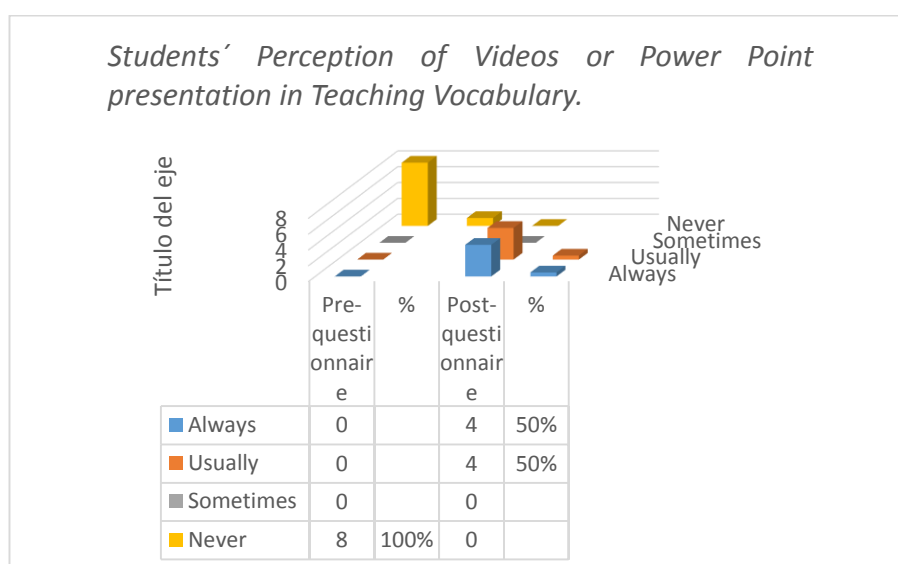
Chart 8

Students' Perception of Videos or Power Point presentations in Teaching Vocabulary.

	Pre- questionnaire	%	Post- questionnaire	%
Always	0		4	50%
Usually	0		4	50%
Sometimes	0		0	
Never	8	100%	0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014
Author: Dayra Madeline Yanangómez Calero

Graph 6



Graph 6. Bar graph showing Students' Perception of Videos or Power Point Presentation in Teaching Vocabulary.

Here, we can appreciate that the use of videos and power point presentations as a tool to teach vocabulary in the action research produced a big change in the level of attention and enjoyment of the students. It means that these activities were effective in supporting students learning.

QUESTION # 6: Does the teacher use realia to teach vocabulary?

Chart 9

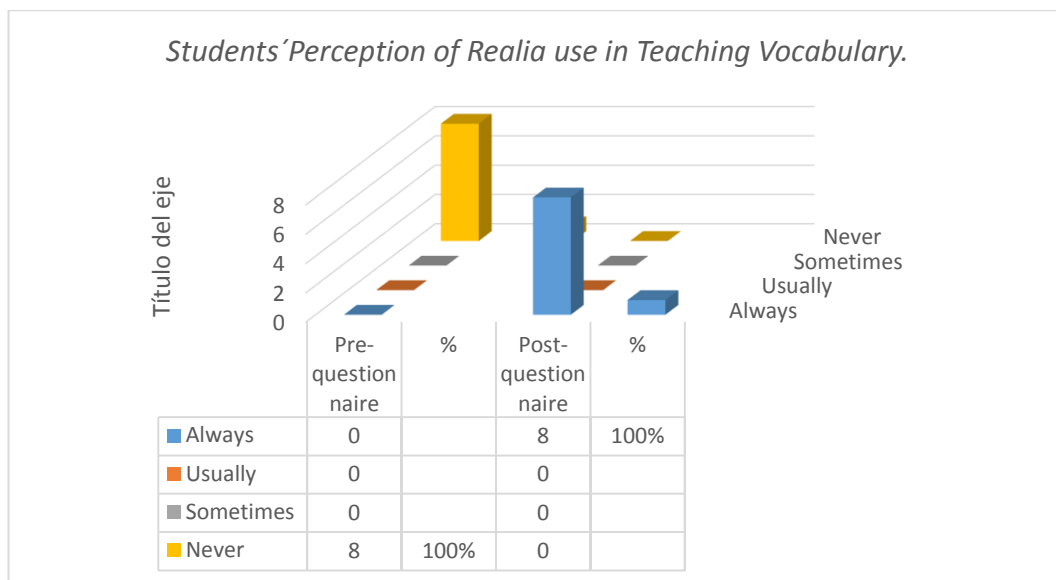
Students' Perception of Realia use in Teaching Vocabulary.

	Pre- questionnaire		Post- questionnaire	
		%		%
Always	0		8	100%
Usually	0		0	
Sometimes	0		0	
Never	8	100%	0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 7



Graph 7. Bar graph showing Students' Perception of Realia use in Teaching Vocabulary.

According to the answers of the participants, the use of realia within everyday classes was null. The researcher included this strategy as part of the teaching process (100%) which resulted in more enjoyable classes, more interested and creative students. At the end of the experience, the students themselves created their own learning material (realia).

QUESTION # 7: Does the teacher use games to teach vocabulary?

Chart 10

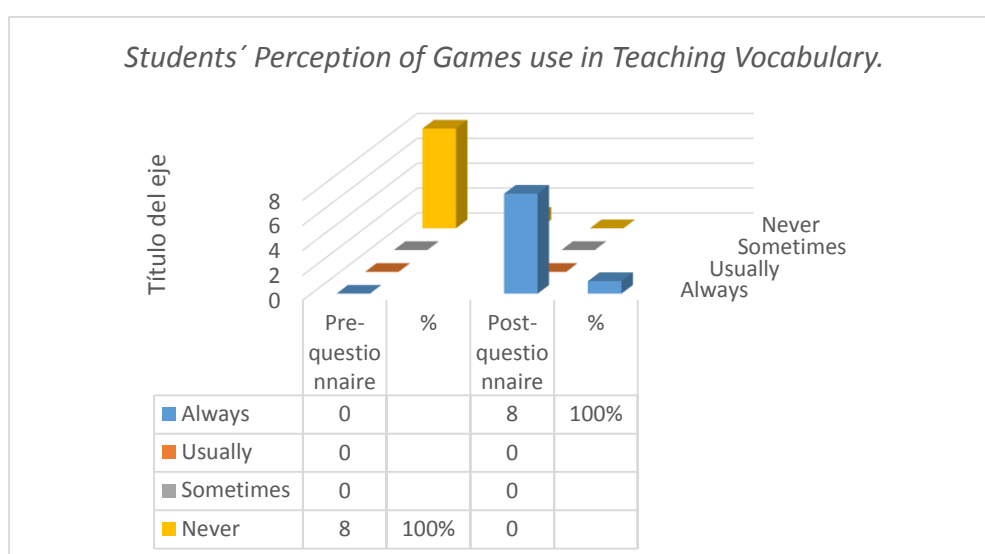
Students' Perception of Games use in Teaching Vocabulary.

	Pre-	%	Post-	%
	questionnaire		questionnaire	
Always	0		8	100%
Usually	0		0	
Sometimes	0		0	
Never	8	100%	0	
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit.
Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 8



Graph 8. Bar graph showing Students' Perception of Games use in Teaching Vocabulary.

As it can be seen, the responses of the students to the pre-questionnaire and post-questionnaire show a big difference in the frequency of games use to teach vocabulary. The students found out that they could play games while they learned as a consequence of intensive use of games as a teaching strategy

QUESTION # 8: Does teacher translate the English words to Spanish?

Chart 11

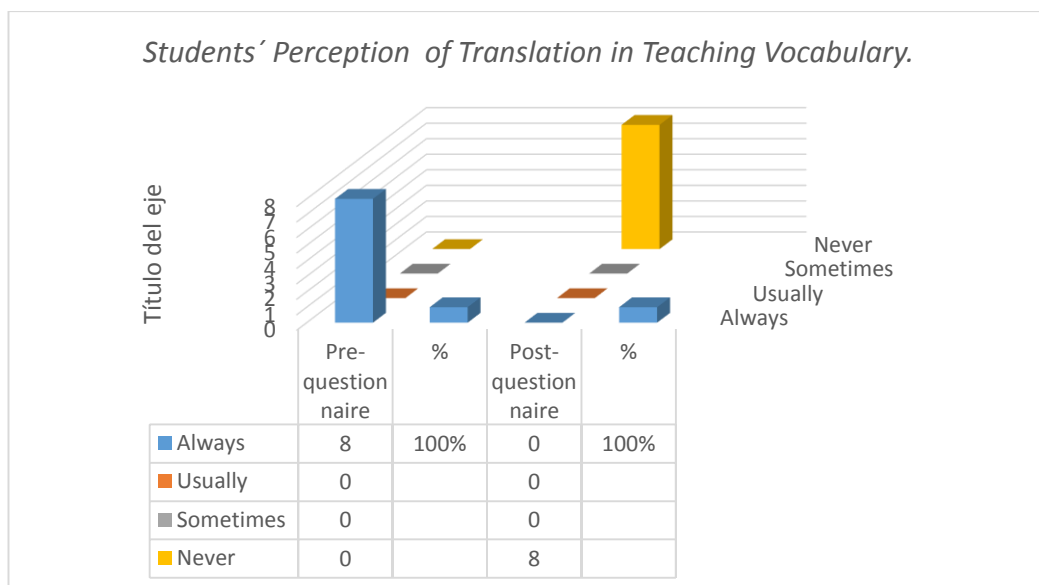
Students' Perception of Translation in Teaching Vocabulary.

	Pre-questionnaire		Post-questionnaire	
		%		%
Always	8	100%	0	
Usually	0		0	
Sometimes	0		0	
Never	0		8	100%
Nro.	8	100%	8	100%

Source: Students of 4th year of Basic Education at Prof. Julio Servio Ordóñez Espinosa Educative Unit. Academic Year 2013-2014

Author: Dayra Madeline Yanangómez Calero

Graph 9



Graph 9. Bar graph showing Students' Perception of Translation in Teaching Vocabulary.

It seems that the teacher always used translation as a technique to teach the meaning of words (100%); which prevented students from thinking. On the other hand, the researcher did not use this technique (0%) because she taught new words by means of creative activities: flashcards, videos, realia and games.

g. DISCUSSION

This study performed a one-group pretest-posttest experimental design to determine the relationship between creative activities and vocabulary learning with a group of students of 4th year of Basic Education at Prof. “Julio Servio Ordoñez Espinosa” Educative Unit. The expectation was that there would be an increase in vocabulary learning by implementing creative activities during the learning lessons. Image and Oral form Association, Image and Written word Association, Remembering spelling, Written and Oral form Association, Word Pronunciation and Word Recognition in Context were considered as parameters describing vocabulary learning. The findings support the researched question How do Creative Activities improve vocabulary learning in the English Language with the students of fourth year of Basic Education at “Julio Servio Ordóñez Espinosa” Educative Unit Period February- April 2014, which is also consistent with the previous literature.

Some experts as Hatch & Brown (1995), define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use. While Roget (1980), argues that vocabulary is: “An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verbs.”. On the other hand D'Antuono (2013), holds that pursuing creative activities with

children is a healthy way to help them grow and learn. A child is engaged on a creative level every time he draws, paints, builds with blocks, plays games, reads and engages in a myriad of other activities. It can help students to learn English more easily and quickly.

