



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

TITLE:

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE CLASS WITH STUDENTS OF EIGHT TO ELEVEN YEARS OLD AT MIGUEL CARPIO MENDIETA SCHOOL. ACADEMIC PERIOD 2013 - 2014.

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

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THESIS ADVISOR: ROSA VIRGINIA GONZÁLEZ, Mg. Sc

LOJA - ECUADOR

2015

CERTIFICATION

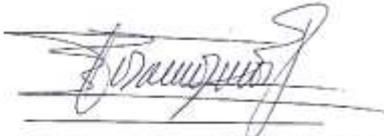
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That the present research work entitled **USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE CLASS WITH STUDENTS OF EIGHT TO ELEVEN YEARS OLD AT MIGUEL CARPIO MENDIETA SCHOOL. ACADEMIC PERIOD 2013 – 2014**, is the responsibility of the undergraduate student: Sara Patricia Chanta Jiménez.

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

Loja, July - 2015



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ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to all those who provided me with the ability to complete this research work. I extend my gratitude to Universidad Nacional de Loja for all the help provided during my studies. Special thanks go to the English Language Department and all the staff members who help me complete this research work.

Furthermore, I would like to acknowledge the crucial role of Miguel Carpio Mendieta School, for giving me the opportunity to practice and collect the data for this research. Last but not least, many thanks go to all students and teachers who facilitated and contributed with their time and knowledge during this research.

I wish to acknowledge to Professor Rosa Virginia González, whose contribution with stimulating suggestions and encouragement, helped me complete my research work and especially with the writing of this thesis.

Sara Patricia Chanta Jiménez

DEDICATION

I dedicate my thesis work to God, who with his infinite goodness and love, allowed me to achieve this goal and also to my family and friends. A special feeling of gratitude to my loving mother Melva Chanta whose words of encouragement and tenacity, have motivated me throughout my life.

To my brothers Sandro, Darwin and Anibal who have never left my side, I extend a special dedication.

To my friends who have supported me throughout the process. I will always appreciate all they have done, especially to Mayra Jiménez, Elizabeth Rivera and Andrea Pineda for helping me during this important period of my life.

I dedicate this work and give special thanks to Jimmy Cordero by his love, care and patience and my wonderful daughter Alina Cordero for being there for me throughout the entire learning process. All of them have been my mainstay in my life.

With love and admiration
Sara Patricia Chanta Jiménez

MATRIZ DEL ÁMBITO GEOGRÁFICO

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
Tipo de documento	Autor y Título de la tesis	Fuente	Fecha/año	Ámbito Geográfico						Otras desagregaciones	Otras observaciones
				Nacional	Regional	Provincial	Cantón	Parroquia	Barrio Comunidad		
TESIS	<p style="text-align: center;">SARA PATRICIA CHANTA JIMÉNEZ</p> <p style="text-align: center;">USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE CLASS WITH STUDENTS OF EIGHT TO ELEVEN YEARS OLD AT MIGUEL CARPIO MENDIETA SCHOOL. ACADEMIC PERIOD 2013 - 2014</p>	UNL	2015	Ecuador	Zona 7	Loja	Loja	VILCABAMBA	CUCANAMÁ	CD	Licenciado en Ciencias de la Educación, mención Inglés

MAPA GEOGRÁFICO Y CROQUIS UBICACIÓN GEOGRÁFICA DEL CANTÓN DE LOJA



CROQUIS DE LA INVESTIGACIÓN ESCUELA “MIGUEL CARPIO MENDIETA” DE LA PARROQUIA VILCABAMBA



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a. TITLE:

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE CLASS WITH STUDENTS OF EIGHT TO ELEVEN YEARS OLD AT MIGUEL CARPIO MENDIETA SCHOOL. ACADEMIC PERIOD 2013 - 2014.

b. RESUMEN

Este estudio descriptivo investigó el uso de actividades creativas para mejorar el aprendizaje de vocabulario en la clase de idioma Inglés con alumnos de ocho a once años de edad en la escuela Miguel Carpio Mendieta. Un plan de intervención de doce sesiones se llevó a cabo para mejorar la habilidad. Dos pruebas y dos cuestionarios fueron diseñados y utilizados por los investigadores para medir el progreso y la percepción del uso de las actividades creativas. Instrumentos adicionales como hojas de observación también se aplicaron para monitorear el crecimiento de los estudiantes. Los resultados indicaron que el uso de las actividades creativas facilitó de manera significativa el desarrollo del aprendizaje del vocabulario, que se reflejó en el notable aumento de las puntuaciones post-test y progreso de los estudiantes durante la intervención. Las respuestas dadas en los cuestionarios confirmaron también el entusiasmo y la actitud positiva hacia el aprendizaje. Como conclusión este estudio ayudó a los estudiantes a mejorar su aprendizaje del vocabulario, al investigador a mejorar sus destrezas pedagógicas y a la comunidad a tener mejores profesionales.

ABSTRACT

This study investigated the use of creative activities to improve English vocabulary learning of eight to eleven years old students at Miguel Carpio Mendieta school. A twelve-sessions intervention plan was carried out to improve the skill. Two researcher-made tests and questionnaires were designed to measure students' progress and perception of the use of creative activities. Additional instruments like observation sheets were also applied to monitor students' growth. The results indicated that the use of creative activities facilitated meaningfully the development of vocabulary learning which was reflected in the noticeable increase of the posttest scores and students' progress during the intervention. The answers provided in the questionnaires also confirmed the enthusiasm and positive attitude toward learning. As a conclusion this study helped the students to improve their vocabulary learning, the researcher to sharper her teaching skill and the community to have better professionals.

c. INTRODUCTION

This descriptive study was focused on the use of creative activities to improve vocabulary learning in the English language class with students of eight to eleven years old in an unitary school. The majority of them had a limited level of English, for this reason they did not know basic vocabulary to structure simple sentences and also they did not participate in class when they were asked, they weren't able to give an opinion or share an idea. The current study explored research and strategy to facilitate the improvement of vocabulary learning. The study examined the use of creative activities taking into account Pikulski,(2001), who says that vocabulary is one of the main aspects of the language, because it appears in every skill of language: listening, speaking, reading and writing. On the other hand Cheon, (2013) states that, using creative activities in the classroom the students have opportunities 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. Because of the students lack of vocabulary the researcher decided to apply creative activities as part of the solution to this problem, since creative activities are highly motivating and help students to memorize words in an easy way.

Moreover, this research work was a significant importance for the institution, the students, the community and the researcher. This theme, Creative activities to improve vocabulary learning, had not been done

before in the English Language Department of the Universidad Nacional de Loja.

It helped students of eight to eleven years old of this rural school to use the new vocabulary learned in an effective way, and provided facilities and opportunities to learn new things. This action research increased the educative level and prestige of this institution, contributing to the improvement of the learning process among the students. Similarly, the researcher was benefited because she learned a lot about how to use creative activities to improve vocabulary learning. The researcher chose creative activities as part of the solution for many problems students were facing such as the lack of motivation for learning a foreign language, also the lack of vocabulary that was a huge problem for them because it did not allow them to express anything or facilitate further learning. Consequently, this research project helped students to improve their vocabulary learning and to have a better perception of the language.

The variable that was going to be monitored was vocabulary (association between written word and image, association between oral word and written word and remembering word spelling), through the checklist to check students daily improvement within each topic being studied. The current study worked with a sample of nine students. The action research work involved pre and posttests, pre and post questionnaires, at the beginning and at the end the intervention. This intervention was planned based on the students' cognitive process to build up their knowledge.

The twelve lessons were reinforced with activities that enabled students to master, remember and understand the new words. At the beginning the researcher used flash-cards with pictures and cards with the written word in order to introduce new vocabulary. In the practicing stage the crossword puzzles were applied and at the end of each learning cycle were applied hand activities such as (fruit salad and Pictionary). These activities could help to improve the limitations meaningfully because they had the opportunity to practice vocabulary in a meaningful environment; while they were creating something they had the chance to learn language in a real context.

This research work has given students the opportunity to increase their vocabulary and therefore use it in their learning process. There are many advantages in carrying out Action Research within the teaching learning process; it was a good contribution towards awareness of creative activities as a good resource to apply in the classroom. Children can improve vocabulary in a fun way, enhancing the quality of vocabulary, building their cognitive, problem-solving, imagination and critical thinking skills as well as their imaginative power.

d. LITERATURE REVIEW

1. VOCABULARY LEARNING

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

Graves, (2000), as cited in Taylor, (1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves 'definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary (Krashen, 1998, as cited in Herrel, 2004). Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

Kinds of Vocabulary

According to Gardener, (2009), as cited in Adger, (2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary language is structured in the language: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990).

Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

- **Reading vocabulary:** This refers to all the words an individual can recognize when reading a text.
- **Listening vocabulary:** It refers to all the words an individual can recognize when listening to speech.
- **Writing vocabulary:** This includes all the words an individual can employ in writing.

Speaking vocabulary: This refers to all the words an individual can use in speech.

Vocabulary can be divided into two groups, passives and actives vocabulary.

Passive vocabulary contains all the words that we understand when we read or listen, but which we do not use or cannot remember in our own writing or speaking.

Active vocabulary contains all the words we understand and use.

Active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it.

Passive vocabulary is vocabulary we can recognize when we hear it but cannot remember when we actually have to produce it. These words are easily forgotten since the connection between them and our memory is weak. Besides that, vocabulary can be divided based on word group those are: Noun, Pronoun, Adjective, Verb, and Adverb.

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.

Importance of Vocabulary

Putri,(2010) said that vocabulary is a very important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts); "he introduced a wide vocabulary of techniques". Vocabulary also the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

A usually alphabetized and explained collection of words e.g. of a particular field, or prepared for a specific purpose, often for learning; The collection of words a person knows and uses; The stock of words used in a particular field; The words of a language collectively. Refers to the words we must know to communicate effectively.

SECOND LANGUAGE VOCABULARY ACQUISITION

According to the study of Thiyagu, (2011) vocabulary is defined as "all the words known and used by a particular person". However, the words known and used by a particular person do not constitute all the words a person is exposed to. By definition, a vocabulary includes the last two categories of this list:

- Never encountered the word.
- Heard the word, but cannot define it.
- Recognize the word due to context or tone of voice.
- Able to use the word but cannot clearly explain it.
- Fluent with the word – its use and definition.

Learning vocabulary is one of the first steps of learning a second language, yet one never reaches the last step of vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continuous process. Many methods can help one acquire new vocabulary.

Although memorization can be seen as tedious or boring, associating one word in the native language with the corresponding word in the second language until memorized is still one of the best methods of vocabulary acquisition. By the time students reach adulthood, they generally gather a number of personalized memorization methods. Although many argue that memorization does not typically require the complex cognitive processing that increases retention. It does typically require a lot of repetition. Other methods typically require more time and longer recalling.

Some words cannot be easily linked through association or other methods. When a word in the second language is phonologically or visually similar to a word in the native language, one often assumes they also share similar meanings. Though this is frequently the case, it is not always true. When faced with a false cognate, memorization and repetition are the keys to mastery. If a second language learner relies solely on word associations to learn new vocabulary, that person will have a very difficult time mastering false cognates. When large amounts of vocabulary must be acquired in a limited amount of time, when the learner needs to recall information quickly, when words represent abstract concepts or are difficult to create as a mental image, or when discriminating between false cognates, rote memorization is the method to use.

The Benefits of Learning Vocabulary

Putri, (2010) Not just another thing that mastering English is a must. Facts proved that mastering the English language is very important and in learning English language we have to learn vocabulary. As for some of the advantages vocabulary is easier to learn English, meaning more vocabulary before practice reading, speaking, listening and writing.

What do teachers need to teach about vocabulary?

Vocabulary learning is a challenge for learners, partly because of the size of the task, and partly because of the variety of vocabulary types to be learned, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms, and fixed expressions. Richards,(1976) and Nation,(2007) list the different things

learners need to know about a word before we can say that they have learned it. These include:

- The meaning(s) of the word
- Its spoken and written forms
- What “word parts” it has (e.g., any prefix, suffix, and “root” form)
- Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)
- Its collocations
- Its register
- What associations it has (e.g., words that are similar or opposite in meaning)
- What connotations it has
- Its frequency.

How can teachers help students learn vocabulary?

There is a lot to learn about vocabulary in terms of its range, the sheer number of words and phrases to learn, and the depth of knowledge students’ needs to know about each vocabulary item. Materials can help students in two broad areas:

First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners’ needs.

Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classrooms. There is a vast amount of research into how learners learn best and how teachers might best teach.

The next section presents some key principles that we can follow to help students learn vocabulary more effectively.

Vocabulary Teaching Techniques

Adrian Doff, (2000) states that presenting new vocabulary involves three important aspects. The first one is to show the form of the word. This means that the teacher demonstrates how the word is pronounced and spelt. The second one is to show the meaning of the word clearly. The last one is to give pupils a chance to hear how the word is used. Doff mentions various useful techniques (Visual techniques, Verbal techniques, Dictionaries) to teach vocabulary. Some of them are:

- **Realia:** This word refers to the use of real things or objects in the classroom.
- **Pictures:** Teachers collect images from newspapers, magazines, booklets, and pamphlets in order to explain the meaning of vocabulary. Also teachers can use the whiteboard to draw.
- **Mime:** Teachers mime actions to teach many verbs.
- **Gestures:** Teachers can use their hands and arms.
- **Facial Expressions:** Teachers show if they are happy, sad, angry, thirsty, etc. The teachers can choose from several ways to present vocabulary.

They can either show the meaning in some way or they can use the language that students already know in order to clarify the meaning of a new lexical item. Teachers can also present the meaning of words through sounds. This offers another approach to the problem of introducing difficult

words. There are words, which are very easy to introduce, but there are also some words that are more difficult because they denote abstract notions. The teachers can choose from several ways of presenting vocabulary and making its meaning clear. They can apply these techniques separately or in combination with each other.

Practical recommendations for vocabulary teaching.

McCarten, (2007) indicates some observations that can enhance the success of vocabulary learning.

- Give students a few vocabulary items. Tell them to find their meaning, pronunciation and ask them to write a sample sentence with the word in.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories (so-called semantic fields).
- Ask students to find new vocabulary from reading their homework. They can teach each other in the class.
- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home.
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs, etc. and point out useful words.
- It is a good idea to teach/learn words with similar meanings together, but only in case of more advanced students.
- Encourage your students to buy a good dictionary and use class time to highlight its benefits.

- Teach your students grammatical names for the parts of speech and the phonemic script of words.
- Always keep a good dictionary by your side in case a student asks a word you are not sure about.
- If you have never heard of the word, tell the student you will check and get back to them. Do get back to them.

Communicative revision of vocabulary

Adriana Pčolinská, (2010) Mentioned that Communicative Revision plays an important part in vocabulary teaching/learning. It assists the learning process, so it needs to be done properly and regularly. Teachers can incorporate revision throughout the whole lesson (at the beginning, in the middle or at the end). In this case, essential is the way it is incorporated. In compliance with the basic principles of the communicative approach, it is recommended to make use of communicatively oriented activities and tasks (see e.g. Brown,(1994), Keller and Warner, (2002). The point is that communicative activities create opportunities for communicative and authentic use of language where communication strategies are activated. I offer some examples of the already mentioned communication strategies that can enhance students' communication abilities.

2. CREATIVE ACTIVITIES TO IMPROVE VOCABULARY

LEARNING IN THE ENGLISH LANGUAGE CLASS

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 are 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.

What is Creativity?

The historical discourses on the concept of creativity provide us with difficulties in trying to define just what constitutes creativity and why it can be helpful for our students in the learning of language. (Wikipedia) defines, "Creativity as a phenomenon whereby something new and valuable is created (such as an idea, a joke, a literary work, a painting or musical composition, a solution, an invention, etc.)." It also adds that creativity is "generally perceived to be associated with intelligence and cognition." The difficulties come from the multiplicity of definitions and approaches provided by the differing disciplines of psychology, cognitive science, education, philosophy, theology, sociology, linguistics, and so on. The U.S. psychologist, Guilford, (1950), distinguished the study of creativity from the general research area of intelligence. In addition to an emphasis on

cognitive ability, Sternberg and others Sternberg & Lubart, (1995), Runco,(2004) argued that personality characteristics and personal attributes - such as a high tolerance for ambiguity, willingness to take risks, and unconventionality - are crucial factors in creative thought. Some psychologists, however, Sawyer, (2003), discuss creativity in terms of the problem-solving process rather than as a function of personal attributes.

Putting aside the multitude of disciplines, the historical views on the concept of creativity have been various. The ancient Greek conception of creativity was the ability to create something new out of nothing with the help of a God, or through divine inspiration Burton, (2010). With regard to language creativity, combination theory (as interpreted by Carter in 2004) suggested that the creative ability is analogous to a new combination in wordplay and metaphor (2004).

On the other hand, some modern writers define the concept of creativity as something or some idea that is new and valuable .Boden, (2004), as opposed to the ability to simply combine existing ideas with new ones. In 1950, with Guilford's suggestions on creativity, creativity studies exploded partly as a result of the space exploration race between U.S.A. and the Soviet Union - during the Cold War political situation; it became a globalized discourse. With respect to a definition of creativity for this article, a recent model of creativity (Amabile, 1996; Sternberg & Lubart, 1995) is accepted; that is, creativity is best hypothesized as a complex interplay of several factors: cognition, personality, motivation, social factors, and intellectual factors. This implies that cognitive factors or

intellectual factors are only a part of the complex interplay of the components of creativity.

Importance of Creative Activities

Putri, (2010) Said that through simple everyday actions and play, young children develop physical, social, intellectual, emotional and creative abilities known as creative development. Early childhood education often focuses on children learning creative abilities through play. Children's creative abilities may be explored through their ideas, curiosity and feelings towards the arts, movement, music and imaginative play.

Children of all ages delight in expressing their ideas through sounds, colors, shapes and role-playing activities. Creativity in children can be developed by engaging them in activities that enable them to share their ideas, thoughts and feelings.

Aspects of creative development in children.

i. Emotional Creativity

Emotional creativity is a measure of how children respond to their environment, the objects and people around them. Students respond in different ways to what they see, hear and touch. They can also communicate their own feelings due to the nature of their surroundings. The interaction with other students their own age goes a long way in improving social skills and people acceptance in kids. Miller, (2010)

ii. Creative Imagination

Creative imagination and imaginative play in young students deal with how they respond to dance, stories, music, role-playing and art. Imaginative

writing and drawing characters go a long way in developing a child's creativity. Dealing with different colors and painting pictures of different characters build the child's mind and improves her ability to test different color variations. The creative arts have a significant bearing on the early creative development of a child Miller, (2010)

iii. Knowledge and Understanding

It is important to support students in understanding the world around them. Give them the opportunity and tools they need to grow and learn. Expose them to people, plants and animals and show them how to act and respond to different objects in their environment. Allow them to investigate and explore their surroundings in a safe manner. The support and encouragement gives students the courage they need to grow, learn and succeed in life. Miller, (2010)

🌈 Advantages of using creative activities in the classroom

According to Loop, (2010) creative activities can help students building critical thinking skills, strengthening problem-solving abilities, stimulating imagination and more.

• Social Development

Creative activities do not only benefit students in an artistic way but also in the learning of a new language. Additionally, young children can use creative activities to explore and experiment with community or familial

• Emotional Development

Creative activities provide students with abundant opportunities to develop and refine emotional skills and allow students to express their emotions in ways that they may not have the ability to through other means. Students

can use processes such as painting or drawing to understand and express strong feelings or to represent powerful situations. For example, a student may have trouble talking about a stressful experience such as his or her parent's impending divorce. Creative activities will allow him or her to express his or her emotions in a safe and comfortable way.

- **Cognitive Benefits**

The creative process can help students of all ages build cognitive skills that include problem-solving, imagination and critical thinking.

Using creative activities in the classroom

Papaleo, (2003) Creativity can inspire students to learn new content through a creative outlet. Classroom teachers have a constant struggle between teaching content and incorporating creativity into daily instruction. Often state standards limit the teacher's ability to develop lessons that include creation in the classroom and teachers may resort to a more teacher-centered environment. It is the teacher's responsibility to generate lessons and centers that encourage students to be creative. It is vital that the incorporation of creativity in the classroom is encouraged so that students of varying learning styles are exposed to different ways to learn.

Ways to incorporate creativity into the classroom:

The **first** option would be to designate a space in the classroom to arise the student's creative outlet. An advantage to this solution would be that students are able to move around the classroom throughout the day and are not confined to staying at their desk.

The **second** possible solution would be collaboration of content material with teachers. By having the teacher involved in the creation and implementation of lessons the student will gain a varied understanding of the material. A disadvantage would be that teachers often have their own agenda and expectations. This may lead to a disjointed presentation of the material and lead students to become uninterested or confused.

3. CROSSWORD PUZZLES

Nation,(2010) states that crossword puzzles are considered to be the most popular word game since they can be found in many newspapers and magazines for the general public. However, they possess a brief history. The first crossword puzzle appeared in England during the 1913 and was created by Arthur Wynne who published his puzzle for the eight-page comics section of the *New York Word* magazine. He drew a diamond shaped grid (without black squares) and wrote the word "fun" (the name of the comics section) across the top of the square. In addition, there is a controversial anecdote about the use of crossword puzzles during the height of the crossword craze in the 1920s; people lost their jobs and marriages were destroyed due to the addictive nature of these new puzzles. Dave Fisher,(2000)

What are crossword puzzles?

According to Joharian, A, and Pebriani, M.,(n.d) crosswords puzzles are well known as a constructive method of both entertainment and education. These crossword puzzles come in a wide variety of complexity and degrees of difficult and almost every individual can find a crossword puzzle suited to their level of skill and intelligence.

"Crossword puzzle is a word game that the answers have to be guessed based on the clue and be written into numbered squares that go across and down." (Cambridge Dictionary). Meanwhile, Alkok Joharian and Meutia Pebriani states that:

“To play crossword game, student must fill the grids with letters based on the clue. So they have to find out the answer of each clue. If they could answer one clue correctly, this easier for them to fill other grids and answer other clues because the grids are connected each other. So, the students learned how to recognize their mistake and fix it.”

In the same way the authors argue that crossword puzzle games, at a very basic level, can be a fun way to introduce word skills to children because they motivate learners and provide a source of relaxation to avoid boredom and monotonous teaching. However, it helps to practice words in a sentence in addition to know the meaning. In playing a crossword puzzle game, the students not only enjoy the game, but also there is a competition between them. “In this way, students tend to be active and worked harder to win the competition.” So, through the use of crosswords puzzles the students get relax and learn the subject easily. It is an activity that will give fun.

According to Paul Nation the characteristics of a good game are:

- Game should be appropriate to student’s level.
- Game should encourage students to enlarge their vocabulary.
- The materials of the game should be a challenge for the students.

In this way the crossword-puzzle game is suitable with three steps in teaching vocabulary because: The teacher is able to teach the spelling and the pronunciation of the word by writing the answer on the grid. While, in teaching pronunciation, the teacher is able to pronounce the word loudly in front of the class, and then asks the students to repeat after the teacher.

Secondly, teaching the meaning of the word as the clues of crossword puzzle or a sentence that can describe the meaning of the content. And the last, teaching the use of the word. In teaching use of the word, the teacher also makes the exercise as the follow up after finishing the crossword puzzle game. So, by using our creation and watching to the student's need, crossword puzzle game can be a good technique in teaching vocabulary. (Nation 24-25) Alkok Joharian and Meutia Pebriani declare that crossword-puzzle games can be helpful in the educational fields because it develops some of these skills:

- **Vocabulary building**

The students identify and understand the terms being used, in order to solve any crossword-puzzle game. This often involves acquiring new vocabulary or terminology. It enables the students to form the letters one by one to build vocabulary.

- **Spelling skill**

While the teacher is writing the answer on the grid, he/she is able to teach the spelling and the pronunciation of the word. It trains the students about the exact spelling of the words.

- **Reading skills**

The clues and answers in the crossword puzzles engage the students to improve the reading skill.

- **Word comprehension skills**

While the students answer the clues, they will understand the use and the meaning of the words. The students must use word clues to determine the correct word to fit into the crossword, either across the puzzle or up and down.

- **Reasoning skills**

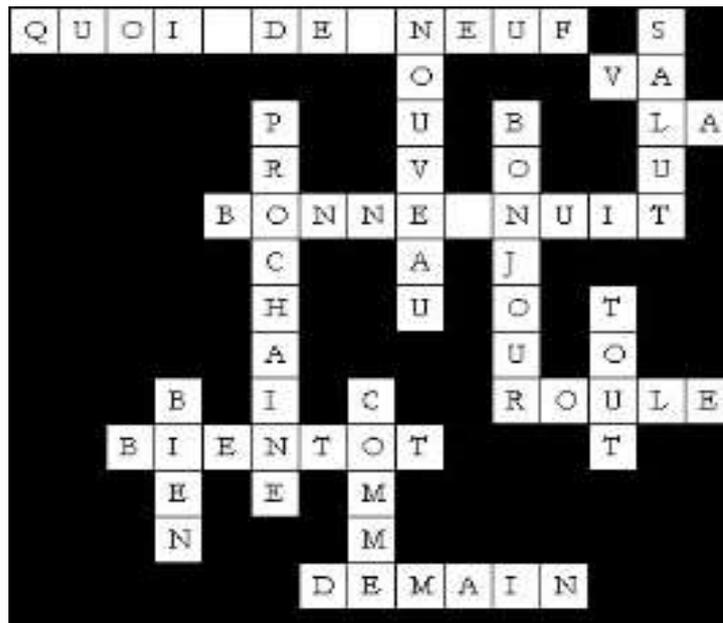
To solve any crossword puzzle, the students must be able to identify and understand the terms being used. They will not choose the answer which is not appropriate for the clues. The student will try to think rationally here while doing the crossword puzzle game.

Types of crossword puzzles in the English Language

- Freeform or criss-cross crossword puzzles
- Standard crossword puzzles
- American-style crossword puzzles
- Cryptic crossword puzzles.