The pre-test showed that participants presented difficulty in Remembering Spelling (14.3%), Word Pronunciation (36.6%) and Word Recognition in Context (53.3%), respectively, these issues disappeared after the intervention and in the post-tests' score, they are higher, because the percentage of each parameters is 100% of dominated. It seems that the intervention yielded a positive improvement in all the parameters that researcher worked but, especially in Remembering Spelling, Word Pronunciation and Word Recognition in Context.

The stages of intervention were three pre-test vocabulary, strategy implementation and post-test. Researcher and students worked for one month, 3 sessions per week. The schedule was in the afternoon for two reasons: because, the researcher did not want to interrupt their normal classes in the morning and there was a classroom available in the afternoon. They worked 80 minutes per session, in the first one the researcher felt enthusiastic, because parents also wanted to participate doing the activities with their children in the intervention. Students had more confidence to do the activities in English and they were not afraid to

read, sing, play with their classmates, etc. They were very collaborative and they liked all the creative activities they did, students reported that before the experience they were bored with normal classes. It was different and they could learn better without effort.

Students were very punctual. There were some few limitations such as: the noise of the other students that interrupted our classes, but, the researcher talked with the professor of that students, and, they could solve the problem.

The creative activities helped students to improve the vocabulary learning and enhanced the 6 parameters in the research like Image and Oral form Association, Image and Written word Association, Remembering spelling, Written and Oral form Association, Word Pronunciation and Word Recognition in Context, but especially participants worked in their issues like Remembering Spelling, Word Pronunciation and Word Recognition in Context. The researcher could check the problems in the questionnaires that students made where they said that their teacher never used flashcards, realia, videos, games, power point, and he always repeated the words aloud, students had to write a list of words to their notebooks and memorize it. The teacher never used extra information or worksheets. He always worked only in the book and translated the words into Spanish,

but after the intervention changes can be seen though the vocabulary post-test scores, they increased significantly.

The experience was the best for both, the researcher and students, because the researcher learned more about new effective strategies that she can apply with other students, and it can be used by other teachers that have students with problems in vocabulary. Teacher grows as a person because solving a problem helps her to learn to investigate and select the best strategies to solve it. Students learned that English is fun and easy to learn. They enjoyed a lot, because their teacher taught with fun strategies which involved students in the creativity that they had and did not know. In conclusion, action research is an excellent tool for all who want to investigate or resolve problems, because the researcher get involved in the field of the problem and can resolve it easily.

h. CONCLUSIONS

Results overall showed a significant increase in the ability to communicate using the vocabulary learning in the foreign language after the implementation of the use of creative activities to develop understanding in the vocabulary learning in the English language. By percentages of the scores of the pre-test and post-test, the researcher can demonstrate that there was a positive result in the students.

- Concerning to the development of vocabulary learning the researcher found support in D'Antuono (2013), who advocated that using creative activities with children is a healthy way to help them grow and learn. A child is engaged on a creative level every time he draws, paints, builds with blocks, plays games, reads and engages in a myriad of other activities. It can help students to learn English more easily and quickly. Reading this literature confirmed that this strategy was the best to improve vocabulary learning.
- The limitations that the participants had concerning the vocabulary learning were located in specific areas of vocabulary learning, especially in components such as: Image and Oral form Association (3,4%), Image and Written Word Association (30%), Remembering Spelling (85,7%), Written and Oral form Association (0%), Word Pronunciation (63,4%) and Word Recognition in Context, (46, 7%) all of

which are vital to master this important process as part of the English language learning.

- After the researcher analyzed the literature, she selected games, flashcards and realia as alternative creative activity to develop vocabulary learning based on Allen (1983), who stated that when students play a game they will concentrate and will try to recall words learned in order to play the game. Experience with real things with which one will interact in life is the best learning situation; Suyanto (2007), pointed out that flashcards help with summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of information. At the end of the intervention, the researcher demonstrated the effectiveness of the creative activities in a positive way as the authors said as can be seen in the students' hand-on activities produced for example now they can read, write, speak recognize, select, and listen to the vocabulary learning.
- The use of creative activities as part of the classroom activities reduced the students' limitations in a moderate degree. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their activities. The change of the scores from the pre-and post-tests is relevant evidence that demonstrates the positive impact that the creative activities had in this intervention.

- The relationship between vocabulary learning and creative activities was successful because participants became creative and they were successful in improving critical areas such as: Image and Oral form Association, Image and Written Word Association, Remembering Spelling, Written and Oral form Association, Word Pronunciation and Word Recognition in Context.

i. RECOMMENDATIONS

Based on the results of this research work, the researcher can provide some recommendations that can help teachers, students or future teachers. Adopting action research is the best strategy to solve English learning problems due to the researchers have to be involved directly with the problem and it helps them to solve it effectively.

The researcher suggests using creative activities for some reasons: to improve vocabulary learning, especially in children because it has been demonstrated that games, flashcards and realia help students love English and be more creative while they work and learn. Another reason is because this is a new strategy that teachers can apply as a new vision in their teaching. Furthermore, the majority of problems are not from learning, in these cases, the problems are the strategies that teachers apply with the students.

It is also very useful because you do not have to translate words to Spanish for it teacher can use the activities with flashcards. Flashcards are easy to carry anywhere, so we do not need to carry heavy books so much because it is really convenient. The Realia permits the experience with real things with which one will interact in life is the best learning situation possible. The games create a meaningful context for language use.

It is also possible to say that if you teach a few group of students, they can learn better because all of them have the opportunity to participate during class, and teacher can do activities where all the students get involved.

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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 IN THE ENGLISH LANGUAGE WITH STUDENTS OF 4TH
YEAR OF BASIC EDUCATION AT PROF. "JULIO SERVIO ORDÓÑEZ
ESPINOSA" EDUCATIVE UNIT. ACADEMIC YEAR 2013-2014.

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

AUTHOR

1859

DAYRA MADELINE YANANGÓMEZ CALERO

Loja –Ecuador

2014

a. THEME

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY
LEARNING IN THE ENGLISH LANGUAGE WITH STUDENTS
OF 4TH YEAR OF BASIC EDUCATION AT PROF. “JULIO
SERVIO ORDÓÑEZ ESPINOSA” EDUCATIVE UNIT.
ACADEMIC YEAR 2013-2014

b. PROBLEM

1. BACKGROUND

The present research work will be developed at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit, for this reason it is important to make a brief background of it.

Professor “Prof. Julio Servio Ordóñez Espinosa” Educative Unit is an institution located in an urban city area; it educates children from 4 to 12 years old. Its history begins with the death of Professor Prof. Julio Servio Ordóñez Espinosa who was a distinguished man. He made many efforts to benefit the students at José Ángel Palacios Educative Unit. That is why, authorities, parents and students of this institution requested to change Educative Units’ name, which was José Ángel Palacios to Professor Julio Servio Ordóñez Espinosa.

The mission of Professor “Julio Servio Ordóñez Espinosa” Educative Unit is, to provide a high quality of education to students of different fields in knowledge such as: sports, culture, traditions, and subjects like Math, English, etc., to promote and encourage respect for human rights.

Its vision is to assure the equity and students' inclusion, driving values, excellent staff relationships, perseverance and good lifestyle. It also forms critical, self-critical with high level of logical thinking students who are actors of their own learning, and a high level use of technology involving the family parents too.

This research will be developed with students of 4th grade of Basic Education at "Prof. Julio Servio Ordóñez Espinosa" Educative Unit. They are between 8 and 9 years old and the majority of them belong to a low economic resources social class. Some of them live with different relatives because their parents are divorced or live abroad. Some of students have behavior and learning problems because they do not live with their parents.

On the other hand, the fourth year of Basic Education is integrated by 36 children and its room is not suitable to work with them because it is too small and the noise is too high for that reason students cannot be concentrated in their classes.

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

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

2. CURRENT SITUATION OF THE RESEARCH

In Prof. “Julio Servio Ordóñez Espinosa” Educative Unit, Students learn English by years. They have been working with a series of books called “Wonderful”, from first to seventh years of Basic Education. The students who have been from first year of Basic Education have got an average level of English, indeed they do not have problems in vocabulary. But those who have been enrolled in this Educative Unit later, are facing some problems in learning the English vocabulary.

A 50% percent of students do not have a basic knowledge of vocabulary and have problems to understand to the teacher when she gives instructions or when they have to do vocabulary activities. Their limitations about vocabulary knowledge was detected through the application of a test where they were assessed basic vocabulary about food and adjectives of feelings.

Another problem that students face is, that they just have two periods of English classes per week which is not enough to learn a foreign language.

This institution does not have an English Laboratory to teach for that reason; the English teacher only focus the book activities and never search for extra information or activities which can help students to learn vocabulary more easily.

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

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

3. RESEARCH PROBLEM

How do Creative Activities improve vocabulary learning in English Language with the students of fourth year of Basic Education at "Julio Servio Ordóñez Espinosa" Educative Unit? Period February- April 2014.

4 DELIMITATION OF THE RESEARCH

The present research work will be performed with the students of Fourth year of Basic Education at. “Professor Julio Servio Ordóñez Espinosa” Educative Unit.

4.1 TEMPORAL

Period February- April 2014.

4.2 SPACIAL

The Prof. “Julio Servio Ordóñez Espinosa” Educative Unit is the place where the project will be undertaken.

4.3 OBSERVATION UNITS

The people that will be part of the research are:

- Students of 4th year of basic education
- English Teacher (Researcher)

4.4 SUB PROBLEMS

- What kind of theoretical references about creative activities is effective to improve the vocabulary learning in the English Language with the students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit? Academic Year 2013-2014

- Which are the negative problems that limit the vocabulary learning in the English Language with the students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit? Academic Year 2013-2014
- Which creative activities are useful to improve the vocabulary learning in the English Language with the students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit? Academic Year 2013-2014
- How do creative activities help to enrich the limitations in the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof “Julio Servio Ordóñez Espinosa” Educative Unit? Academic Year 2013-2014
- How effective was the application of creative activities in the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit? Academic Year 2013-2014

c. JUSTIFICATION

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

In the educational aspect, this research will help to improve the English language learning of the group of students in the researched institution. This will be an assistance that students must take advantage because they will enjoy, feel motivated and they will be involved in the normal learning of the English class easily. Therefore, through this great process students will get success, not only in education but also in their lives.

In the social aspect, this project is important, because it will contribute to improve the social conditions of a group of students who belong to an educational institution that not offer individualized teaching in English. These students are facing many limitations to be active part in the English Language class and their parents do not have enough economical resources to insert them in an educational center, which can help them to fill their gaps.

Scientifically, this project is useful because the best creative activities will be searched and applied to teach students basic vocabulary in the English Language, so that they can improve vocabulary Learning and consequently they can feel motivated to be involved in the English language class.

This project is relevant, because there has not been any kind of intervention before which can help students who have limitations in their learning with the English language. So that, it is important to carry it out by applying creative activities to notice if they are an effective strategy that help students to learn vocabulary and improve their English language learning.

Finally, it is justified enough because it is a previous requirement for an English Career undergraduate, in order to get the Bachelor in Arts Degree in Sciences of the Education, English language specialization. And the researcher has the skills to be part of it and she counts with enough resources to finish it successfully.

d. OBJECTIVES

GENERAL

- To apply creative activities to improve vocabulary in the English language class with Students of Fourth year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year 2013-2014

SPECIFIC

- To investigate the theoretical references about creative activities to improve the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year 2013-2014
- To diagnose the negative problems that limit the vocabulary learning in the English language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year 2013-2014
- To choose the best creative activities to enrich the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year 2013-2014

- To put in practice the selected creative activities in order to solve the limitations in the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year 2013-2014
- To reflect about the effectiveness that the creative activities had on the vocabulary learning in the English language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year 2013-2014

e. THEORETICAL FRAME

THEORITICAL FRAMEWORK SCHEME

1. VOCABULARY LEARNING

1.1 Definition

1.2 The importance of vocabulary

1.3 Principles in teaching vocabulary

1.4 Types of vocabulary

1.4.1 Listening Vocabulary

1.4.2 Speaking Vocabulary

1.4.3 Reading Vocabulary

1.4.4 Writing Vocabulary

1.5 Vocabulary Intervention

1.6 Teaching Vocabulary

1.7 Stages of teaching vocabulary

1.7.1 Presentation

1.7.2 Practice

1.7.3 Production

1.7.4 Review

2. NEGATIVE PROBLEMS THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING.

2.1 Difficulties with vocabulary acquisition

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

3.1 CREATIVE ACTIVITIES

3.2 THE ACTIVITIES

3.3 BENEFITS OF CREATIVE ACTIVITIES FOR CHILDREN

3.3. 1 Imagination

3.3.2 Problem-solving

3.3.3 Skill Development

3.3.4 Bonding Time

3.3.5 Teamwork

3.4 LANGUAGE IN THE YOUNG LEARNER CLASSROOM

3.5 TYPES OF ACTIVITIES

3.6 GAMES

3.6.1 Learning Vocabulary through games

3.6.2 Advantages of using games in the classroom

3.6.3 Pay attention

3.7 REALIA

3.7.1 Use of realia

3.7.2 Instructions

3.7.3 The advantages of realia or special purposes

3.7.4 Tips and Warnings

3.8 FLASCARDS

3.8.1 Uses

3.8.2 The advantages of flashcards

4. ACTIVITIES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

4.1 GAMES.

4.1.1 VOCABULARY BINGO CARD

4.1.2 Alphabetical adjectives connect the dots

4.1.3 Password

4.1.4 Yoghurt pots and vocabulary:

4.2 REALIA

4.2.1 Choose and Chat

4.2.2 Chain actions

4.2.3 Other Preposition Memory Games

4.2.4 Give Me Game

4.3 FLASHCARDS

4.3.1 Memory Word Match

4.3.2. The Months

4.3.3 Mime the flashcard

4.3.4 Number Codes

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

5.1 WORKSHOP ONE: Pre-test vocabulary

5.2 WORKSHOP TWO: Fruits: Touch the fruit.

5.3 WORKSHOP THREE: Fruit: Connect the dots.

5.4 WORKSHOP FOUR: Fruit: Yogurt pots.

5.5 WORKSHOP FIVE: Animals: Give me

5.6 WORKSHOP SIX: Animals: Memory Word Match

5.7 WORKSHOP SEVEN: Animals; Choose and Chat

5.8 WORKSHOP EIGHT: Means of Transport: handkerchief Tag

5.9 WORKSHOP NINE: Means of Transport: Transportation Key Sort

5.10 WORKSHOP TEN: Means of Transport: Mime the Flashcards

5.11 WORKSHOP ELEVEN: Bingo Card

5.12 WORKSHOP TWELVE: Post-test

6. ASSESSMENT OF THE EFFECTIVENESS OF CREATIVE ACTIVITIES IN THE VOCABULARY LEARNING.

6.1. Value the students' progress through Observation Guide.

1. VOCABULARY LEARNING

1.1 DEFINITION

According to the Macmillan English Dictionary (2002), the word “vocabulary” means “All the words in a particular language”

Ur (2003) can be defined, vocabulary roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary “items” rather than “words

1.2 THE IMPORTANCE OF VOCABULARY

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. (Wilkins, 1972) Wrote that “. . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”

Also Vocabulary is the body of words that make up a language, without a good working knowledge of words and their meanings, both written and

verbal communication will be muddled or poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary. (West, 2003)

1.3 PRINCIPLES IN TEACHING VOCABULARY

Each language teacher should bear in mind two basic principles:

1. Adapt your presentation and choice of vocabulary to the level of the learners
2. Teach new words in groups

When teaching new vocabulary items, each teacher should bear in mind the level of his or her learners. Teaching beginners would be different than teaching advanced learners and teaching nine year olds would require different ways of presentation and aids than at fifteen year olds. These aspects are very important when choosing the technique for the presentation. For instance, teaching the word “love” should need quite different ways for different level of the learners. When presenting this word to nine years olds, the best way would be to draw two young people smiling at each other, or kissing each other, and to put them in a heart. This technique can be used among fifteen years olds but the appropriate

definition can be used as well. Love is a very strong emotional and sexual feeling for someone. (Macmillan, 2002)

If possible, new words should be taught in relations to each other. Vocabulary items should be presented in topics, e.g. Family, Animals, and Food etc. If words like a mother, a father, a brother and a sister are presented in one lesson and words like a dog, a cat, a hamster and a pig are presented in the other one it would be easier for the learners to remember and recall them because they are associated with a certain topic.

Whereas teaching expressions like a mother, a dog, a tree and a Educative Unit altogether in one lesson would be quite difficult for learners to remember and later on to recall.

There are some other relationships in which vocabulary items could be taught:

Synonyms. These are words with similar meaning. E.g. “Enormous” means the same as “very large”.

Antonyms. These are words with opposite meaning. E.g. day-night, male female.

Complements. One word is defined by being not the other. E.g. “Single” means “Not married”.

Converses. One word is the converse of the other. E.g. parent-child, buy-sell.

Hyponyms. These are words that belong to one superordinate. E.g. car, van, bus, lorry are hyponyms of the superordinate word vehicle. (Lewis & Hill, 1992)

1.4 TYPES OF VOCABULARY

There are 4 types of vocabulary:

- Listening
- Speaking
- Reading
- Writing

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

1.4.1 Listening Vocabulary

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

1.4.2 Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

This number is much less than our listening vocabulary most likely due to ease of use.

1.4. 3 Reading Vocabulary:

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

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

1.4.4 Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell (Montgomery, 2007)

1.5 VOCABULARY INTERVENTION.

It involves three tiers:

Tier 1 – basic words (happy, clean, fast)

Tier 2 – high frequency words; mature language users; multiple meanings; used in many settings (cluster, sympathy, estimate)

Tier 3 – low frequency, specific to classes such as: science/math/social studies (lathe, chasm, warp)

There are approximately 7,000 words in Tier 2. Teach 400 per year or 10 per Session. Research shows this will have an impact. For students who are on intervention or IEPs and need a reduced set of words and frequent repetition, 3 words a Session should be chosen and reinforced in reading and writing. (Beck, McKeown, & Kucan, 2002)

1.6 TEACHING VOCABULARY.

Teaching English vocabulary is integrated into the four skills of the language. It means that vocabulary holds significant role in mastery of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills. (Rivers, Second Language Acquisition and Teaching Tucson, 1983) To support this points out “it is impossible to learn a language without words”. Therefore, vocabulary is the most important subject in teaching and learning process.

According to (Nation P. , 1994) , the first decision to make when teaching a word is to decide whether the word is worth spending time on or not. If the word is a low frequency word and is not a useful technical word and not one that is particularly useful for the learners, it should be dealt with as quickly as possible. He also said that when words come up in the context of a reading or listening text, or of learners need a word or phrase when speaking or writing, they need quick help which does not interrupt the activity too much.

(Nation I, 1990), states that there are four ways that can be used in teaching vocabulary. They are:

1. Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English.
2. Words are dealing with as they happen to occur. This means unknown words that appear.
3. A vocabulary problem is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before.
4. Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities.

From the statement above, it may be concluded that a good teaching of vocabulary should be presented in a group work in order to involve all students because vocabulary is one of the important aspects in language. In other hands, (Decarico, 2001) presents teaching techniques and activities. New vocabulary should be presented in a long rote memorization by involving exercise and activity. He said:

“New words should not be presented in isolation and should not be learnt by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn. Exercise and activity include learning words in words association list, focusing on highlighted words in texts and playing vocabulary games” (Decarico, 2001)

1.7 STAGES OF TEACHING VOCABULARY

According to (Doff A. , 1998), there are four stages in teaching vocabulary, namely presentation, practice, production, and review.

1.7.1 Presentation

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. The title of this stage indicates clearly its function is introducing new lexical items to learners. As suggested by (Thornbury S. , 2002), learners need to learn both the meaning and the form of a new word. He also emphasizes some major factors subject to the number of word to be presented such as.

- The learners' level (beginner, intermediate, or advanced)
- Learners' likely familiarity with the words
- The difficulty of the items

Their “teachability”, which means whether they can be easily explained or demonstrated within the context of the classroom.

Whether items are being learned for production (in speaking and writing) or for recognition (in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer if the aim is only recognition.

According to, (Gairns & Redman, Working with Words. A guide to Teaching and Learning Vocabulary, 1986) There are three techniques

used in the presentation of new vocabulary items. The first one is visual techniques including mime, gestures, and visuals such as flashcards, photographs, blackboard drawings, wall charts, and realia. The second one is verbal techniques: (1) use of illustrative situations, (2) use of synonymy and definition, (3) contrasts and opposites, (4) scales, and (5) examples of the type. The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary. Similarly, (Thornbury S. , 2002) suggests a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. (Doff A. , 1998) groups these techniques into four categories: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation. He adds that a combination of the techniques should be implemented when it comes to the effectiveness of presenting meaning of new words (p. 97).

1.7.2 Practice

When the teacher presents the meaning of the words, they can only become students' passive vocabulary, and students may easily forget them or do not know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities. (Thornbury S. , 2002) underlines the popular belief that "practice makes perfect".

Additionally, he emphasizes the action of moving from short-term memory into permanent memory. In order to ensure long-term retention, words or lexical items need to be put into practice.

Teacher plays an important role in helping students' vocabulary motivated.

According to (Scrivener J. , 1994) some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, filling in gaps in sentences and memory games. Similarly, (Thornbury S. , 2002) points out that there is a variety of tasks which can be used in order to help move words into long-term memory. They can be divided into five types in order of least cognitively demanding to most demanding: identifying, selecting, matching, sorting, and ranking and sequencing.

1.7.3 Production

Developing fluency with known vocabulary is essential to help learners make the best use of what they have already known. In this stage students

are advised to complete high-level tasks namely production tasks (Thornbury S. , 2002) He recommends that learners should produce something as a product of their own. In this way, learners will turn words from receptive to productive and put them into long-term memory (p. 100). For production tasks, there are two major types that teachers may have used very often: completion and creation. According to (Hunt & Beglar, 2002), fluency building activities recycle already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using words without hesitation.

Activities used to develop learners' production of vocabulary may also include the following: first and second language comparisons and translation carried out chunk-for-chunk, rather than word-for-word aimed at raising language awareness; repetition and recycling of activities, such as summarizing a text orally one day and again a few days later to keep words and expressions that have been learned active; noticing and recording language patterns and collocations; working with language corpuses created by the teacher for use in the classroom (Nation I, 1990) judges communicative activities such as information exchanging, elicitation of student-talk, games and role plays as the most effective ways to motivate students to be more actively involved in the speaking activities to produce the words they have known.