 **Freeform crossword puzzles:** These puzzles are the most common and they are word puzzles. They are created from loosely interlocking grids with a set of words going across and another going down, sharing letters where the two intersect. Squares in which a word begins have numbers which correspond to a clue made up of words or a picture which must be figured out to deduce the word. These puzzles are often used in educational settings to build vocabulary or to reinforce concepts taught in class

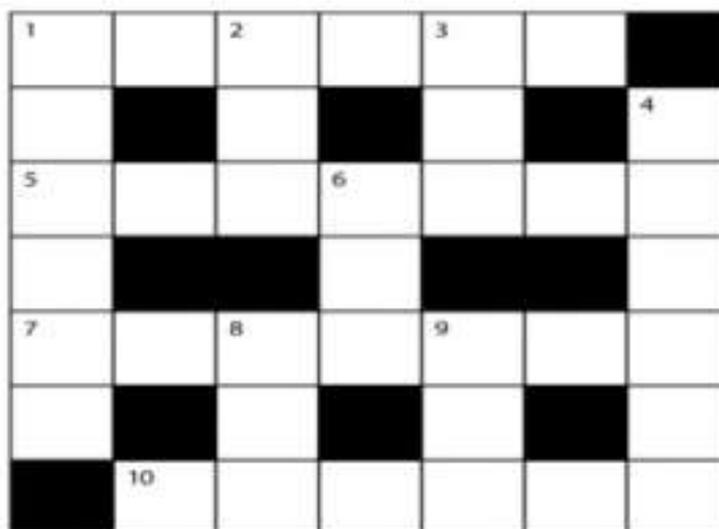
Figure 1



https://www.google.com/search?q=crossword+puzzles&hl=es&biw=1280&bih=699&source=lnms&tbm=isch&sa=X&ei=N3kXVMCeFovMggTWuYKgAg&sqi=2&ved=0CAYQ_AUoAQ#hl=es&tbm=isch&q=Freeform+crossword+puzzles&imgdii=_

✚ **Standard crossword puzzles:** These kinds of puzzles are very common in the North American publications with solid areas of white squares and are generally square, though there have been exceptions. The pattern of black squares usually serves to separate each word from adjacent words.

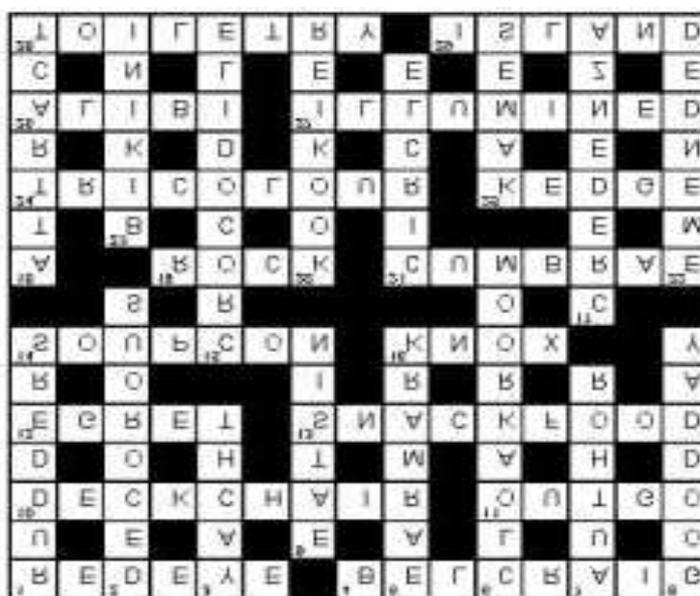
Figure 2



https://www.google.com/search?q=crossword+puzzles&hl=es&biw=1280&bih=699&source=lnms&tbm=isch&sa=X&ei=N3kXVMCeFovMggTWuYKgAg&sqi=2&ved=0CAYQ_AUoAQ#hl=es&tbm=isch&q=Standard%20crossword%20puzzles&imgdii=_

✚ **Cryptic crossword puzzles:** These puzzles possess clues that can be read as a sensible sentence. They consist of two parts. One part gives the definition, as in the standard crossword puzzle, the other uses some form of wordplay that hints at the answer. This wordplay may come in the form of anagrams, charades, container words, deletions, double definitions, hidden words, or list.

Figure 3



https://www.google.com/search?q=crossword+puzzles&hl=es&biw=1280&bih=699&source=lms&tbm=isch&sa=X&ei=N3kXVMCeFovMggTWuYKgAg&sqi=2&ved=0CAYQ_AUoAQ#hl=es&tbm=isch&q=Cryptic+crossword+puzzles&imgdii=_

✚ **Educational Value of Crossword Puzzles:** Hasanah, (2012) Crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling,

which for students may mean practicing dictionary skills. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions.

Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools. Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be less threatening and more like a game. Puzzle solving is a much more active type of learning, and will engage students with the material more than passive types of review techniques.

Finally, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble.

Crossword puzzles have endured as a favorite pastime because they are appealing to all ages, they can be completed in a rather brief period of time, and solving them provides a sense of accomplishment. For all these reasons, crosswords make a terrific educational tool, and teachers and homeschoolers will probably continue to use them for many years to come.

Process:

The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left

to right and from top to bottom. The shaded squares are used to separate the words or phrases.

Learning Objective:

To improve the child's word recognition, letter association, and spelling.

In summary, the researcher can say that a crossword-puzzle game is a technique which will make the students more active to pay attention to the material that is presented by the teacher. This kind of game usually attracts us to try to answer it and in answering the puzzle, we learn vocabulary and the correct spelling of many words. Thus, the use of crossword puzzles can provide a positive effect or result in learning English vocabulary.

4. FLASHCARDS

Flashcards have been used since the 19th century to help students learn a second language on either level, but especially at the basic level which is kindergarten. Flashcards have long been recognized as an effective tool for helping students with repetition memorization tasks which includes learning basic vocabulary.

According to Bellani, (2011) images on flashcards are one of the three ways in which information can be kept into memory". "Anderson's theoretical description of images is concerned primarily with topics, such as the ability of individuals to match patterns similar to an original figure and to identify patterns with or without supporting organization or context. The importance of images on flashcards in the comprehension process is that they may assist in recalling verbal materials". Anderson, (1980) said that images on flashcards may be useful in learning vocabulary, as in the keyword method. This method is common in second language vocabulary learning and is used for developing an English-language.

What are Flashcards?

Flashcards are a set of cards having information on them, such as words or numbers which are placed on either one or both sides. These flashcards are used in the classroom. They can also have vocabulary, dates, formulas, or any subject content that can be learned. Smith, Kelly in her website, "Flashcards is an educational tool to help students memorize words or information. They are a smart implement for teaching students from the time they are very young, English vocabulary".

Students love English and therefore enjoy learning vocabulary when they can look at a picture with the word on it so that this will help them in their future learning.

Flashcards are an important tool for education. They consist of an image on the card can be made of thick cardboard that contains pictures, numbers, symbols, or words which can be printed on one or both sides. Learning with flashcards is often attributed to the education of toddlers as they are easy medium of instruction due to their student like appeal.

Flashcards represent a particular vocabulary item that we want to introduce or teach. It can be an object, an animal, an adjective, a character, a place, or an action. In fact, flashcards are a way to make learning easy and fun. Students love to learn. The use of flashcards is the single most effective and simplest way to learn and to improve student vocabulary. It also makes it easy for them to remember the new words they were taught.

Use of Flashcards

Bellani, (2001) in his website stated, "Flashcards can be used for students to showcase a character and its corresponding sound or pronunciation. Learning basic vocabulary from flashcards allows students to easily remember a character and associate it with specific sounds". Aside, from learning characters of foreign language, flashcards can be used for recreational purpose because they are easy to handle. Flashcards can be used to increase the memory retention, which is known as active recall".

Flashcards can be used to learn a set of words, in school. They are often used to assist children with memorization of basic words. When they are used to teach a foreign language, flashcards can be useful study aid for all ages and level of education, but especially with students ages five and six. Using Flashcards to teach children as a second language is done by having them associate a language word to a real object.

Flashcards can be used in different ways:

- **Prioritization:** One use of flashcards is to prioritize the studying by typing the vocabulary words. These can be organizing into categories to help in the teaching-learning process.
- **Memorization:** Flashcards are useful to memorize and learn new words; they help to keep the vocabulary words fresh in a child's mind.
- **Customization:** Students can use flashcards to learn at their own pace.

Flashcards are a way for them to take charge of their learning by keeping them focused. They can use flashcards for remembering things outside the classroom.

- **Timing:** flashcards also allow students to learn at their own rate. They can bring flashcards with them and study them whenever they have some spare time.

Vocabulary flashcards are tools for teaching students from the time they are in the kindergarten. Flashcards help students to teach them new words, enhance vocabulary, or learn a second language. By playing a

game with flashcards, students can enjoy themselves and forget the fact that they are learning.

How to work with flashcards?

It's interesting to know how to work with flashcards, and the manner in which they can help to improve basic English Vocabulary for students. Teachers should work with students' needs and interests in mind and plan strategies that help with the learning process. All learners of primary school age have emotional needs, such as developing self-confidence in learning.

Students often respond to an initial stimulus like a set of pictures, but need guidance about how to set about doing an activity or task. Students learn better when there is a relatively relaxed classroom atmosphere where they are not afraid of making mistakes. Working with flashcards is easy. Teachers use them as an educational and entertainment tool. Students are readily attracted to them due to their usual colorful and singular images. By using a few or only one image, flashcards help students to focus on a particular topic.

One way to enhance learning is to incorporate color into the card-making process. If you are using flashcards to study a foreign language, for instance, you may use pink for feminine nouns and blue for masculine nouns. Words that involve the use of characters and figures instead of letters also work best when taught with the help of a flashcard.

Mental games and puzzles are wonderfully learned and recalled with the use of a flashcard. A wide variety of flashcards make learning more

interesting. Teachers can create different ways on how to work with flashcards, and of course use imagination to make flashcards.

Advantages of using flashcards

- The learning is enjoyable, the information is readily absorbed.
- The teaching-learning process through flashcards permits active classes.
- Learning with flashcards can be a fun and interactive educational experience for both children and teenagers.
- Using flashcards develops and improves retention of information and encourage the connection of knowledge.
- Learning with flashcards is quick, direct, and comfortable.
- Flashcards stimulate the mind to quickly look for references to identify flashed images.
- They allow to associate words with images.
- One of the most important advantages of using flashcards is they are easy and fast to reproduce.

Disadvantages of using flashcards

The biggest problem when using flashcards is that the activity quickly becomes boring when using over and over without varying the way in which the flashcards are applied.

Using flashcards to teach and practice vocabulary.

When using flashcards, it is important to take into account the following aspects. First, the teacher has to be clear about his/her aims and decide what is involved in Vocabulary Learning. Second, decide on the amount of Vocabulary to be learned.

How many new words can a student learn in a lesson?

Third, choose the specific items to be taught. The choice of vocabulary should be related to the aims of the course and the objectives of individual lessons. The teacher has the responsibility of choosing the basic vocabulary to be taught. In fact, teaching vocabulary must be based on the students' needs and their interests and what they can remember and use outside the classroom.

Finally, the teacher must present and practice vocabulary with the correct stress and pronunciation, so the children will learn the new words correctly. Each word must have a clear and specific meaning. They must be clear and unambiguous.

How to teach English Basic Vocabulary to children.

It is important for a teacher to be aware of the new theories of learning so that he/she can form insights into his/her own situation and improve his/her efficiency as a teacher. The use of flashcards is a resource which enriches, illustrates, or accelerates the teaching process in a better way. The real job of the teacher is not pouring out vast quantities of scholarly material onto his/her students heads.

In addition, teachers need to be aware of certain principles when teaching English vocabulary.

- Students are excellent observers and have a natural ability to capture the meaning of the words. Teachers use body language, gestures, pictures, or flashcards to attract the interest of the students". (Park 40)

- Students often learn English by repeating words and phrases to themselves in order to become completely comfortable with their sounds and meanings.
- Teachers need to create a balance in their classroom supporting and challenging their learners.
- Teachers must be the conductors and controllers of the action in the classroom
- The teacher must be a friend of the students when learners have a chance to work on tasks.
- Teachers need to create creative lessons based on students' interests allowing them to have plenty of opportunities to learn new words.
- Teachers must use different methods to teach English, such as Audio-lingual, TPR, Communicative Approach, or a combination of these methods to help children in their learning process.
- Teachers can say the word clearly two or three times while the students listen to them. Then students repeat the word several times after the teacher. The teacher can use gestures to get them to repeat the word. Then they can ask individual students to say it. Be careful not to introduce too many new words at a time.

Use of flash cards in the English Classroom

According to Rivera, (2009) games can be adopted by the teacher according to student's interests and needs encouraging an informal atmosphere and developing spontaneous and creative communication. Games allow the students to pay attention and to practice specific aspects of the language: grammatical structures, phonemes or lexical structures.

With games we can encourage and check concepts which have been studied. Using games in the classroom helps the students to have active participation. One of the games we can use is flash cards.

Flash cards are an instrument of common use in English classes for primary and childhood Education levels. Flash cards serve to present new vocabulary and to review and support the vocabulary which has been studied. We can use flashcards at the beginning of the class at first contact and link them with the last class, during or at the end of the class, to reinforce vocabulary learned.