2. NEGATIVE PROBLEMS THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING

2.1 DIFFICULTIES WITH VOCABULARY ACQUISITION

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

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialized books dealing with British and American English differences.

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

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

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

3.1 CREATIVE ACTIVITIES

3.1.1 Definition.

A creative activity is any activity in which you make something new or your own version of that thing. This activity could be anything from a song, a poem, a DJ mix, a painting a dance or anything else. The most important thing is that you brought something of yourself to it and this enables you to express your individuality. (ASK, n.d.)

3.2 THE ACTIVITIES

For each activity the English level of the children is more important than their age to the success of the activity. In addition, the timing of the activity depends on the size of the class or how quick the children are to respond. You will always be the best judge of whether an activity is suitable for your class and how long it is likely to take.

3.3 BENEFITS OF CREATIVE ACTIVITIES FOR CHILDREN

3.3.1 Imagination

- Creative activities engage a child's imagination and inspire his thoughts and perceptions. Reading, for example, helps him to experience a world outside of his own, and he can express that world in drawings and paintings.

3.3.2 Problem-Solving

- Creative activities present opportunities to problem-solve, challenging a child's thinking, expanding his perspective and rewarding his initiatives. Figuring out how to build a block tower that is not easily knocked over is a creative accomplishment.

3.3.3 Skill Development

- Creative activities can help children build both fine and gross motor skills. Games such as tag and relay races help children develop their gross motor skills, while painting and drawing strengthen fine motor skills.

3.3.4 Bonding Time

- When parents and other interested parties work with children on creative projects and activities, they strengthen their relationship by spending quality and invested time together. A game of Old Maid offers opportunities to talk, laugh and enjoy the other's company.

3.3.5 Teamwork

- Creative group activities teach children how to work together toward a common goal, building both their individual self-confidence as well as their ability to contribute as a member of a team.

3.4 LANGUAGE IN THE YOUNG LEARNER CLASSROOM

For many children, their only source of exposure to English will be you, the teacher.

For this reason, it is advisable to take all possible opportunities to speak English in the classroom. However, this does not mean that your English has to be perfect or that you have to speak English all the time. Indeed, switching between different languages is common in many everyday contexts for many people, and the classroom is not different in this regard. Where using the children's first language might be effective, but this does not mean you should avoid it at other times. You are the best judge of how to support your children's learning in the classroom.

There are lots of different ways that you can use English, however. You can use English to organize the activities, to control the class while they do them and to talk to the children on a one-to-one basis. Many of the activities have steps that involve the children in quiet tasks, such as cutting and pasting, drawing, coloring and so on, that do not explicitly practice new structures or vocabulary. While children are engaged in these, you can chat to them more informally. It is not necessary to use complex language; simple, encouraging comments are effective.

But what about the children's language use? We cannot expect children to use English all the time. It is not only unnatural; it can also damage children's confidence. Of course, children can be encouraged to use English in whole class activities and also while working with their peers in pairs and groups. However, if children use their first language in these activities, it should not be seen as a problem, particularly if the input is in English or some part of the output requires children to use English. At some stage of the activity, children will be involved with English, and this is what is important for young learners

Teachers play a critical role in creating an environment in which children feel happy trying out their English skills. As well as encouraging children and praising their efforts, teachers need to have confidence in their own English speaking skills, whatever their level. If children see their teachers speaking English with enjoyment and enthusiasm, not worrying about making mistakes or knowing every word, then they have a very positive model for using English themselves. We hope the activities in this book play their part in providing the kind of fun and engaging activities that can motivate children to use English in class. (Copland, Garton, & Davis, 2012)

3.5 TYPES OF ACTIVITIES

Furthermore, in teaching English vocabulary, the teacher should use some techniques. There are several techniques in teaching vocabulary which all of them are complimentary one another. (Harmer, The Practice of English Language Teaching, 1991) Defines that in teaching process, especially in teaching English vocabulary in the classroom, the English teacher uses the following points:

- **Realia**

This is a word people use to refer to the use of a real object in the classroom. Thus the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

- **Picture**

The picture can be in form of blackboard drawings, wall pictures, charts, flash card, and any other non-technical visual representation. Picture can be used to explain the meaning of item: the teacher might draw pens, rulers, and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence: *There are three people in the room.*

- **Mime, action, and gesture**

Action, in particular, are probably better explained by mime and gesture, for example, for explaining the word like *from*, *to* etc.

- **Contrast**

Sometimes, a visual element (e.g. realia, picture, mime, etc) may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of *full* is better understand in the context of *empty*, the meaning of *big* in the context of *small*, etc

- **Explanation**

It will be important if giving some explanations by including information about when the item can be used (Harmer, How to teach English, 2010) (Seda, 2010)

3.6 GAMES.

Many researchers support the use language games in the classrooms applying them may make learning more enjoyable and may develop different abilities in students. (Phillips S. , 1993) states that “Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser.

Moreover, (Antonaros & Couri, Teaching Young Learners: Action Songs, Chants and Games, 2003) state that “Games in the foreign language classroom ... encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning.”

Although researchers believe that games are useful, (Allen V. , 1983) comments that “Not all games are helpful for language learning, of course... when we are considering possible games for use, we should ask, “Will this game help to make several English words seem interesting and important to my students?” . According to (Allen V. , 1983), “Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved”. Therefore, when playing a game they will concentrate and will try to recall words learnt in order to play the game. If games were used more often in U.A.E. classrooms, this may help students learn vocabulary because vocabulary is introduced and used in an enjoyable and challenging ways instead of asking students to copy vocabulary in their copybooks.

There are many types of games, including memory and guessing games which, as (Slattery & Willis, 2001)suggest, will “help children become familiar with new vocabulary in an enjoyable way” (p. 49).

Besides, Allen points out that “guessing games, for example, create conditions in which the use of the target language is necessary for leading players to the correct guess”. Similarly, (Wright, Betteridge, & Buckby, Games for language learning, 1984) agree that memory games “challenge the players’ ability to remember”.

3.6.1 Learning Vocabulary through Games

(Staines, Family matters: Early learning games., 1990) suggests that “There is no mystery to learning through play. When children play, they cannot help but learn and develop” (p. to provide for children through games will help learning to be successful. Similarly, (Moon J. , 2000) argues that when we use games with young learners, we "appeal to their sense of fun and arouse their interest... games give them a real purpose for using language and provide opportunities for them to use language more freely". Although this seems to be good, many teachers would argue that students will not benefit from playing games, and it a waste of time.

Moreover, according to (Rixon, How to use games in language teaching, 1992), “Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it”.

3.6.2 Advantages of using games in the classroom.

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

- a. They are motivating and challenging.
- b. Learning a language requires a great deal of effort.
- c. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills-speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.
- g. Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- h. Games usually involve friendly competition and they keep students interested in learning the language.
- i. Games can help them (children) learn and hang on to new words more easily

The reasons of the writer in choosing games as educational media for teaching children are:

1. Games make learning fun so your class and children are willing participants and not just there because they have to be.

2. Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
3. Students get to use the language all the time during the games
4. They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to these games, it is fun.
5. How do you expect your class or children to remember vocabulary if they never use it? Repetition is the mother of skill.
6. The games lend themselves perfectly to quick bursts of revision. Using some of the games, you can revise a massive amount of vocabulary and grammar in a few minutes.
7. If you use games to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.
8. Children have a short attention span (even more so these days with the style and pace of the media, and computer games), so injecting lively varied games into your classes to practice the language you are teaching will keep your children alert and enjoying themselves
9. The philosophy of encouragement incorporated into these games allows all students, including the less good ones, to gain in confidence. Usually this doesn't just mean they get better at your subject, but in all subjects. This makes everybody, including you, more motivated and

optimistic, and you can really make a difference by helping your pupils have more self-esteem so they succeed in all areas of life.

10. You do not need many materials to play these games (in some cases you need only your regular black board or classroom props). Once you have used the games once you will need virtually no preparation time at all!
11. You will be able to give stimulating fun classes while keeping your evenings free for yourself and your own hobbies, family and friends

3.6.3 Pay attention:

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching (foreign) languages.

Games can be used at all stages of the lesson. But teachers must be sure that games provided, are suitable and carefully selected by the teachers.

Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way (Salim)

3.7 REALIA

According to Gove (1986: 1890), realia means the real things, object or activities used by a teacher to relax classroom teaching to real life. Realia are useful for the teacher in presenting vocabulary.

While Pierce and Michael (1977:134) add realia refer to any specimens, models, mock-ups are artefact that can be used to help students learn. In this case, it is used the things in this classroom such as curtain, marker, ruler, attendance board, etc. it can be said that realia means the real thing, object or activities used by a teacher to relax classroom teaching to real life.

In teaching vocabulary to the students, the teachers can use some teaching media to make their pupils interested in learning. (Cahyani, 2006)

3.7.1 Use of realia

The use of realia, or real-life objects in the ESL classroom can make a huge difference in student learning. **It engages them and motivates them to learn.** It's fun and sets a more natural learning environment.

Some realia you may use to introduce new vocabulary includes:

- Maps
- Tea sets, dishes, and utensils
- Clothes
- Toy planes, trains, cars, animals, furniture, etc...
- Family photos
- Holiday items (pumpkin, Easter eggs, Halloween or Christmas decorations)
- Plastic fruits and vegetables (Pesce, s.f.)

3.7.2 Instructions

- Bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing. Sitting in a circle, pass one of the objects to the student on your left, saying the name of the object (for example: "tomato" or "sock") and then have the student pass on the object to the next one, speaking the word as well. Have your students keep passing on the object, repeating its name, until it comes full circle back to you.

You may use photos of the objects instead of the actual objects themselves.

- Obtain or make some menus for use in practicing common ordering phrases. Review the phrases with your students, and then divide them into two groups. Now have them role-play a restaurant scenario using the phrases, with one group as the customers and the second as waiters. Switch the group's roles once the exercise is over. Do the same with a bus or train timetable to role play a train conductor and passengers.
- Use an object, such as a ball, to teach prepositions of place like “on, under, above.” Place the ball on the table, and ask where it is. Elicit the reply “It’s on the table,” and so on.
- Make photocopies of real maps. Divide the class into groups of two and hand each group a map. Have them use the maps to give each other directions.
- Write out an email and send it to each of your students or printout copies and give a copy to each student. Have them write a reply to the email to practice.
- Write or print out recipes for work on the imperative. Read out the step by step recipe instructions and have the students mime them as you read them out.

- Bring in photographs to practice description, prepositions of place or modals of deduction. Pair up your students and have them describe their photographs to each other.

3.7.3 The advantages of realia or special purposes

- Experience with real things with which one will interact in life is the best learning situation possible.
- Real objects are plentiful and available everywhere.
- Real items can be observed and handled, providing concrete learning experiences for the student.
- Dealing with realia motivates the learner.
- Realia can be used as part of the evaluation system.
- Realia learning can be extended through the use of displays.

Application

- Be certain the real object enhances your objectives.
- Make whatever advanced arrangements are necessary for proper use of the realia.
- Costs can often be minimized by borrowing real items from members of the community.
- Keep the realia under wraps until you are ready to use them; after using, remove the potential distractor from sight.

- Students should be encouraged to help in locating and acquiring realia for classroom use.
- Develop a system of storage and retrieval which will be functional.
(Jones, et al. , 1994)

3.7.4 Tips & warnings

- Prepare your materials and supplies before the lesson. Purchase all the necessary supplies beforehand, rather than wait until the last minute to go shopping for them.
- Make all photocopies necessary or cut flashcards. Organize these into envelopes. If you're using clothing, pack them into a bag the night before.

3.8 FLASHCARDS

A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.

3.8.1 Uses

Flashcards exercise the mental process of active recall: given a prompt (the question), one produces the answer. Beyond the content of cards, which are collected in decks, there is the question of use – how does one use the cards, in particular, how frequently does one review (more finely, how does one schedule review) and how does one react to errors, either complete failures to recall or mistakes? Various systems have been developed, with the main principle being spaced repetition – increasing the review interval whenever a card is recalled correctly.

3.8.2 The advantages of flashcards.

- Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. There are some advantages of flashcards as follow
- Flashcards are useful and effective method to help students to study vocabulary.
- Flashcards are easy to carry anywhere, so we do not need to carry heavy books so much because it is really convenient.

Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of information which it makes the students confused because students will be able to study from the flashcards that contains very simple points

4. ACTIVITIES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE

4.1 GAMES.

4.1.1 Vocabulary bingo card

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

Concepts Taught:

Vocabulary Review

Extensions

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

4.1.2 Alphabetical adjectives connect the dots

Connect the dots, also known as dot to dot or join the dots is a form of puzzle containing a sequence of numbered dots. When a line is drawn connecting the dots the outline of an object is revealed. The puzzles

frequently contain simple line art to enhance the image created or to assist in rendering a complex section of the image. Connect the dots puzzles are generally created for children. The use of numbers can be replaced with letters or other symbols (Wikipedia, s.f.)

Also, specifically, it helps to research the adjectives while the child enjoy and learn. There are variety of adjectives that follow the alphabetical order. (Eceptively, 2012)

4.1.3 Yoghurt pots and vocabulary:

This is definitely only for primary Educative Unit children just learning to speak English.

Primary Educative Unit children love this game. Because they all read and write at different speeds, and if you make a few of the pots very simple and a few of them very difficult - some of the pots will then become "collector's items" Your desk will quickly become the center of the universe in your classroom.

Most children will not cheat in this game but make a point of at least appearing to check the words the top three children or teams have written,

against the master lists that you should have made. Be sure they see you doing this.

I was very pleasantly surprised at how successful this game became with my primary Educative Unit pupils. It completely turned them around and even the laziest and most troublesome among them were transformed.

If this becomes successful in your classroom then you could use this game to 'categorize' their vocabulary training by having different 'sets' of pots with different word lengths or subjects or words beginning with certain letters or containing certain letters. Names of towns, countries, rivers, animals etc etc.

It is simple, cheap and extremely fast-paced. Most importantly young children love it! Be prepared for a very noisy and active classroom and for children trying to climb all over you to get at pots they need to complete their papers. (Dave, s.f.)

This game can contribute to a number of purposes:

- 1) It causes a child to actually read the words. You do not have to combine it with writing, you can simply pass them out and have children individually read the words out loud.

- 2) It brings the words right up to and into the hands of the children. No longer are they just chalked symbols on a blackboard at one end of the classroom.
- 3) You can use it to start a group of children writing - and with appropriate choice of words written on the pots, you can also steer the children into almost any subject matter you want them to concentrate on.
- 4) You can use it to teach children to improve their handwriting standard.
- 5) Like I found, it can transform a bored class of small kids into a highly motivated one. In my class every child joined very enthusiastically in this game and it really did turn the class around.

4.2 REALIA

4.2.1 Choose and Chat

Students use descriptive word clues to identify objects. The main purpose is that students have a good experience with the objects that they can touch and look. It helps to motivate students in the use of the English Language

4.2.2 Other Preposition Memory Games

This game is good for children because teacher shows the object, and then they have to recognize it. Also it permits to students to have a enjoy class and can share the knowledge with their classmates

4.2.3 Give Me Game

It helps to students to have experience with real objects. This game contributes to students to encourage with the new vocabulary. Also it's fun and sets a more natural learning environment.

4.3 FLASHCARDS

4.3.1 Memory Word Match

Students match words to corresponding meanings (i.e., symbols, contractions, or abbreviations) while playing a memory game. It permits students to remember words.

4.3.2. The Months

This activity flashcard is useful to children moreover because they can remember the month of the year or the days of the Session quickly. Also Student can enjoy and share with their partners while learn.

4.3.3 Mime the flashcard

This game likes teacher because they can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. Also they can remember more easily the new words.

4.3.4 Number Codes

This flashcard activity helps students to recognize things and to remember new vocabulary, because they can learn more easily when they touch, look and interact with the things. This is a funny creative activity where students feel comfortable with the way that teacher teaches.

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

5.1 WORKSHOP ONE: PRE-TEST VOCABULARY



<u>TOPIC:</u> Pre-test Vocabulary	
<u>OBJECTIVE:</u> ∴ To diagnose students' vocabulary level.	
<u>MATERIALS:</u> ∴ Copies ∴ Board	
<u>TIME:</u> 80 min	Nro students: 8
<u>LEVEL:</u> Beginners	
<u>ACTIVITY DESCRIPTION</u> * STARTING ACTIVITIES Ice Breaker (<u>Simon says</u>) Explain that Students should follow her instructions only if they begin with Simon says. If not, they should stay still:	

T: Simon Says write in your notebooks. (Ss write)

T: Stand up (Ss. Do not move)

* PRESENTATION

Teacher explains to students the importance of the test and the vocabulary to learn English. Also, she explains that we will work with specific topics inside the vocabulary, with new materials to learn better.

* PRACTICE

Teacher explains that the pre-test have questions of vocabulary of specific topics such as fruits, animals and transports, Also she explains that the test is to diagnose the knowledge of them. When all students have the test teacher explains section by section each question and students have to follow the instruction of the teacher.

* ASSESS

Students have to say through a feeling test how they feel with the pre-test and the workshops.

5.2 WORKSHOP TWO: FRUITS: TOUCH THE FRUIT



TOPIC: FRUITS.		
<u>TEACHER'S OBJECTIVE :</u> <ul style="list-style-type: none"> • To Introduce the new vocabulary • To review the vocabulary • To assess students' knowledge of vocabulary 		<u>STUDENTS'</u> <u>OBJECTIVES:</u> <ul style="list-style-type: none"> • To name fruits. • To recognize fruit.
<u>MATERIALS:</u> <ul style="list-style-type: none"> • Flashcards • Realia • Pens • Papers of colors • Power point • Worksheets. 	<u>TIME:</u> 80 minutes	Nr. Students: 8

LEVEL: Beginners

ACTIVITY DESCRIPTION

* STARTING ACTIVITIES

Ice Breaker (Commands)

Students have to do all that teacher says.

Example: Jump, clap, etc.

* PRESENTATION

Teacher writes the name of the topic on the board, and asks students, if they know names of fruits, Teacher shows a basket of fruit then she takes one by one and says the pronunciation. Students have to repeat after her.

On the table, there are some color flashcards of fruits and students have to select one and put on the flashcard without color. Then teacher says the pronunciation and students have to repeat.

Teacher shows a power point of fruits. Ss have to say what fruit is, because these fruits are black, then teacher gives flashcards to students, and they have to show one when teacher names one fruit.

* PRACTICE

Teacher sticks some flashcards on the board with picture without color and she asks to students What color is the...and students look the color of the realia and they have to say the color.

Teacher takes the flashcards and says to students a color and they have to guess what fruit it is. Students have to figure out fruit name by reading teacher's lips.

Teacher gives students some flashcards, where they have to complete with some activities such us:

- Draw and color the other half of the fruit.
- Circle the strawberries and the peaches.
- Look at the patters in each row. Draw the fruit that comes next on the line.
- Draw an X on all of the bananas
- Count the oranges and write the number on the line.
- Students have to cut a paper and form a dice, then they have to recognize and tell to teacher what fruit is.

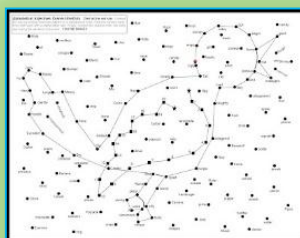
* ASSESS

Teacher sticks flashcards of fruits around the class, then teacher names a fruit and students in turns have to touch it.

SOURCE:

<http://www.eslkidstuff.com/Gamescontents.htm#.VGyJ6slcVL8>

5.3 WORKSHOP THREE: FRUIT: CONNECT THE DOTS.



<u>TOPIC:</u> Fruits		
<u>TEACHER'S OBJECTIVES:</u> <ul style="list-style-type: none"> • To explain the singular and the plural form of nouns. 		<u>STUDENTS' OBJECTIVES:</u> <ul style="list-style-type: none"> • To name fruits • To write names of fruits. • To recognize fruits.
<u>MATERIALS:</u> <ul style="list-style-type: none"> • Flashcards • Video • Worksheets • Papers 	<u>TIME:</u> 80 minutes	Nr. Students: 8
<u>LEVEL:</u> Beginners		
<u>ACTIVITY DESCRIPTION</u> <p>* STARTING ACTIVITIES</p> <p>Ice Breaker (<u>Fruit and stop</u>)</p>		

Teacher gives a ball to students, they have to pass the ball when she says fruit students have to stop the ball, and the student that has the ball, he has to say a fruit that teacher shows on the board.

* PRESENTATION

Teacher shows real fruits and students in turns have to say what fruit is. She shows the flashcards of the fruit with the name. Teacher puts only the names on the board; she says the pronunciation and students have to repeat after her.

Teacher sticks the flashcards of the fruits and names on the board, students have to match it. Then teacher takes the names of the fruits and puts them in a box, students have to take one and stick below each fruit.

Teacher explains the plural of the fruits with examples, and students develop some activities.

* PRACTICE

Teacher presents a video called the market of fruits, students have to dance and show the fruit that the song indicates.

Teacher gives students some worksheets, that contains some activities such as:

-Students have to color the fruits that teacher says, then they have to circle the words that they listen to.

-Write the plural of the following fruits.

-Write the correct name

* ASSESS

Students have to connect the names of fruit and form a picture.

SOURCE: deceptivelyeducational.blogspot.com

5.4 WORKSHOP FOUR: FRUIT: YOGURT POTS.



<u>TOPIC:</u> Fruit		
<u>TEACHER'S OBJECTIVES:</u> <ul style="list-style-type: none"> To assess the knowledge of the students 		<u>STUDENT'S OBJECTIVES</u> <ul style="list-style-type: none"> To name fruits To match fruit with names To do a picture dictionary
<u>MATERIALS:</u> <ul style="list-style-type: none"> Plastic yogurt pots Paper Video Fomix 	<u>TIME:</u> 80 minutes	Nro. Students: 8 students
<u>LEVEL:</u> Beginners		
<u>ACTIVITY DESCRIPTION</u> <p>* STARTING ACTIVITIES</p> <p>Ice breaker (alphabet)</p> <p>Teacher gives to each student word cards in order to arrange and form words, in this case the name of the fruits.</p>		

* PRESENTATION

Teacher writes on the board the names of the fruits, and then students have to name each one. Teacher puts on the board the phrase I like and explains with mimics. What this phrase means, then one students pass to the board and do a sentences using the phrase.