Any foreign language, in this case English, is an “abstract language.” It is difficult for those who are learning English for the first time. By using flash cards teachers can approximate students’ reality. As we know that human beings have visual memory associated with words and that facilitates the learning of new vocabulary.

Flash cards are elaborated easily and they can be made by the teachers or students; or, flash cards can appear in didactic guides. Teachers can find flash cards an attractive and useful resource to present and practice the vocabulary that teachers want to communicate according to the age and level of the students.

e. MATERIALS AND METHODS

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

DESIGN

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

CONTEXT

Miguel Carpio Mendieta public school was selected as the place for the present research work since it is the school where the researcher had the opportunity to teach as part of her teaching practicum; therefore she has an insight of the spectrum of English teaching within the school. It is located in Cucanamá neighborhood of the Vilcabamba parish and it is not

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

Having English as a subject within curriculum in Ecuadorian public elementary school is not compulsory as it is for middle and high schools. In the case of this school, the treatment of English as a subject within the curriculum of the school is optional and it is reflected in the limited class periods devoted to teach it. It does not have an English teacher as part of its teaching staff and the only English instruction children receive is that coming from the teacher trainee who is required to complete a certain number of classes as part of their undergraduate studies.

PARTICIPANTS

The participants who were part of this action research were a group of 9 students (7 men and 2 women), from first to seventh years of basic education. They were male and female whose ages range from eight to eleven years old. These students received English as an optional subject; furthermore, they had 2 class academic periods (40 minutes) per week.

They did not have any kind of English textbook to learn this language. The unique kind of resource that they used is the single worksheets prepared by the teacher trainee.

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

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

questionnaires and the qualitative text analysis of the data received from the Data collection, test, observation guide, field diary 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

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

MATERIALS

This research work was accomplished with the help of three main resources. The **Human resources** that participated during the different stages were: The target population, students of eight to eleven years old at Miguel Carpio Mendieta School; the thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work.

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

PROCEDURE

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

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

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

The Pearson Correlation coefficient $r = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{[\sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}}$ was used to find out the relationship between the applications of Creative activities to improve vocabulary learning. Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the baseline data to the posttest results. Observation data was also obtained by periodical monitoring of the evolution of the language skill by means of a

teacher – designed checklist. The manifestations of each observed behavior were turned into percentages that were analyzed and interpreted prior discussion.

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

f. RESULTS

The quantitative data came from the vocabulary pre-test administered to 9 students of eight to eleven years old at “Miguel Carpio Mendieta” School at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to 5 parameters (*RS = Remembering Spelling; IWA = Image and Written Word Association; WOA = Written and Oral Word Association; WRC = Word Recognition in context; WP= Word Pronunciation*) which describes the learning of vocabulary in a foreign language learning situation. The data of the pre-test scores is shown in Table 1.

PRE - TEST RESULTS

a. Table 1

Vocabulary Pre – test Scores

STUDENTS' CODE	RS /2	IWA /2	WOA /2	WRC /2	WP /2	TOTAL /10	%
AR0301	1,62	1	1	1	1	5,62	52,2%
AR0302	0,5	2	2	1,2	1,2	6,9	69%
AR0303	1,62	2	2	1	2	8,62	86,2%
AR0304	2	1,0	1	1	1,87	6,87	68,7%
AR0305	1,8	1	1	1	2	6,76	67,7%
AR0306	1,0	2	2	1	2	8	80%
AR0307	1	1	1	1	1	5	50%
AR0308	1	2	1	2	1	7	70%
AR0309	2	1	2	1	1	7	70%
TOTAL	12,5	13	13	10,2	13,07	61,77	100%
MEAN	1,39	1,44	1,44	1,13	1,45	6,86	
%	62%	72%	72%	57%	73%		

Note. *RS = Remembering Spelling; IWA = Image and Written Word Association; WOA = Written and Oral Word Association; WRC = Word Recognition in context; WP= Word Pronunciation.*

b. Logical analysis

Of the 9 students who were tested in the vocabulary pre-test, all of them got scores lower than 8, the highest value obtained was 7/ 10, which is below 8 (80%) , that we set as the limit value in this study. The difference in that case was of 3 points which is significant but not entirely. On the other hand the lowest value in the vocabulary pre-test is 5 /10 which is distant from the basis with a difference of 5 points. It is considered as a quite significant difference. To conclude, it is important to mention that none of the students passed the test because their grades were below the basis of 80%.

In Table 1, the aspects of the test in which the students had lower difficulty can be seen: in the parameter of *Word Pronunciation* (73%) students had a mild trouble, and parameter which is considered as satisfactory. Otherwise the lowest percentage is located in the parameter of *Word Recognition in context* (57%), which demonstrates that the highest difficulty was located in this parameter.

In this way, it was possible to conclude that an intervention period was very necessary and useful to improve student's level of proficiency in foreign language learning, especially vocabulary learning.

POST - TEST RESULTS

After conducting a 4-week intervention period, consisting of 12 workshops; a post test was administered to the same group of students, in that case to 9 students of eight to eleven years old at “Miguel Carpio Mendieta” School. The data of this post-test is shown in Table 2.

a. Table 2

Vocabulary Post – test Scores

STUDENTS CODE	RS /2	IWA /2	WOA /2	WRC /2	WP /2	TOTAL /10	%
AR0301	2	1	2	1	2	8	80%
AR0302	2	1	2	2	1	8	80%
AR0303	2	2	2	2	2	10	100%
AR0304	1,75	2	2	2	2	9,75	98%
AR0305	1	1	2	2	2	8	80%
AR0306	2	2	2	2	1	9	90%
AR0307	2	2	2	2	1	9	90%
AR0308	2	2	2	2	1	9	90%
AR0309	2	1,5	2	2	2	9,5	95%
TOTAL	16,75	14,5	18	17	14	80,25	
M	1,86	1,61	2,00	1,89	1,56	8,92	
%	93%	81%	100%	94%	78%		

Note. *RS* = Remembering Spelling; *IWA* = Image and Written Word Association; *WOA* = Written and Oral Word Association; *WRC* = Word Recognition in context; *WP* = Word Pronunciation.

b. Logical analysis.

Of the 9 students who were tested in the post-test, one of them achieved the highest value which is 9,75 , according to this, it was over the limit value adopted for the analysis, also it represents a difference of 0,25, taking into account that the limit is 8 points.

On the other hand, three students got the lowest value (8) but are inside the established value. Considering the fact that there is not a score which is under the 8 points the researcher can conclude that there has been a considerable improvement in student's vocabulary learning.

In the same way the researcher has adopted 80% as the limit value, so in that case the highest value (100%), which corresponds to the parameter *Written and Oral Word Association* is over that limit, and the lowest percentage (78%) concerns to *Image and Written Word Association* is still under the limit value, so the researcher consider it as a major weaknesses in the students.

The facts indicate that the majority of students achieved good scores and had increased their vocabulary learning in a high degree after intervention applied by the researcher.

Students improved their vocabulary level through the application of creative activities. Also, the researcher perceived that the topics and workshops applied during the intervention were effective.

COMPARING TESTS RESULTS

In **Comparing Test Results** the researcher's intention is to demonstrate the degree of knowledge / skill gained from the experience.

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

$$r = 0.44$$

a. Table 3

Comparing Test Pre and Post – test Result

Ss. Code	Variable X	Variable Y	X ²	Y ²	XY
	Pre-Test scores	Post-Test scores			
AR0301	5,62	8	30,91	100	56,2
AR0302	6,9	8	47,67	64	55,2
AR0303	8,62	10	50,41	64	81,97
AR0304	6,87	9,75	13,54	81	66,98
AR0305	6,76	8	45,7	64	54,08
AR0306	8	10	35,28	81	53,46
AR0307	5	9	23,23	81	43,38
AR0308	7	9	26,01	81	45,9
AR0309	7	9,5	60,84	100	78
N=9	ΣX=50,6	ΣY=80	ΣX ² =308,93	ΣY ² =716	XY=535,17

b. Figure

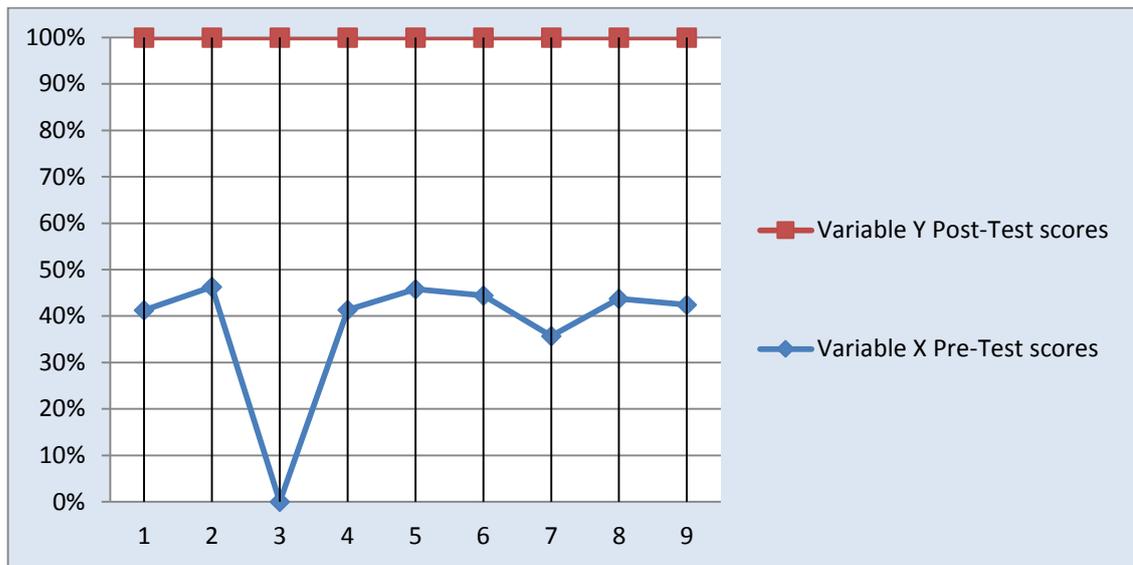


Figure 1: Bar graph that shows the contrast between pre – test and post –test values.
Author: Sara Patricia Chanta Jiménez.

c. Logical analysis.

The coefficient of correlation is 0.44 which is half / in the middle of 1; it means that there is a positive relationship between the 2 variables. Table 3 shows the results of both tests revealing an increasing tendency in the post –test.

The low scores obtained in the pre-test increased in a significant way, so it means that the intervention and application of workshops were really significant to improve the level of vocabulary learning expressed in the change observed.

COMPARISON OF PRE – POST QUESTIONNAIRE RESULTS

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

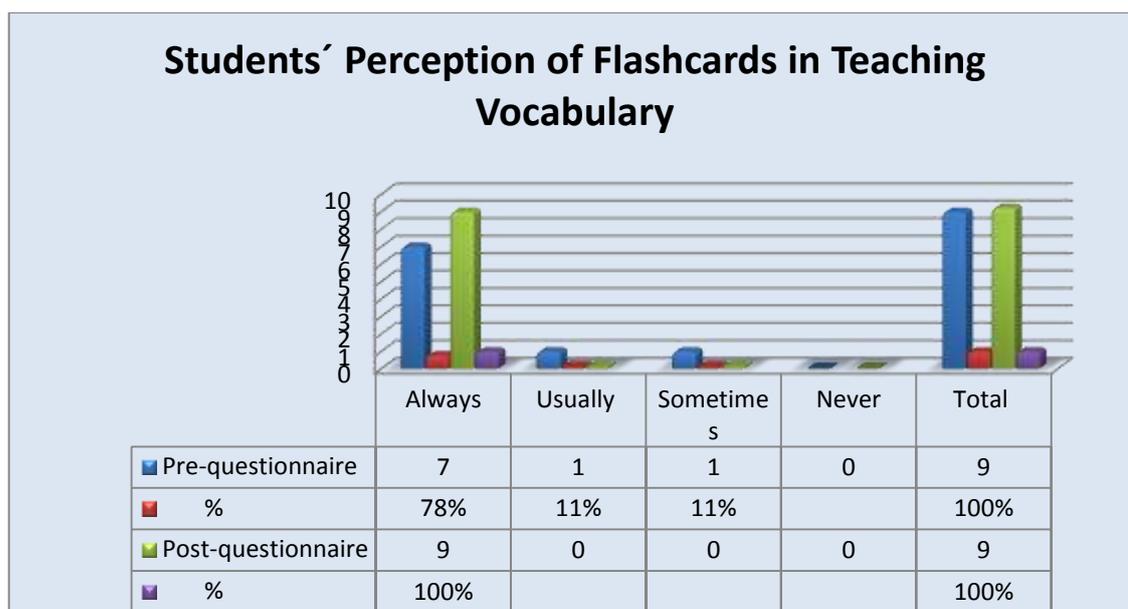
QUESTION # 1: Does the teacher use flashcards to teach vocabulary?

a. Table 4

TITLE: Students' Perception of Flashcards in Teaching Vocabulary.

	Pre-questionnaire	%	Post-questionnaire	%
Always	7	78%	9	100%
Usually	1	11%	0	
Sometimes	1	11%	0	
Never	0		0	
Total	9	100%	9	100%

b. Figure



Bar graph showing Students Perception of flashcards in Teaching Vocabulary.

c. Logical analysis

It is evidence from this table that the frequency of flashcards use within the learning process has increased significantly as the students report. Apparently, this kind of activity was not new for the students, who found in flashcards support and motivation for learning English Vocabulary.