Teacher says students take the fruit that they like and have to say.
Exam: I like pear.

* PRACTICE

Teacher shows a video with fruits and asks students to say the name of each one.

Teacher gives students a worksheet where they have to match the fruits with the correct name.

Teacher give to each students fomix to create a fruit, then they have to stick the fruit on another foami, after teacher takes all the fruits and finally teacher and students create a picture dictionary of the fruits.

* ASSESS

Teacher gives students the materials and they have to do the tools to play the game.

SOURCE:

<http://www.eslkidstuff.com/Gamescontents.htm#.VGyJ6slcVL8>

5.5 WORKSHOP FIVE: ANIMALS: GIVE ME



<u>TOPIC:</u> Animals		
<u>TEACHER'S OBJECTIVES:</u> <ul style="list-style-type: none"> • To Introduce the new vocabulary • To review the vocabulary • To assess students' knowledge of vocabulary 		<u>STUDENTS' OBJECTIVES.</u> <ul style="list-style-type: none"> • To recall animals • To list animals • To select animals
<u>MATERIALS:</u> <ul style="list-style-type: none"> • Realia • Flashcards • Worksheets 	<u>TIME:</u> 80 minutes	Nro. Students: 8
<u>LEVEL:</u> Beginners		
<u>ACTIVITY DESCRIPTION</u> <p>* STARTING ACTIVITIES</p> <p>Ice breaker (Looking for your partner)</p>		

Teacher gives to each student one-match cards of animals. They have to look for the other match card with the same animal between their partners.

* PRESENTATION

Teacher sticks flashcards (one by one), while she says the name of the animal and imitate the sound of it, after students have to repeat all that teacher do, then teacher says the name of the animal and students have to imitate the sound of it. She asks students to touch the animal that she says. She gives to students flashcards, teacher says the name of the animal, and they have to show and put the flashcard on the board. Finally, Students have to read the lips of the teacher.

* PRACTICE

Teacher puts the flashcards on the floor but upside down, students have to take one and say what animal is.

Teacher imitates the movement of an animal and students have to guess what animal is.

Teacher give a worksheet, where students have to develop some activities such as:

- Draw and color your favorite animal.
- Circle the giraffes, underline the elephants, color the ducks, and draw and "X" on the lions.

* ASSESS

- Teacher puts all the realia on the table, teacher says the name of an animal and students have to take and give to the teacher.

SOURCE:

<http://www.eslkidstuff.com/Gamescontents.htm#.VGyJ6slcVL8>

5.6 WORKSHOP SIX: ANIMALS: MEMORY WORD MATCH



<u>TOPIC:</u> Animals		
<u>TEACHER'S OBJECTIVES:</u>		<u>STUDENTS' OBJECTIVES.</u>
<ul style="list-style-type: none"> To explain the singular and the plural form of nouns. 		<ul style="list-style-type: none"> To list animals To select the animals To recognize animals.
<u>MATERIALS:</u>	<u>TIME:</u>	Nr. students: 8
<ul style="list-style-type: none"> Realia Flashcards Worksheets Match words 	80 minutes	
<u>LEVEL:</u> Beginners		
<u>ACTIVITY DESCRIPTION</u>		
<p>* STARTING ACTIVITIES</p> <p>Ice Breaker <u>(Dance)</u></p>		

Students in pairs have to dance according with the music that teacher plays in the radio.

* PRESENTATION

Teacher sticks on the board some flashcards of animals and students have to name each one, second teacher puts the name below each one, and says the pronunciation and students have to repeat. She presents only the flashcards of the names and she have to say how is the pronunciation, then students have to put the name on the flashcard of the animal.

Teacher explains with examples on the board, the rules of the plural of the nouns, after they have to write the plural of the animals.

* PRACTICE

Teacher gives students some puzzle pieces and they have to stick the pieces in a paper then, they have to put the name of the animals that find in the puzzle.

Teacher gives a worksheets where students have to develop the following activities:

- Cut the words and glue them under the right picture.

-Choose the correct option

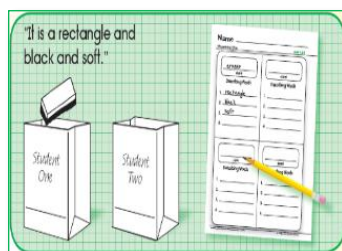
- Write the plural of the following nouns.

* ASSESS

- Teacher with the memory game match can assess, if the students can recognize the words with the correct animals.

SOURCE: <http://www.education.com/worksheets/memory-games/>

5.7WORKSHOP SEVEN: ANIMALS: CHOOSE AND CHAT



TOPIC: Animals

TEACHER'S OBJECTIVES:

- To assess the knowledge of the students

STUDENT'S OBJECTIVES

- To name animals
- To match animals with names
- To do a picture dictionary

MATERIALS:

- ∴ Realia
- ∴ Two bags
- ∴ Flashcards
- ∴ Pencils
- ∴ Video

TIME:

80 minutes

NRO. STUDENTS: 8

LEVEL: Beginners

ACTIVITY DESCRIPTION

* STARTING ACTIVITIES

Ice Breaker (Animals)

Teacher gives papers with letters and students have arrange the letters and form words.

* PRESENTATION

Teacher remembers the animals with a video and students have to say the name of it, she puts the realia in all the class and students have to select one and say what animal is, then they have to write on the board the name of the animal, teacher sticks the flashcards on the board and they have to write how many animals there are in each flashcard, while teacher explains the use of there is/there are

* PRACTICE

Teacher gives students worksheets with different activities such as:

-Match pictures with words by writing the appropriate number by the animal picture.

-According with the number of animals, write how many animals there is/there are

Teacher gives to students fomix and glue in order to they make a picture dictionary of the animals.

ASSESS

Teacher places the bags of objects at the center, students have to form two groups, then in turns, they have to select one, name and write what animal is on the board.

SOURCE: <http://www.eslkidstuff.com>

5.8 WORKSHOP EIGHT: MEANS OF TRANSPORT: HANDKERCHIEF TAG



<u>TOPIC:</u> Means of Transport.		
<u>TEACHER'S OBJECTIVE :</u> <ul style="list-style-type: none"> • To Introduce the new vocabulary • To review the vocabulary • To assess students' knowledge of vocabulary 		<u>STUDENTS' OBJECTIVES:</u> <ul style="list-style-type: none"> • To name means of transport. • To recognize means of transport.
<u>MATERIALS:</u> <ul style="list-style-type: none"> • Flashcards • Realia • Worksheets 	<u>TIME:</u> 80 minutes	<u>NR. STUDENTS:</u> 8
<u>LEVEL:</u> Beginners		
<u>ACTIVITY DESCRIPTION</u> <p>* STARTING ACTIVITIES</p> <p>Icebreaker (Alphabet Erase relay)</p>		

As 'Alphabet Writing Relay', but this time, write the alphabet on each half of the board and have each team race to erase the letters in order.

* PRESENTATION

Teacher sticks flashcards (one by one), while she says the name of the transportation and imitate the sound of it. Students have to repeat all that teacher do, then teacher says the name of the means of transport, students have to touch and to imitate the sound of it, after she gives to students flashcards, teacher says the name of the transportation, and they have to show and put the flashcard on the board. Finally, Students have to read the lips of the teacher.

* PRACTICE

Teacher gives students worksheets with different activities such as:

-Color the means of transport that you learned in class.

Teacher puts the realia in the classroom, then she say one and students have to get.

Teacher puts all the flashcards on the table, she says one mean of transport and students have to find and say what mean of transport is.

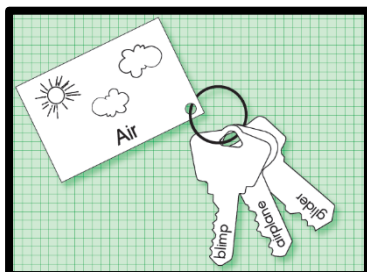
* ASSESS

Teacher evaluates the mean of transport with the activity Handkerchief tag.

SOURCE: http://www.teachingenglish.org.uk/sites/teacheng/files/B369-Young-Learners-Activity-Book_v10.pdf

5.9 WORKSHOP NINE: MEANS OF TRANSPORT: TRANSPORTATION

KEY SORT



<u>TOPIC:</u> Means of Transport	
<u>TEACHER'S OBJECTIVES:</u> <ul style="list-style-type: none"> • To assess the knowledge of the students. 	<u>STUDENTS' OBJECTIVES:</u> <ul style="list-style-type: none"> • To name means of transport • To write means of transport • To recognize means of transport.
<u>MATERIALS:</u> <ul style="list-style-type: none"> ➤ Flashcards ➤ Realia ➤ Worksheets ➤ Flipchart 	
<u>TIME:</u> 80 minutes	Nr. Students : 8
<u>LEVEL:</u> Beginners	
<u>ACTIVITY DESCRIPTION</u>	

* STARTING ACTIVITIES

Icebreaker (Song)

Teacher and students starts the class with a song of means of transport.

* PRESENTATION

Teacher shows real means of transport and students have to say what transport is, after she shows the flashcards of the vocabulary with the name she says the pronunciation and students have to repeat after her. Teacher puts a flipchart on the board, where students have to match the name with the picture of the mean of transport.

* PRACTICE

Teacher gives students worksheets with different activities such as:

-Write the transport in order alphabetic

-Put the right number in the circles

-In a worksheet, students have to cut the pictures and the names of means of transport, and in another paper, they have to stick the picture with the correct name.

* ASSESS

Teacher explains the activity of the transportation key sort, and with this activity she assess students.

SOURCE: <http://www.teachingenglish.org.uk>

5.10 WORKSHOP TEN: MEANS OF TRANSPORT: MIME THE FLASHCARDS



<u>TOPIC:</u> Means of Transport	
<u>TEACHER'S OBJECTIVES:</u>	<u>STUDENT'S OBJECTIVES</u>
<ul style="list-style-type: none"> • To explain the use of there is/there are • To assess the knowledge of the students 	<ul style="list-style-type: none"> • To name means of transport • To do a picture dictionary
<u>MATERIALS:</u> <ul style="list-style-type: none"> ➤ Flashcards. ➤ Realia ➤ Power point ➤ Foamy 	
<u>TIME:</u> 80 minutes	Nro. Students: 8
<u>LEVEL:</u> Beginners	

ACTIVITY DESCRIPTION

* STARTING ACTIVITIES

Icebreaker (Letters)

Teacher writes on the board TRANSPORT and with each letter, and then they have to form a word.

* PRESENTATION

Teacher shows a power point with transport and students have to say the name of each one. She puts the real transport on the table and students have to say the name one by one. Teacher explains on the board with examples the use of there is/there are. Students have to do examples on the board.

* PRACTICE

Teacher gives students worksheets with different activities such as:

- Write the name of each mean of transport
- students have to write sentences using there is and there are

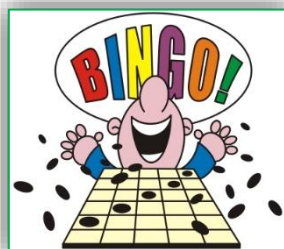
Student do a picture dictionary with fomix.