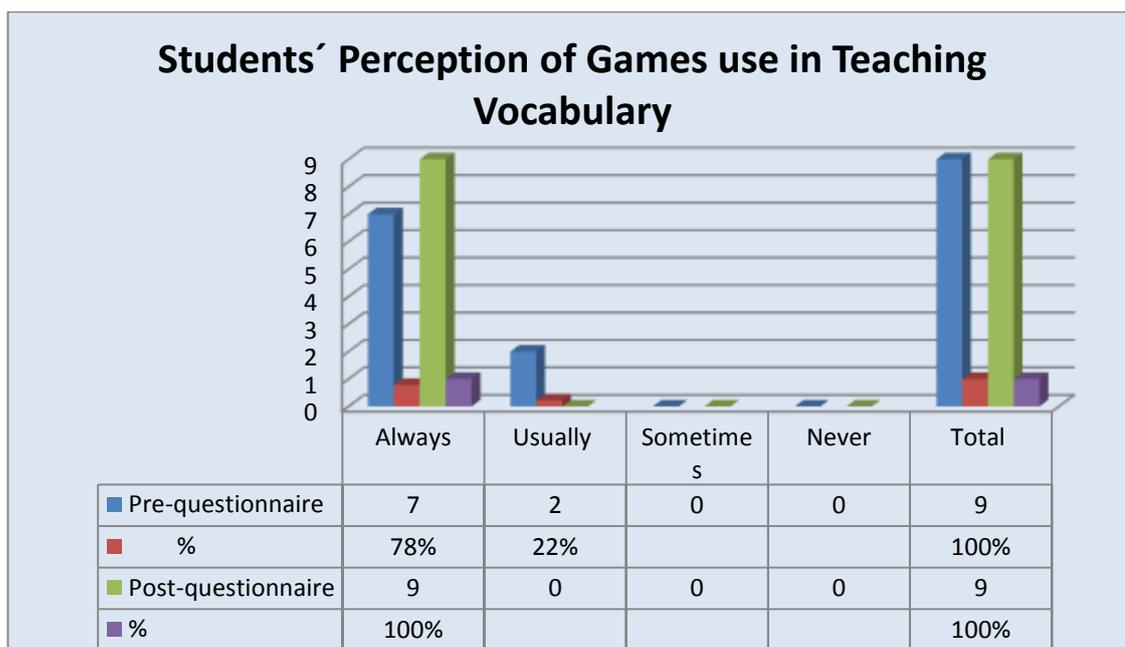
QUESTION # 2: Does the teacher use games to teach vocabulary?

a. Table 5

TITLE: Students' Perception of Games use in Teaching Vocabulary.

	Pre-questionnaire	%	Post-questionnaire	%
Always	7	78%	9	100%
Usually	2	22%	0	
Sometimes	0		0	
Never	0		0	
Total	9	100%	9	100%

b. Figure



Bar graph showing Students Perception of games use in Teaching Vocabulary.

c. Logical analysis

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.

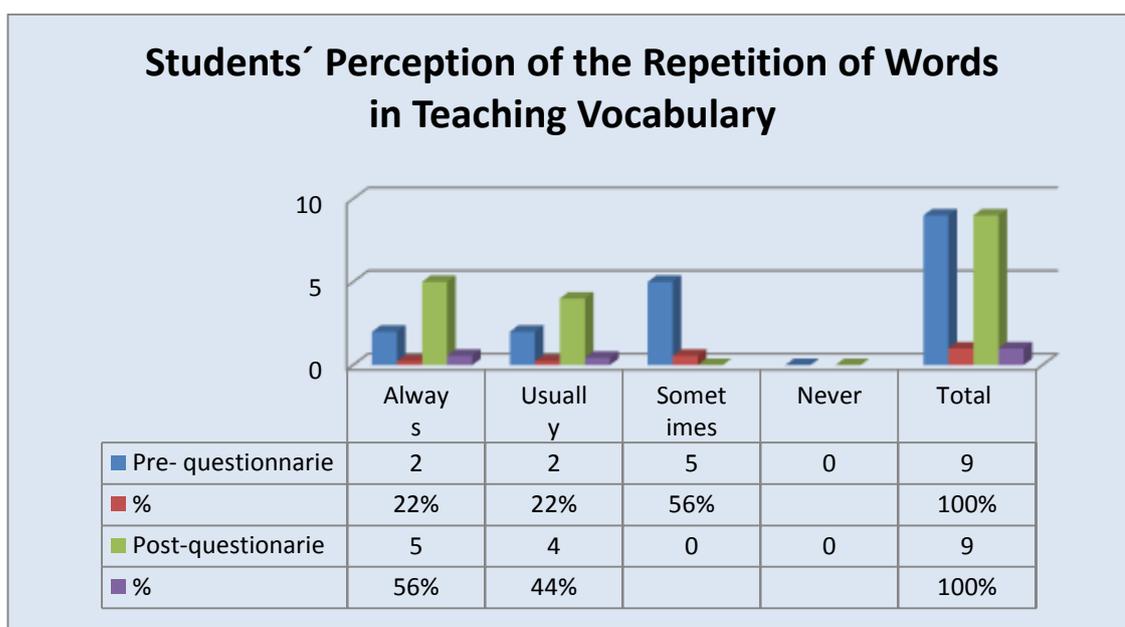
QUESTION # 3: Does the teacher enhance repetition of words aloud?

a. Table 6

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

	Pre-questionnaire	%	Post-questionnaire	%
Always	2	22%	5	56%
Usually	2	22%	4	44%
Sometimes	5	56%	0	
Never	0		0	
Total	9	100%	9	100%

b. Figure



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

c. Logical analysis

This figure 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 use of supporting material.

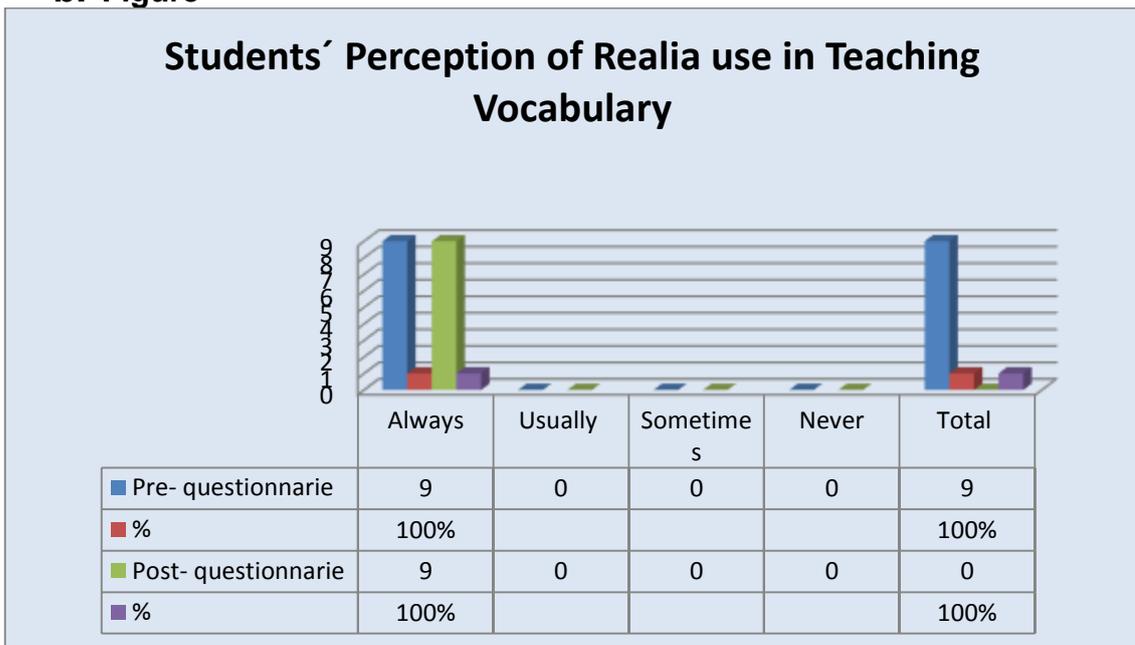
QUESTION # 4: Does the teacher use realia to teach vocabulary?

a. Table 7

TITLE: Students' Perception of Realia use in Teaching Vocabulary.

	Pre-questionnaire	%	Post-questionnaire	%
Always	9	100%	9	100%
Usually	0		0	
Sometimes	0		0	
Never	0		0	
Total	9	100%	0	100%

b. Figure



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

c. Logical Analysis

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

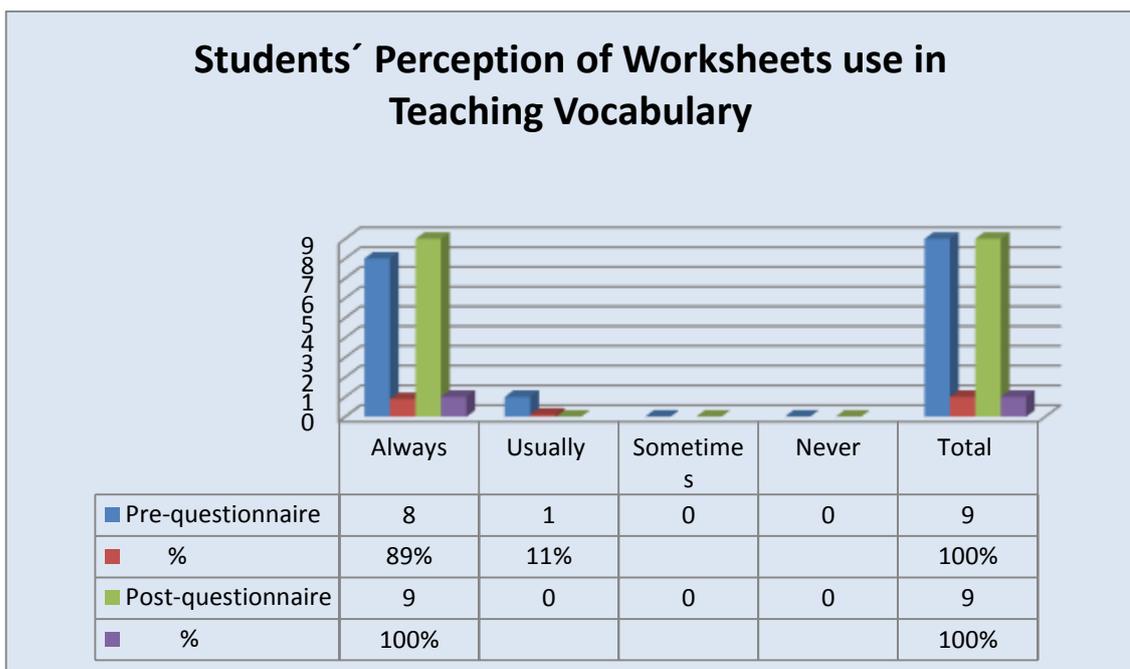
QUESTION # 5: Does the teacher use worksheets to help students practice the new vocabulary?

a. Table 8

TITLE: Students' Perception of Worksheets use in Teaching Vocabulary.

	Pre-questionnaire	%	Post-questionnaire	%
Always	8	89%	9	100%
Usually	1	11%	0	
Sometimes	0		0	
Never	0		0	
Total	9	100%	9	100%

b. Figure



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

c. Logical analysis

In this figure, 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.

g. DISCUSSION

This study performed a one group pretest – posttest experimental design to determine the relationship between *Creative activities* and *Vocabulary Learning* in the application of twelve workshops. The expectation was that there would be an increase in vocabulary learning. Which is also consistent with Pikulski, (2001) who says that vocabulary is one of the main aspects of the language, because it appears in every skill of language: listening, speaking, reading and writing. Many people realize that their vocabulary is limited so that, they have difficulties in expressing their ideas.

Creativity on the other hand can be expressed in activities which are defined as children building critical thinking skills, strengthening problem-solving abilities and stimulating imagination. Loop(2010).

Papaleo, (2005) mentioned that creative activities can inspire students to learn new content through a creative outlet. It is vital that the incorporation of creativity in the classroom is encouraged so that students of varying learning styles can be exposed to different ways to learn.

The data, measured through the Pearson Correlation Coefficient (0,44). Indicate that a moderate degree of correlation exists between both variables. This fact leads the researcher to conclude that there was an increase in Vocabulary Learning after the application of 12 workshops as part of the intervention process. The use of the strategy generated positive results especially in the parameter of **WR: Word Recognition** in vocabulary acquisition which reached up from 57% to 94%.

At the beginning of the process, the students did not have interest to learn a new foreign language because they thought that this language was very difficult and also they considered that this language was not relevant in their lives, but as time passed they became interested and felt involved into class development. Besides, group was really nice, organized and respectful.

The environment greatly facilitated the development of creative activities with this group of children since it was big enough and comfortable being this strength for the study. However an obvious limitation to this study was the number of weekly class-periods; they only attended two-class periods per week.

Based on the quantitative data gathered from the two-tests, field diary, checklist and questionnaires it can be concluded that the application of creative activities was effective because it helped students understand the meaning of the words and retain new vocabulary all of these helped to improve their communication, and understanding at the same time. Students worked using crossword puzzles, flashcards, worksheets and real objects in order to build cognitive skills that includes problem-solving, imagination and critical thinking in the English language learning.

The present experience was really important for the researcher because while she applied and taught to the students she learnt a lot not only as a teacher, but also as a person. Teaching is more than a noble profession, when students and teacher try to learn from each other. It was not easy as the researcher imagined but there were some difficulties which were

solved with the help of students. The majority of times the teachings were more significant and relevant; for instance, than the poverty and limitations that students showed inside the classroom and their own lives taught to the researcher a lot, their desire to become better people in life increased their participation along the experience. In the same way, as a future professional, the researcher gained commitment to learn and learn more in order to give the students the best kind of knowledge related to the English subject. It does not matter the social or economic conditions, it only depends in the English teacher vocation. Furthermore, Action Research involves actively participating in changing a situation; so this research gave the researcher a really enriching opportunity to interact in a real way with students, and also as a future English teacher to get acquainted with the proficiency standards Ecuadorian English teachers must met: *“Language”* which includes mastery of language structure and communication, language acquisition and development of language fluency; *“Culture”* which deals with how culture may affect their learning of English in Ecuador; *“Curriculum Development”*, related to planning for standards-based English teaching, implementing and managing standards, and using resources and technology effectively; *“Assessment”* including issues related to language proficiency and classroom-based assessment; and finally, the last domain is *“Professionalism and Ethical commitment”* which encourages teachers to keep updated with new instructional techniques, research results, and advances in the English teaching field for professional development.

h. CONCLUSIONS

Results overall showed a relevant change in the ability to recognize and use vocabulary learned in the foreign language after the implementation of creative activities to develop vocabulary learning as it indicated by the Pearson coefficient (0.44) which demonstrate that there is a correlation between vocabulary learning and creative activities.

Research on vocabulary learning indicates that it is one of the language components with should be mastered by learners. Vocabulary is one of the main aspects of the language, because it appears in every skill of language: listening, speaking, reading and writing. Pikulski,(2001)

The significant increase in vocabulary learning during the time of the study aligns with the work of several previous researchers like Cheon, (2013) who says that, using creative activities in the classroom the students have opportunities 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, so creative activities motivate students and keep them from getting bored. In addition, they are an important tool to develop students' language skills.

The issues that limited the vocabulary learning of students of eight to eleven years old at Miguel Carpio School were the lack exposures that students has to learn English with a strategy that facilitate the learning of it. The pretest revealed that they had more difficulties on *word recognition in context, remembering spelling and associating oral and written word*, as demonstrated by the statistical table.

The twelve sessions designed in the intervention plan were planned to address the issues that students had in learning vocabulary. They were planned based on the student's cognitive process to build up their knowledge. Each lesson was prepared considering how this approach helped with the use of creative activities as a strategy. Finally the twelve lessons were reinforced with activities that enable students to master the new vocabulary, allowing them to remember and understand the new words, so all the sessions contributed satisfactorily to the success of the intervention.

Two kinds of creative activities were applied to the students to catch the information more easily. At the beginning the researcher used flash-cards with pictures and cards with the written word in order to introduce new vocabulary. In the practicing stage the crossword puzzles were applied and at the end of each learning cycle were applied hand activities such as (fruit salad and Pictionary).

The use of creative activities as part of the classroom reduced the student's limitations meaningfully. It was demonstrated in the student's collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pre and posttests is relevant evidence that demonstrates the positive impact for the student's future allowing them to have a better performance in the use of the language.

To sum up the action research presented dealt with the influence of creative activities in the improvement of the English vocabulary. The findings of the

research showed that the use of them determined positively the improvement of the vocabulary and made the students more relaxed and cooperative.

i. RECOMMENDATIONS

An analysis and reflection towards the implementation of creative activities in this study were conducted. Therefore there are some recommendations made by the researcher to the school principals, and the future researchers to conduct the follow up the results of this study.

Since the implementation of creative activities was a successful strategy in improving student's vocabulary learning, especially in *Written and oral association, word recognition in context, remembering spelling and image and written word association*, it is suggested for English teachers to utilize this resource in their teaching and learning activities. These tools can be not only in teaching vocabulary, but also fostering student's competence in some others kinds of sub skills. It is also recommended for teachers to adjust the appropriate creative activities to the level and characteristics of students. It is also necessary for teacher to select the appropriate teaching technique before implementing the teaching and learning activities by using these resources.

For school principals, it is suggested to provide facilities to support the English teachers in implementing creative activities. The implementation of creative activities in this study might also offer a satisfying result when it is applied in other subjects or by using another material and technique. Therefore, it is recommended for the future researchers to develop the application of creative activities and explore further applications for teaching and learning by using these resources and technique.

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UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y
LA COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

PROJECT

**USING CREATIVE ACTIVITIES TO IMPROVE
VOCABULARY LEARNING IN THE ENGLISH
LANGUAGE CLASS WITH STUDENTS OF
EIGHT TO ELEVEN YEARS OLD AT MIGUEL
CARPIO MENDIETA SCHOOL. ACADEMIC
PERIOD 2013 – 2014**

This project is previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHOR:

Sara Patricia Chanta Jiménez

LOJA – ECUADOR

2014

a. THEME:

USING CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE ENGLISH LANGUAGE CLASS WITH STUDENTS OF EIGHT TO ELEVEN YEARS OLD AT MIGUEL CARPIO MENDIETA SCHOOL. ACADEMIC PERIOD 2013 - 2014.

b. PROBLEM

1. BACKGROUND

The present research project is going to be developed at Miguel Carpio Mendieta` School. It was founded in 1985 in the Cucanamá neighborhood of the Vilcabamba parish by a group of parents worried for the education of their children; they intended to build it for the benefit of the community.

The main objective of this school is to educate children by identifying and perfecting their personal talents. Its goal is to give the students a complete basic education with the participation of parents, teachers and the community. This institution is committed to society to provide equality and quality education based on practical values of the children who attend this school.

The mission of ``Miguel Carpio Mendieta`` School is to contribute to the formation of citizens who have the right skills to meet the challenges of the modern world, and are capable of transforming the society in order to improve their quality of life based on the principles of democracy and coexistence. This institution addresses the development of each student in spiritual, moral, intellectual, social, emotional, and physical aspects.

The vision is to be a school that meets the established academic calendar, where the working day is intended to meet the teaching-learning wishes to be a school with an academic level of quality, always committed to the

educational and technological innovations; capable of designing and applying teaching strategies based on the Curriculum Reform.

To form critical, analytical and reflective individuals who will be prepared to join the globalized society. They should be capable of solving their own problems, creating for them an awareness of caring and respecting for their body and the environment by practicing values, art, culture and sports.

Nowadays this institution works as an unitary school with a professor of Spanish that teaches all subjects and 10 students from first to seventh years of basic education of different ages, it should be emphasized that this institution does not have an English teacher that is why students do not know vocabulary. For this reason, it is necessary to identify different creative activities that are needed and essential to increase their way of learning vocabulary.

2 .CURRENT SITUATION OF THE RESEARCHED OBJECT

In learning a foreign language, vocabulary plays an important role. It is an element that links together the four basic skills: speaking, listening, reading and writing. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately

This research has the purpose to improve the vocabulary of the students at Miguel Carpio Mendieta school. In this institution the children are at an age range between 8 to 11 years old. They come from households with average economic conditions. Their level of English is low and different because they never have had an English teacher.

In addition, they all have other limitations. For example most of the learners cannot form simple sentences; it means that they do not have sufficient knowledge of vocabulary.

Another problem is that students do not participate in class, because they are a little shy and have distrust when they are asked to give an opinion or share an idea.

That is why this research allow to describe different creative activities to help students understand the meaning of the words and retain new vocabulary in order to improve their communication and have an interaction in the foreign language and also to help them to improve their social and cooperation skills and finally to build cognitive skills that includes problem-solving, imagination and critical thinking in the English language learning.

Due to the aforementioned problems in the Teaching and Learning process of the English Language, it is important to state the following research problem:

3. RESEARCH PROBLEM

Which activities are useful to improve vocabulary learning in the English language class of the students of eight to eleven years old at "Miguel Carpio Mendieta" School? Academic Period 2013 - 2014.

4. DELIMITATION OF THE RESEARCH

a) Temporal

The present project will be executed during the academic period February - April 2014.

b) Spatial

This project will be developed at Miguel Carpio Mendieta School, which is located in Cucanamá neighborhood of the Vilcabamba parish.

c) Observation Units

The people who will be part of the research project at Miguel Carpio Mendieta school are: Students of Basic Education and the researcher.

d) Sub - problems

From the general problem in order to facilitate the research work it is necessary to derive the following sub problems:

- What kind of theoretical references about creative activities are effective to improve vocabulary learning in the English language class with students

of eight to eleven years old at Miguel Carpio Mendieta School? Academic Period 2013 - 2014.

- Which are the negative issues that limit the vocabulary learning with students of eight to eleven years old at Miguel Carpio Mendieta School? Academic Period 2013 - 2014.

- Which creative activities are useful to improve the vocabulary learning in the English Language class with students of eight to eleven years old at Miguel Carpio Mendieta School? Academic Period 2013 - 2014.

- How do creative activities help to improve the limitations in the vocabulary learning with students of eight to eleven years old at Miguel Carpio Mendieta School? Academic Period 2013 - 2014.

- How effective was the application of creative activities in the vocabulary learning with students of eight to eleven years old at Miguel Carpio Mendieta School? Academic Period 2013 - 2014.

c. JUSTIFICATION

The present action research is important for the development of an analysis on a topic of great interest that leads to the improvement of education.

On the other hand, this project will solve problems related to the improvement of vocabulary development in students of educational institutions, and specifically at Miguel Carpio Mendieta School of the Vilcabamba parish, providing and developing communication skills starting with the teaching of the English language.

From the **social** point of view, the present work is justified as it will help to improve the quality of vocabulary through the application of creative activities to a group of students who do not have the possibility to receive English classes, here they will have the opportunity to learn more vocabulary and also to build their cognitive skills that include problem-solving, imagination and critical thinking.

From the **educative** point of view, this research is going to improve vocabulary because it increases the participation in class and fosters respect and friendships among diverse groups of students.

From the **scientific** point of view, it is important to carry out this project because there is enough information that can be gathered to give some

theoretical elements in order to establish alternative solutions to solve relevant problems in the study of the English language.

The present research is also **pertinent**, because it is a theme that can help English teachers to solve many problems around the English teaching language especially in the teaching of vocabulary through creative activities.

The research work is justified because it is a previous **requirement** of the English Career of Universidad Nacional de Loja to obtain the Bachelor in Arts degree in Sciences of Education: English Language Specialization.

d. OBJECTIVES:

1. GENERAL

To apply creative activities in order to improve vocabulary learning in the English language class with the students of eight to eleven years old at Miguel Carpio Mendieta school. Academic Period 2013 - 2014.

2. SPECIFICS

- To investigate the theoretical references about creative activities as a strategy to improve the vocabulary learning in the English language class with students of eight to eleven years old at Miguel Carpio Mendieta School. Academic Period 2013 – 2014.

- To diagnose the negative issues that limits the vocabulary learning with of eight to eleven years old at Miguel Carpio Mendieta School. Academic Period 2013 - 2014.

- To select the appropriate creative activities in order to improve the vocabulary learning in the English language with students of eight to eleven years old at Miguel Carpio Mendieta School. Academic Period 2013 - 2014.

- To apply the selected useful creative activities in order to solve the limitations in the vocabulary learning with students of eight to eleven years old at Miguel Carpio Mendieta School. Academic Period 2013 - 2014.

- To value about the effectiveness that the creative activities had on the vocabulary learning in the English Language with students of eight to eleven years old at Miguel Carpio Mendieta School. Academic Period 2013 - 2014.

e. **THEORETICAL MATRIX**

VOCABULARY LEARNING

DEFINITION

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

Learners are usually aware of the importance of words in a language and they also usually realize the fact that learning strategies can help them in their vocabulary learning. Learner autonomy can be enhanced by introducing the learner to different vocabulary learning strategies which can be used in developing the learning process. Language learning strategies encourage greater overall self-direction for learners. Self-directed learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency (Oxford, 1990). In addition, learning strategies

help students to be more active and take more responsibility on their own learning.

IMPORTANCE OF VOCABULARY LEARNING.

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".

Particularly as students develop greater fluency and expression in English; it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "Learners carry around dictionaries and not grammar books"..

Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult to put into words." In learning vocabulary also helps students master English for their purposes. (Lessard-Cloust)

PROCESS OF VOCABULARY LEARNING.

According to the study of Hatch and Brown, learners 'strategies for learning vocabulary fall into five essential steps:

1. Having sources for encountering new words;
2. Getting the forms of the new words;
Learning the meanings of the words;
3. Making a strong memory of the words;
4. Using the words.

Based on the vocabulary acquisition theory, while teaching vocabulary, teachers should take into account the three important aspects of vocabulary learning—word form, word meaning and word use. In other words, vocabulary teaching should cover both the central features of lexical items and their relations with other words.