* ASSESS

-Teacher assess the class with the mime the flashcards activity.

SOURCE: <http://www.teachingenglish.org.uk>

5.11WORKSHOP ELEVEN: BINGO CARD



<u>TOPIC:</u> Feedback	
<u>TEACHER'S OBJECTIVES:</u>	<u>STUDENTS' OBJECTIVES:</u>
<ul style="list-style-type: none"> • To assess the knowledge of the students. 	<ul style="list-style-type: none"> • To recognize all the vocabulary learned. • To write the vocabulary correctly
<u>MATERIALS:</u>	
<ul style="list-style-type: none"> • Flashcards • Realia • Worksheets • Gambling chips 	
<u>TIME:</u>	<u>NRO. STUDENTS:</u> 8
80 minutes	
<u>LEVEL:</u> Beginners	
<u>ACTIVITY DESCRIPTION</u>	
<p>* STARTING ACTIVITIES</p> <p>Icebreaker (Cross the River)</p>	

Place flashcards on floor in winding manner. Each students have to name the picture of the flashcard in order to pass to the following flashcards and reach the goal.

* PRESENTATION

Teacher writes on the board all the vocabulary learning, students have to match fruits, animals and means of transport, and then teacher sticks all the flashcards on the board, students have to name them. Teacher puts all the flashcards on the floor and students have to group in fruits, animals and means of transport.

* PRACTICE

Teacher gives students worksheets with different activities such as:

- Match the words with the pictures.
- Write the plural of the noun.
- Write sentences using there is/there are

* ASSESS

Teacher gives students the paper of the bingo and they have to stick the pictures, then teacher says a name of the vocabulary and they have to play.

SOURCES: <http://www.dltk-cards.com/bingo/>

5.12 WORKSHOP TWELVE: POST-TEST



TOPIC: Post-test

OBJECTIVE:

- To diagnose students' vocabulary level.

MATERIALS:

- Copies
- Board

TIME:

80 minutes

Nro students: 8

LEVEL: Beginners

ACTIVITY DESCRIPTION

* STARTING ACTIVITIES

Warm up (song)

Teacher and students sing a song

* PRESENTATION PRACTICE

Teacher does a brief review of the vocabulary that post-test content on the board using flashcards and drawing. Also teacher thanks for the collaboration in the workshops and wishes all the best for the students.

* PRACTICE

Students do some exercises about the vocabulary that the teacher explained such as filling in the gaps, matching the pictures with the correct word and putting the names to objects.

* ASSESS

Teacher explains how students can develop the Post-test vocabulary.

6. ASSESSMENT OF THE EFFECTIVENESS OF CREATIVE ACTIVITIES IN THE VOCABULARY LEARNING.

OBSERVATION GUIDE FOR TRACKING SKILL DEVELOPMENT (VOCABULARY)

Date:						
Content:						
Activity:						
	Degree of Competion and Development					
	Understanding words			Producing words		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						

f. METHODOLOGY

DESIGN OF THE INVESTIGATION

Action research is a quasi-experimental. It study a phenomenon in a concrete and temporary moment so that, the variable effect is measured in just one moment.

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:

COMPREHENSIVE METHOD: This will be used as a means to study the vocabulary learning in children of 4th year of Basic Education and how it is developed or taught.

It will also help to understand the importance that vocabulary learning as a sub skill of the English language learning process.

It is important to know that by analyzing the development of vocabulary learning it will possible to understand the best way that it should be taught into the English class. This method will facilitate this analysis and it will

improve vocabulary learning by the application of creative activities 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.

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 (Zuñega, 20..) the vocabulary learning is essential in the English language learning process because they are important to the communication therefore, its development will let become more active learner into the English language teaching learning process. Moreover it will develop the knowledge of the students.

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

SYNTHETIC METHOD: It will help in the right understanding of the core problem in the vocabulary learning in the students of 4th year of Basic Education, which will help the research to synthesize the models of creative activities that are suitable and 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.

PARTICIPATIVE DIAGNOSTIC METHOD. It will let the real situation of vocabulary learning of the students of 4th year of Basic Education in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this problem.

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 learning vocabulary the proactive method will be used:

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

WORKSHOPS METHOD: It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of 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:

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 that it will be checked in the observation guide which will include items that let the

researcher specifically detect the students' improvements in the development of vocabulary learning.

TECHNIQUES AND INSTRUMENTS

The researcher to collect data will apply the following:

VOCABULARY TEST

This test will be applied before and after developing the project in order to measure the students' vocabulary learning. Also this test will be used to make a comparison about students' vocabulary knowledge at the beginning and at the end of the project.

OBSERVATION GUIDE

This instrument will help the researcher to observe students' development, cooperation and attitudes in the English vocabulary learning. Also the researcher can reflect about the indicators in detail based on the specific objectives. It will be applied to the students in each session. It will be applied to collect quantitative data.

FIELD DAIRY 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.

VIDEO RECORDINGS AND PHOTOGRAPHS

The researcher will observe the activities that students will develop in each class afterwards by watching the video. The researcher will analyze different aspects such as the students' participation and the attitudes as well as identify an unexpected point which may be significant.

PORTFOLIO

A portfolio will measure the progress of a student, as well as his strengths and challenges. For the students help to keep the works that in class they will realize. And it is a helper for the researcher in order to see the activities undertake.

PROCEDURES

The action research work process will include the following stages:

DIAGNOSTIC

The researcher will diagnostic students' knowledge in vocabulary learning and for it, she will apply a writing pre-test vocabulary.

PLAN

The researcher will classify and select three important creative activities such as: games, realia and flashcards to apply in the classes. They will help to enrich the vocabulary, to have good environment and to have experiences.

In each session the researcher will be development the creative activities with different topics of vocabulary such as features, adjectives, things of the class, clothes, animals, household objects, fruits, Christmas, sports, numbers, the months of the year and the days of the week.

ACT

In this stage, the researcher will work with 8 students for around 2 months, in each Session the researcher will undertake 2 sessions (each session of 80min). Also in each class the researcher will be development the stage of teaching vocabulary such as presentation, practice, production, and review.

First, Teacher will start the class with a warm up in order to have a good encouragement to learn new things. Teacher will use the four stages of teaching vocabulary.

Present, teacher will use flashcards in order to learn new vocabulary. Practice, Teacher will give students worksheets to practice the new vocabulary. Production, students will make the materials of the creative activities according with the topic, and finally, Review, it will help to remember the new knowledge and will apply the creative activities such as games, realia and flashcards.

At the end of each session researcher and students will take 10 minutes in order to discuss and the researcher can complete the field diary and notes with the following questions:

- Did you like the class?
- What did you like?
- What didn't you like of the class?

REFLECT

It will be interpreted the results obtained from the researched object, for this the researcher will apply the same test that at the beginning of the

project took. The researcher will take into account all the methods and instruments applied in all the development of the project.

Also the researcher will analyze and collect the different problems related to the theme of the research work, in this case vocabulary learning. The researcher will observe through observation guide, field diary and notes, portfolio, videos and photos. They will be applied in each session from at the beginning and at the end of the project.

DEMONSTRATION

This section will permit the researcher to verify the effectiveness of the instruments applied and it permits to show the main findings and ideas so they can be used by other teachers to improve their students' vocabulary.

POPULATION

The individuals who will be taken in account are the following

Chart of the population

GROUP OF FOURTH YEAR OF BASIC EDUCATION	N° POPULATION
9-10	8
TOTAL	8

g. TIME LINE

Phases	ACTIVITIES	2014												2015																																													
		February				March				April				May				June				July				Sep.				Oct.				Nov.				Dec.				January				February				March				April				May	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4														
Project	Project presentation				x																																																						
	Appointment of the teacher advisor of the project				x																																																						
	Project approval					x																																																					
	Appointment of Thesis Director						x	x																																																			
Intervention action	Application of the instruments								x																																																		
	Plan the lessons									x	x	x	x																																														
	Act - observe										x	x	x	x	x	x	x																																										
Thesis process	Data organization and tabulation																	x	x	x	x	x	X																																				
	Interpreting and Reflecting																		x	x	x	x	x																																				
	Writing up and reporting																			x	x	x	x	x	x	x	x																																
	Presenting the thesis report																										x	x	x	x																													
	Approbation of the thesis																												x	x	x	x																											
	Submission of the folders																														x	x	x	x																									
	Private review																																x	x	x	x																							
	Correction																																																										

h.BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. Resources

1.1.Human

- Researcher
- English coordinator
- English staff

1.2.Material

The material sources used throughout this research are:

Office material: book, dictionaries, copies, paper, folders and bindings, flashcards and realia

Technical Resources: internet, computer, printer, flash memories, and camera.

1.3. Budget

Elaboration of the project	\$ 250.00
Copies and creation of the project	\$100.00
Elaboration of the thesis	\$ 400.00
Copies and creation of the thesis	\$200.00
Unforeseen	\$150.00
TOTAL	\$1100.00

1.4.Financing

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

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ANNEXES

RESEARCH MATRIX

THEME: Using creative activities to improve vocabulary learning.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	RESEARCH STAGE	TECHNIQUES INSTRUMENTS
GENERAL: Are the creative activities useful to improve the vocabulary learning of the students of 4th year of Basic Education at Prof. "Julio Servio Ordóñez Espinosa Educational" Unit.? Period: February-February-April	GENERAL: Using creative activities to improve vocabulary learning of the students of 4th year of Basic Education at Prof. "Julio Servio Ordóñez Espinosa" Educational Unit. Period February-April	VOCABULARY LEARNING Definition The importance of vocabulary Principles in teaching vocabulary Types of Vocabulary Vocabulary Intervention. Teaching Vocabulary. Stages of teaching vocabulary Presentation Practice	INVESTIGATE Diagnose the vocabulary learning. PLAN: Workshop ACT/OBSERVE Creative activities to improve vocabulary	Pre-test Lesson Plan Observation guide. Photos and videos Field Diary and Notes

<p>SPECIFIC:</p> <p>What kind of theoretical frame about creative activities are effective to improve the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit? Academic Year 2013-2014</p>	<p>SPECIFIC:</p> <p>-To investigate the theoretical frame about creative activities to improve the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit. Academic Year</p>	<p>Production</p> <p>Review</p> <p>NEGATIVE PROBLEMS THAT LIMIT THE DEVELOPMENT OF VOCABULARY LEARNING</p> <p>Difficulties with vocabulary acquisition</p> <p>3. CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE.</p> <p>3.1 Creative activities</p> <p>3.2The activities</p>	<p>learning</p> <p>REFLECT: Value-Creative activities in Teaching Vocabulary</p>	<p>Post-test Portfolio</p>
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	2013-2014	3.3 BENEFITS OF CREATIVE ACTIVITIES FOR CHILDREN		
-Which are the negative problems that limit the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. "Julio Servio Ordóñez Espinosa" Educative Unit?	-To diagnose the negative problems that limit the vocabulary learning with students of 4th year of Basic Education at Prof. "Julio Servio Ordóñez Espinosa" Educative Unit. Academic Year	Imagination Problem-Solving Skill Development Bonding Time Teamwork 3.4 LANGUAGE IN THE YOUNG LEARNER CLASSROOM 3.5 TYPES OF ACTIVITIES		