➤ **Methods lexical teaching:**

✓ **Teaching Vocabulary in Context.**

It is more helpful to learners to master a polysemy—word that carries different meanings in different context.

✓ **Teaching Vocabulary with Semantic Field Theory**

The basic assumption underlying the theory of semantic field is that words do not exist in isolation: rather, they form different semantic fields.

✓ **Expanding Vocabulary by Word Formation**

Word formation is an effective way to help students see words in the network of associates.

✓ **Creating Mental Linkages by Association**

When teaching vocabulary the atmosphere of classroom setting must be active, it's good to consolidate and enlarge students' vocabulary.

✓ **The Use of Dictionaries**

Students want to know the meaning of many more words than teachers can teach them, the dictionary provides one of the best resources for students who wish to increase the number of words they understand. But it's better to use the monolingual dictionary. In it there are many more words than students will ever see in class.

NEGATIVES ISSUES THAT LIMIT THE DEVELOPMENT OF VOCABULARY

DIFFICULTIES IN VOCABULARY LEARNING

Vocabulary plays an important role in studying English, " without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." On the other hand these problems cause students dislike and forget vocabulary easily. Chen suggests ways by which these problems can be dealt.

The structure of vocabulary is difficult to understand. The students learn words just only by reciting, because they do not know how to use the structure of vocabulary words. Prefixation, suffixation and root are three parts of the vocabulary. If students want to understand vocabulary, they must know them. However, it is not easy to understand, when students have trouble to learn, they cannot go on. As a result, they cannot learn words quick and easily. (Chen, 2009)

Vocabulary is so difficult. After all, students have no idea to solve by themselves. Therefore, they cannot learn words and learn English well. On the other hand, they have a little time to read other English books. In fact, reading is a good way to learn words. Students should read books on their spare time. Teachers should also suggest students which books are good for them. In this way, students can improve their English by reading.

Little speaking and reading make students forgot words quickly. Though teachers have class in English, students cannot talk with each other. Teachers should build an environment to let every student speak English. Students will feel English very interesting, Gradually, They can speak it fluently. Writing is also a good way to learn words. They should have good habits to write some topics in English. Teachers should give some titles to students to write.

In a word, students cannot learn the words well, because they have some bad habits to study vocabulary. They only know one meaning of the word. When they see the same word in different context, they do not know its meaning. If students know several meanings of a word and according to a text, they would know its meaning. There is another reason that is the student's pronunciation. Their pronunciation causes they cannot understand what teachers say. Of course, students cannot correct their pronunciation by themselves only under teachers help.

FACTORS AFFECTING CHOOSING VOCABULARY

Regarding factors affecting choosing vocabulary strategy, several kinds of researches has been implemented each focusing on different aspect of strategy use. The factors are:

- **Age**

Young children tend to use strategies in task specific manner, whereas older ones use generalized and more sophisticated strategies (O'Malley and Chamot 1990).

- **Learning style**

According to Oxford (1989), general approach to language learning determines the choice of learning strategies. For example analytic learners prefer strategies such as contrastive analysis and discerning words and phrases, whereas global students use strategies to find meaning: guessing, scanning, and predicting and to converse without knowing all the words: paraphrasing, gesturing.

- **Personality type**

Erhman (1990) suggests that each personality type is associated with 'assets' and 'liabilities' where language learning is concerned. For example, extroverts are assigned to have willingness to take risks (an asset) but with dependency on external stimulation and interaction (a liability). Another finding mentioned by Erhman was that introverts showed greater use of strategies involving searching for and communicating meaning than did extroverts. Other result reported by Erhman and Oxford is that 'feeling' revealed using general study strategies to a greater extent than 'thinking'.

- **Motivation**

Oxford and Nyikos (1989) found that "highly motivated learners used more strategies relating to formal practice, functional practice, general study, and conversation/input elicitation than poorly motivated learners" (Ellis 1994:542). The particular reason for studying the language: motivational orientation, especially as related to career field was also important in the choice of strategies.

- **Gender**

On the basis of Oxford and Nyikos (1989) and Erhman (1990) research, females reported greater overall strategy use than males in many studies. Although sometimes males surpassed females in the use of a particular strategy.

- **Type of task**

The specification of the task may help learners in using particular strategies, but cannot predetermine the actual strategies that will be used.
(Karami)

CREATIVE ACTIVITIES TO IMPROVE VOCABULARY LEARNING IN THE EL.

CREATIVE ACTIVITIES

Creativity is a way of thinking and acting or making something that is original for the individual and valued by that person or others. Young children are naturally creative. This means they behave in ways and do things that are unique and valued by themselves or others. Creativity in preschool children is estimated when they are allowed to think divergently. In many ways both the child and teacher benefit from activities that encourage creativity. With older children the focus of creativity is on the generation of original products or solutions.

Some kinds of creative behavior are not seen by adults as desirable in children. The inconvenience and possible frustration caused by the constantly questioning and exploring child may lead even well-meaning adults to discourage this behavior. Understanding and accepting these behavior traits can go a long way in encouraging creativity in children. Original thinking and the process that leads to it are also important criteria in understanding creativity in young children. (Mayesky)

IMPORTANCE OF CREATIVE ACTIVITIES

(Miller, 2010) Said that through simple everyday actions and play, young children develop physical, social, intellectual, emotional and creative abilities known as creative development. Early childhood education often focuses on children learning creative abilities through play. Children's

creative abilities may be explored through their ideas, curiosity and feelings towards the arts, movement, music and imaginative play.

Children of all ages delight in expressing their ideas through sounds, colors, shapes and role-playing activities. Creativity in children can be developed by engaging them in activities that enable them to share their ideas, thoughts and feelings.

These are different aspects of creative development in children.

i. Emotional Creativity

Emotional creativity is a measure of how children respond to their environment, the objects and people around them. Children respond in different ways to what they see, hear and touch. They can also communicate their own feelings due to the nature of their surroundings. Center-based child care arrangements may help develop social skills in young children and prepare them for kindergarten. The interaction with other children their own age goes a long way in improving social skills and people acceptance in kids. (Miller, 2010)

ii. Creative Imagination

Creative imagination and imaginative play in young children deal with how they respond to dance, stories, music, role-playing and art. Imaginative writing and drawing characters go a long way in developing a child's creativity. Dealing with different colors and painting pictures of different characters build the child's mind and improves her ability to test different color variations. The creative arts have a significant bearing on the early creative development of a child. Writing skills can also be harnessed by

engaging the child in creating replicas of written symbols and objects.
(Miller, 2010)

iii. Knowledge and Understanding

It is important to support your children in understanding the world around them. Give them the opportunity and tools they need to grow and learn. Expose them to people, plants and animals and show them how to act and respond to different objects in their environment. Allow them to investigate and explore their surroundings in a safe manner. Your support and encouragement gives your child the courage they need to grow, learn and succeed in life. (Miller, 2010)

ADVANTAGES OF USING CREATIVE ACTIVITIES IN THE CLASSROOM

Creative activities can help children develop in a litany of ways by building critical thinking skills, strengthening problem-solving abilities, stimulating imagination and more. (Loop)

✓ Social Development

Creative activities don't only benefit children in an artistic way. According to the child development experts, creative play scenarios such as dramatic or pretended play can help kids understand social and societal roles. This includes taking other people's opinions into account, taking perspectives and even developing conflict-resolution skills. Additionally, young children can use creative activities to explore and experiment with community or familial.

✓ **Emotional Development**

Creative activities provide children with abundant opportunities to develop and refine emotional skills and allow children to express their emotions in ways that they may not have the ability to through other means. Children can use processes such as painting or drawing to understand and express strong feelings or to represent powerful situations. For example, a child may have trouble talking about a stressful experience such as his or her parent's impending divorce. Creative activities will allow him or her to express his or her emotions in a safe and comfortable way.

✓ **Cognitive Benefits**

The creative process can help children of all ages build cognitive skills that include problem-solving, imagination and critical thinking. According to the Penn State Cooperative Extension website, experimentation during creative activities allows children to explore different options and develop new solutions.

USING CREATIVE ACTIVITIES IN THE CLASSROOM

Creativity can inspire students to learn new content through a creative outlet. Classroom teachers have a constant struggle between teaching content and incorporating creativity into daily instruction. Often state standards limit the teacher's ability to develop lessons that include creation in the classroom and teachers may resort to a more teacher-centered environment. It is the teacher's responsibility to generate lessons and centers that encourage students to be creative. It is vital that the incorporation of creativity in the classroom is encouraged so that students of varying learning styles are exposed to different ways to learn. (Papaleo).

Ways to incorporate creativity into the classroom.

The first option would be to designate a space in the classroom to pique the student's creative outlet. An advantage to this solution would be that students are able to move around the classroom throughout the day and are not confined to staying at their desk. The second possible solution would be collaboration of content material with teachers. By having the teacher involved in the creation and implementation of lessons the student will gain a varied understanding of the material. A disadvantage would be that teachers often have their own agenda and expectations. This may lead to a disjointed presentation of the material and lead students to become uninterested or confused.

CROSSWORD PUZZLES

Crossword puzzles are well known throughout the world as a constructive method of both entertainment and education. These crossword puzzles come in a wide variety of complexity and degrees of difficulty and almost every individual can find a crossword puzzle suited to their level of skill and intelligence. (Sherman, 1987)

➤ **Educational Value of Crossword Puzzles**

Crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills. Other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions.

Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools. Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be less threatening and more like a game. Puzzle solving is a much more active type of learning, and will engage students with the material more than passive types of review techniques.

Finally, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble.

Crossword puzzles have endured as a favorite pastime because they are appealing to all ages, they can be completed in a rather brief period of time, and solving them provides a sense of accomplishment. For all these reasons, crosswords make a terrific educational tool, and teachers and homeschoolers will probably continue to use them for many years to come. (Jones, 2007)

Process:

The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shaded squares are used to separate the words or phrases.

Learning Objective:

To improve the child's word recognition, letter association, and spelling.

VOCABULARY BINGO

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

Objectives

- Students will review vocabulary.
- Teacher will be able to assess students' knowledge of vocabulary.

Materials

- Vocabulary list that the class is covering
- Plain white paper unless using copies of the Vocabulary Bingo Cards
- Copies of the Vocabulary Bingo Cards –Optional
- Pen, pencil or small pieces of colored paper
- Chips or small pieces of colored paper -- Optional
- Fun prizes -- Optional

Activity Time:

30 minutes

How to Play

- Students divide a plain piece of paper into five equal rows and columns by folding the paper in halves until there are 16 squares on the paper. The students determine where their free space will be and write the word “Free” in one of the spaces on the card. The teacher may also print bingo cards for students. The student may also write the words on the cards creating several versions of bingo cards by writing different words on the cards and/or in different order.

- Using their vocabulary list, students choose any 16 words and write the words in any order, one in each box, on their bingo card.
- All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition, checking the word off the list.
- The students highlight the word that matches the definition. When students have four across, diagonally, or vertically they yell out "Bingo!" The first student to get bingo wins. Have students read out the words that gave them bingo, checking that you actually read the definitions for those words.
- Give the winners their prizes. Prepare prizes for the winners. The teacher chooses to award extra credit points to add to the quiz grade (make sure you keep a list of winners handy when you start adding extra credit points). The teacher may also choose to award candy or toy prizes, depending on classroom rules. Whatever the teacher chooses to do, make sure the teacher tells the students about the prizes before you begin the activity.
- Students switch cards and play again.

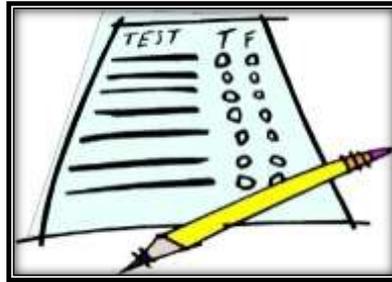
Options

- Award a small prize to the winner.
- Play four corners.
- Play to cover whole board.