Academic Year 2013-2014	2013-2014	3.6 GAMES. 3.7 REALIA 3.8 FLASCARDS		
-Which creative activities are useful to improve the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative Unit?	-To choose the best creative activities to enrich the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa” Educative	4.ACTIVITIES TO TEACH VOCABULARY LEARNING IN THE ENGLISH LANGUAGE 4.1 GAMES. 4.1.1 VOCABULARY BINGO CARD 4.1.2 Alphabetical adjectives connect the dots 4.1.3 Password 4.1.4 Yoghurt pots and vocabulary: 4.2 REALIA		

Academic Year 2013-2014	Unit. Academic Year 2013-2014	4.2.1 Choose and Chat 4.2.2 Chain actions 4.2.3 Other Preposition Memory Games 4.2.4 Give Me Game 4.3 FLASHCARDS 4.3.1 Memory Word Match 4.3.2. The Months 4.3.3 Mime the flashcard 4.3.4 Number Codes 5. APPLYING THE CREATIVE ACTIVITIES IN ORDER TO IMPREVOE THE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE.		
-How do creative activities help to enrich the limitations in the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof. "Julio Servio Ordóñez	-To put in practice the selected creative activities in order to solve the limitations in the vocabulary learning with students of 4th year of Basic Education at Prof. "Julio Servio Ordóñez			

Espinosa” Educative Unit? Academic Year 2013-2014 -How effective was the application of creative activities in the vocabulary learning in the English Language with students of 4th year of Basic Education at Prof.	Espinosa” Educative Unit. Academic Year 2013-2014 -To reflect about the effectiveness that the creative activities had on the vocabulary learning in the English language with students of 4th year of Basic	5.1 WORKSHOP ONE: Pre-test vocabulary 5.2 WORKSHOP TWO: Fruits. Touch the Fruit. 5.3 WORKSHOP THREE: Connect the dots. 5.4 WORKSHOP FOUR: Fruit. Yogurt pots 5.5 WORKSHOP FIVE: Animals: Give me 5.6 WORKSHOP SIX: Animals. Memory word Match 5.7 WORKSHOP SEVEN: Animals: Choose and Chat 5.8 WORKSHOP EIGHT: Means of Transport: handkerchief Tag. 5.9 WORKSHOP NINE: Means of Transport: transportation Key Sort.		
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<p>“Julio Servio Ordóñez Espinosa”</p> <p>Educative Unit?</p> <p>Academic Year 2013-2014</p>	<p>Education at Prof. “Julio Servio Ordóñez Espinosa”</p> <p>Educative Unit.</p> <p>Academic Year 2013-2014</p>	<p>5.10 WORKSHOP TEN: Means of Transport:</p> <p>Mime the flashcards</p> <p>5.11 WORKSHOP ELEVEN: Bingo Card</p> <p>5.12 WORKSHOP TWELVE: Post-test</p> <p>6. ASSEMENT OF THE EFFECTIVENESS OF CREATIVE ACTIVITIES ON THE VOCABULARY LEARNING.</p> <p>6.1.</p> <p>OBSERVATION GUIDE.</p>		
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ENGLISH LANGUAGE TEST

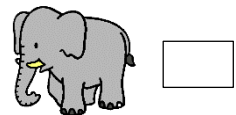
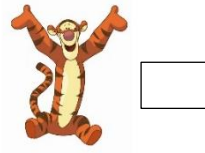
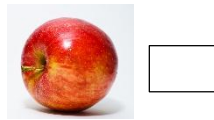
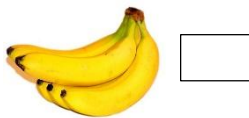
Name:;.....

Dayra Yanangómez
RESEARCHER

Date:.....

POST-TEST

A. Listen and write the numbers



B. Join the pictures with the words.

1.



2.



6.

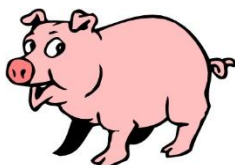


lion
car
grapes
motorcycle
strawberry
pig
giraffe

3



5.



4.



C. Filling the gaps



1. pe _ _ h

2. bic _ c _ _

3. f _ r _ tr _ ck



4. _ a _

5. pin _ _ p _ le

6. d _ c _

D. Listen and circle the words that your teacher says

___ watermelon

___ giraffe

___ bear

___ taxi

___ strawberry

___ tractor

E. Say the pronunciation of the pictures that your teacher show you

1	2	3	4	5	6

F. Complete with the correct word.

1. There are two _____

apple / apples

2. There is an _____

orange / oranges

3. Teacher colors a green _____

pear / strawberry

4. She drives a _____

car / airplane

5. Maria has two _____

bears / bear

6. Joseph has a yellow _____

taxi / helicop

Good Luck!





RESEARCHER FIELD DIARY

Date:	Time:			
Objective :				
Content:				
Activity:				
Aspects to be observed	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">76%-100%</td> <td style="width: 25%;">50% -75%</td> <td style="width: 50%;">Less than 50%</td> </tr> </table>	76%-100%	50% -75%	Less than 50%
76%-100%	50% -75%	Less than 50%		
Were students involved in the activity?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> </table>			
Was the activity appropriate for the class?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> </table>			
Did students understand and follow the strategy being applied?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> </table>			
Were the objectives of the activities accomplished?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> </table>			
Were conditions favorable to the application of strategy?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 50%;"></td> </tr> </table>			
Comments:				
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ANEXE 2:

INTERVENTION PLAN

General objective: To use the creative activities to improve the vocabulary learning in the English Language to the students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa”

Description: The intervention stage will be applied in 12 sessions of 80 minutes each one. It will be applied during 3 days in the week. It will be developed with the students of 4th year of Basic Education at Prof. “Julio Servio Ordóñez Espinosa”

LESSON	STUDENTS’ OBJECTIVES	TEACHER’S OBJECTIVES	RESOURCES
Workshop 1: Pre-test Vocabulary		-To diagnose students’ vocabulary level.	-Copies -Board
Workshop 2: Fruits: Touch the fruit.	-To name fruits. -To recognize fruit.	-To Introduce the new vocabulary -To review the vocabulary -To assess	-Flashcards -Realia -Pens -Papers of colors

		students' knowledge of vocabulary	-Power point -Worksheets.
Workshop 3: Fruits: Connect the dots.	-To name fruits -To write the names of fruits. -To recognize fruits	-To explain the singular and the plural form of nouns.	-Flashcards -Video -Worksheets -Papers
Workshop 4: Fruits: Yogurt pots.	-To name fruits -To match fruit with names -To do a picture dictionary	-To assess the knowledge of the students	-Plastic yogurt pots -Paper -Video -Fomix
Workshop 5: Animals: Give me	-To recall animals -To list animals -To select animals	-To Introduce the new vocabulary -To review the vocabulary -To assess students' knowledge of vocabulary	-Realia -Flashcards

Workshop 6:	-To recognize	-To explain the	-Realia
Animals:	animals	singular and the	-Flashcards
Memory	-To name animals	plural form of	-Worksheets
Word Match	-To list animals	nouns.	
Workshop 7:	-To name animals	-To assess the	-Realia
Animals:	-To match animals	knowledge of the	-Two bags
Choose and	with names	students	-Flashcards
chat	-To do a picture		-Pencils
	dictionary		-Video
Workshop 8:	-To name means of	-To Introduce the	-Flashcards
Means of	transport.	new vocabulary	-Realia
Transport:	-To recognize	-To review the	-Worksheets
Handkerchief	means of transport.	vocabulary	
tag		-To assess	
		students'	
		knowledge of	
		vocabulary	
Workshop 9:	-To name means of	-To assess the	-Realia
Means of	transport	knowledge of the	-Flashcards
Transport:	-To write means of	students.	-Worksheets
Transportatio	transport		
n key sort	-To recognize		
	means of transport.		

Workshop 10: Means of Transport: Mime the flashcards	<ul style="list-style-type: none"> -To name means of transport -To do a picture dictionary 	<ul style="list-style-type: none"> -To explain the use of there is/there are -To assess the knowledge of the students 	<ul style="list-style-type: none"> -Flashcards -Fomix -Worksheets
Workshop 11: Bingo Card	<ul style="list-style-type: none"> -To recognize all the vocabulary learned. -To write the vocabulary correctly 	<ul style="list-style-type: none"> -To assess the knowledge of the students. 	<ul style="list-style-type: none"> -Flashcards -Papers -Worksheets -Pictures
Workshop 12: Post-Test Vocabulary	<ul style="list-style-type: none"> -To diagnose students' vocabulary level. 		<ul style="list-style-type: none"> -Copies -Board

ANEXE 3:

OBSERVATION GUIDE FOR TRACKING SKILL DEVELOPMENT (VOCABULARY)

Date:						
Content:						
Activity:						
	Degree of Competion and Development					
	Understanding words			Producing words		
	Oral form	Written form	In context	Spelling	Pronunciation	Use in a sentence
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						

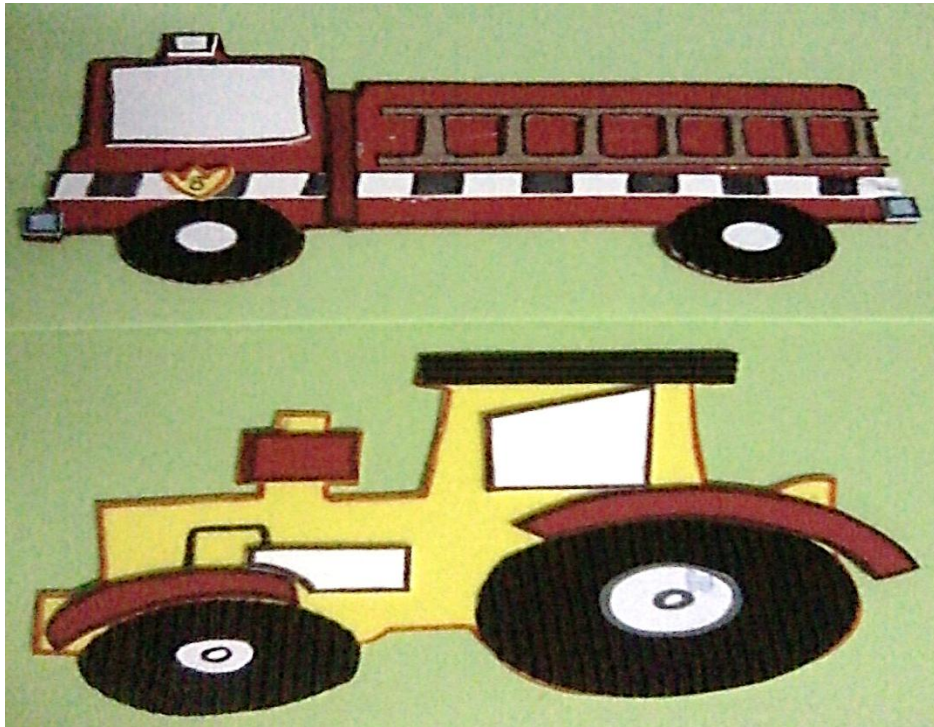
ANEXE 4: PHOTOS



Realia: Transportation key sort. These keys were made by the students



Realia: realia used to teach fruits to students.



Flashcards made by the students to learn the means of transportation



Students solving worksheets



Students involved in hand on activities



Bingo cards made by the students to play with all new vocabulary.

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