Assessments

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

WORKSHOP N° 1



THEME: PRE – TEST				
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To determinate the issues that students have in the vocabulary learning. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To demonstrate their basic knowledge of fruits, animals and human body parts. 	<p>CLASS DEVELOPMENT</p>			
<p>CONTENTS: Three topics</p> <ul style="list-style-type: none"> ✓ The fruits ✓ The animals ✓ Human body parts 	<p>PRESENTATION PRACTICE</p> <ol style="list-style-type: none"> 1. T. does a brief review about the whole contest of the Pre – Test. 2. T. tells Ss the purpose of the Pre – Test. 3. T. explains the unknown vocabulary of the test. 4. Through examples the teacher demonstrates how to complete each question of the Pre – Test. 5. After that, Ss check the face according to what they feel during the test in order to get a feedback. 			
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ Worksheets ✓ Pen or pencils 	<table border="1" style="width: 100%; height: 80px; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;"></td> <td style="text-align: center; width: 33%;"></td> <td style="text-align: center; width: 33%;"></td> </tr> </table>			
				
<p>TIME: 60 minutes.</p>	<ol style="list-style-type: none"> 6. Finally, Ss check the topics that they would like to learn. <ul style="list-style-type: none"> • FRUITS • ANIMALS • COLORS • HUMAN BODY PARTS • CLOTHES • MEANS OF TRANSPORTATION 			
<p>NUMBERS OF THE SUDENTS: 9</p>				
<p>LEVEL: Beginners.</p>				

WORKSHOP N° 2



THEME: FRUITS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To introduce new vocabulary about fruits. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To recognize the names of fruits. <p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ apple ✓ cherries ✓ orange ✓ pineapple ✓ lemon ✓ watermelon ✓ kiwi ✓ grapes ✓ strawberry ✓ pear <p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens ✓ Flashcards ✓ Video ✓ Crossword puzzles 	<p style="text-align: center;">CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <p>1. T. greets students and does an activity called (Simon Says) to integrate the group.</p> <p>PRESENTATION</p> <p>2. T. introduces the new vocabulary (apple, cherries, orange, pineapple, lemon, watermelon, kiwi, grapes, strawberry and pear) using flashcards with the names of these fruits.</p> <p>3. T. presents a video about fruits, then teacher invites to students to practice the pronunciation.</p> <p>PRACTICE</p> <p>4. After that, the teacher shows some real fruits and students can touch and say the name of the fruit in English.</p> <p>5. Teacher does a game called Fruit salad, it consist in form a circle of chairs that is one chair less than a total number of players. Then the teacher nominates a player to be 'in', that player stands in the center of the circle. Divide all players into three groups of fruit by going around the circle and naming them apple, orange or pear. The player, who is 'in', calls the name of a fruit. If he player calls out apples, everyone who is that fruit must get up quickly and change places. Players who are not apples remain seated. The person who is 'in' tries to sit in an empty spot whenever players swap positions. If they manage to sit in a chair, the player not sitting in a chair is then 'in'. The person in the middle can also call 'fruit salad' and everyone who is seated has to change spots. The game can finish whenever you like. it is a nice game to put in practice the new vocabulary.</p> <p>ASSESSMENT</p> <p>6. Finally, the teacher gives a crossword puzzle to each student to complete. This crossword puzzle has images that represent all of the vocabulary about fruits.</p> <p>7. Students can look at the picture and write the word in the appropriate spot using the new words.</p>
TIME: 60 minutes.	
NUMBERS OF THE SUDENTS: 9	
LEVEL: Beginners.	

WORKSHOP N° 3

THEME: FRUITS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To reinforce the topic with the song " My favorite fruit". <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To recognize the vocabulary items in written form. 	<p style="text-align: center;">CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <p>1. T. starts the class with a game called Guess the picture it consist in :</p> <ul style="list-style-type: none"> • One person comes to the front and starts to draw a picture in this case a fruit. • The students must try to guess what the picture is before the person has finished drawing. The person who guesses correctly comes to the front to draw another fruit. <p>PRESENTATION</p> <p>2. T. introduces the class showing flashcards about fruits.</p> <p>3. Then, the teacher explains the plural form of fruit names.</p> <p>For example:</p> <ul style="list-style-type: none"> • It is an apple • They are grapes <p>PRACTICE</p> <p>4. T. presents the flashcards and makes the students read each name of the fruit.</p> <p>5. T. gives to students a flashcard and they have say the name on orally way.</p> <p>6. T. teaches students spelling of ten new words.</p> <p>ASSESSMENT</p> <p>7. On a sheet of paper students have to draw ten fruits and write the correct name of each of them.</p>
<p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ apple ✓ cherries ✓ orange ✓ pineapple ✓ lemon ✓ watermelon ✓ kiwi ✓ grapes ✓ strawberry ✓ pear 	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens ✓ Flashcards ✓ Worksheet 	
<p>TIME: 60 minutes.</p>	
<p>NUMBERS OF THE SUDENTS: 9</p>	
<p>LEVEL: Beginners.</p>	

WORKSHOP N° 4

THEME: FRUITS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To assess students' understanding of contests fruits. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To create a crossword puzzle using the new vocabulary. 	<p>CLASS DEVELOPMENT</p>
<p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ apple ✓ cherries ✓ orange ✓ pineapple ✓ lemon ✓ watermelon ✓ kiwi ✓ grapes ✓ strawberry ✓ pear 	<p>STARTING ACTIVITIES (Warm up)</p> <p>“Unscramble fruits”</p> <ol style="list-style-type: none"> 1. Teacher writes the names of fruits on a card and gives one to each student. 2. Then students have to unscramble the name to form the correct word. 3. Also, teacher presents a wall chart with pictures about fruits that students learned on the right side and the name of the fruits on the left side. 4. Then, they have to match the picture with correct name. <p>PRESENTATION</p> <ol style="list-style-type: none"> 5. T. presents a video about fruits, then teacher invites to students to practice the pronunciation. <p>PRACTICE</p> <ol style="list-style-type: none"> 6. Teacher and students make a salad fruit. <p>Ingredients: Yogurt, apple, grapes, orange, banana, pear, watermelon, strawberries, kiwi, melon.</p> <p>Materials:</p> <ul style="list-style-type: none"> • A bowl, ladle and a knife. • First, teacher teaches and practices again the pronunciation of the fruits: For instance the smell and taste of the fruits. • Then, teacher explains the procedure to make the salad fruit. • Next, students have to prepare all ingredients to make the salad. • Finally, students enjoy the salad.
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens ✓ Video ✓ Worksheet 	
<p>TIME: 60 minutes.</p>	
<p>NUMBERS OF THE STUDENTS: 9</p>	
<p>LEVEL: Beginners.</p>	<p>ASSESSMENT</p> <ol style="list-style-type: none"> 7. Teacher assesses students to check if students learned the new vocabulary about fruits. 8. Teacher explains how students have to work in the activity. 9. Students on a worksheet have to solve a crossword puzzle about the fruits that students learned during the class. 10. Students see the picture of the fruit and write the correct name.

WORKSHOP N° 5



THEME: ANIMALS	
<p>OBJECTIVES: TEACHER :</p> <ul style="list-style-type: none"> ✓ To introduce the new vocabulary about animals. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To recognize different types of animals. ✓ To differentiate wild animals from farm animals. <p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ lion ✓ elephant ✓ monkey ✓ rabbit ✓ cat ✓ dog ✓ turtle ✓ fish ✓ giraffe ✓ horse <p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens or pencils ✓ Pictures ✓ Crossword puzzle <p>TIME: 60 minutes.</p> <p>NUMBERS OF THE SUDENTS: 9</p> <p>LEVEL: Beginners.</p>	<p style="text-align: center;">CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <ol style="list-style-type: none"> 1. T. greets students and does an activity called (My favorite pet) to motivate to study this new topic. <p>PRESENTATION</p> <ol style="list-style-type: none"> 2. T. starts by talking with the students about what kind of animals they like recognizing them on the poster (lion, elephant, monkey, rabbit, cat, dog, turtle, fish, giraffe and horse) 3. T. asks students to identify animals by their color encouraging them with some help. 4. T. plays a song showing some pictures to make clearer the meaning of the song. The song is OLD MACDONALD. <div style="text-align: center;"> <p>OLD MACDONALD</p> <p>Old MacDonald had a farm. E-i-e-i-o.</p> <p>And on his farm he had a (Chick). E-i-e-i-o.</p> <p>With (chick- chick) here.</p> <p>And (a chick- chick) there.</p> <p>Here (a chick), there (a chick),</p> <p>Everywhere (a chick- chick).</p> <p>Old MacDonald had a farm. E-i-e-i-o.</p> <p>Teacher must continue with:</p> <p>.....cow..... a moo- moo</p> <p>....horse..... a neigh- neigh</p> </div> <p>PRACTICE</p> <ol style="list-style-type: none"> 5. T. starts by dividing the board in two parts. On the one side teacher draws a house, and on the other side a farm. 6. T. asks students to name animals which live in a farm and which live at house, repeating each time that they are farm or house animals. 7. T. encourages students to explain the difference between pets and farm animals. 8. T. gives each child a worksheet asking them to look at the picture. Then, persuade them to tell which animal lives on the house and which lives on the farm. 9. T. asks students to take out their color pencils. Students have to cross out the animals which are pets and color the farm animals. <p>ASSESSMENT</p> <p>Finally, the teacher gives a crossword puzzle to each student to complete. This crossword puzzle has images that represent all of the vocabulary about animals.</p> <p>Students can look at the picture and write the word in the appropriate spot using the new words.</p>

WORKSHOP N° 7

THEME: ANIMALS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To apply can you remember game? ✓ To evaluate the animals vocabulary by writing sentences. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To recognize the animals vocabulary in the sentences. <p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ lion ✓ elephant ✓ monkey ✓ rabbit ✓ cat ✓ dog ✓ turtle ✓ fish ✓ giraffe ✓ horse <p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens or pencils ✓ Flash cards ✓ Worksheet <p>TIME: 60 minutes.</p> <p>NUMBERS OF THE STUDENTS: 9</p> <p>LEVEL: Beginners.</p>	<p style="text-align: center;">CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <p>“Guess the picture”</p> <ol style="list-style-type: none"> 1. One person comes to the front and starts to draw a picture in this case an animal. 2. The students must try to guess what the picture is before the person has finished drawing it. 3. The person who guesses correctly comes to the front to draw another picture. <p>PRESENTATION</p> <ol style="list-style-type: none"> 4. T. writes sentences on the board as an example in order to apply the word in a context. 5. T. presents a poster with Can You Remember Game introducing the strategy being used. <p>PRACTICE</p> <ol style="list-style-type: none"> 6. T. writes incomplete sentences on the board and students write the missing word from the box. Example: <div style="text-align: center;"> <p>Theis the king of the jungle.</p> <p>Thejump very high.</p> </div> 7. T. gives a brief explanation about game. 8. T. divides the class into groups A – B. <p>Through the game can you remember? Students using two packs of card, one set of pictures and a corresponding set of words cards. They are lid face down on the table.</p> <ol style="list-style-type: none"> 9. Students collect pairs of word and picture cards which go together. They do this by turning two cards face up at each turn. Students have to observe and remember where the cards are. <p>When all the cards pairs have been taken by the students with the greatest number of pairs is the winner.</p> <p>ASSESSMENT</p> <ol style="list-style-type: none"> 10. T. gives to student’s worksheets they have to write the number of each animal, and then write the name of each animal.

WORKSHOP N° 8



THEME: HUMAN BODY PARTS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To introduce the new vocabulary about human body parts. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To recognize the human body parts. ✓ To memorize and reinforce the new vocabulary. 	<p style="text-align: center;">CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <p>1. Musical Game "Head, shoulders, knees, and toes" "Head, shoulders, knees, and toes" Head, shoulders, knees, and toes Knees and toes, Head, shoulders, knees, and toes Knees and toes, Eyes and ears, and mouth, and nose Head, shoulders, knees, and toes Knees and toes</p> <p>(Teacher sings the song and touch each part of the body according to the song. Students follow him/her)</p>
<p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ mouth ✓ hand ✓ foot ✓ arm ✓ leg ✓ back ✓ ankle ✓ nose ✓ eye ✓ stomach 	<p>PRESENTATION</p> <p>2. Game: Simon says .By playing this game teacher presents and introduces new vocabulary about body parts.</p> <p>Simon Says: "Simon says touch your knees". You could change Simon to your name to avoid confusion. When Teacher says a sentence without the word "Simon" (e.g. "Touch your knees") then children shouldn't follow that instruction. If a child makes a mistake she/he has to sit out until the next round.</p>
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens or pencils ✓ Flash cards ✓ Worksheet 	<p>PRACTICE</p> <p>3. Teacher sets the classroom in a circle to have a total visual contact with the students.</p> <p>4. Teacher presents at the front of the class flashcards of the human body.</p> <p>5. Teacher models three times the game in order to students understand what it is about. Teacher starts by saying "Simon Says touch your nose", and teacher performs the action and so on with the rest parts of the body.</p> <p>6. Teacher asks a volunteer to play with him/her this game, thus students will get the way students have to play.</p>
<p>TIME: 60 minutes.</p>	<p>ASSESSMENT</p> <p>7. Teacher encourages all the students to participate in the game and when the teacher pronouns any part of the body, he/she uses a special voice tone to get students incorporate in the new vocabulary.</p>
<p>NUMBERS OF THE SUDENTS: 9</p>	
<p>LEVEL: Beginners.</p>	

WORKSHOP N° 9

THEME: HUMAN BODY PARTS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To reinforce and make a revision about the human body parts. <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To associate the human body parts with our body. ✓ To practice the new topic through sentences in written form. <p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ mouth ✓ hand ✓ foot ✓ arm ✓ leg ✓ back ✓ ankle ✓ nose ✓ eye ✓ stomach <p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens or pencils ✓ Flash cards ✓ Worksheet <p>TIME: 60 minutes.</p> <p>NUMBERS OF THE SUDENTS: 9</p> <p>LEVEL: Beginners.</p>	<p style="text-align: center;">CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <p>1. Musical Game “Head, shoulders, knees, and toes”</p> <p style="padding-left: 20px;">“Head, shoulders, knees, and toes”</p> <p style="padding-left: 40px;">Head, shoulders, knees, and toes</p> <p style="padding-left: 40px;">Knees and toes,</p> <p style="padding-left: 40px;">Head, shoulders, knees, and toes</p> <p style="padding-left: 40px;">Knees and toes,</p> <p style="padding-left: 20px;">Eyes and ears, and mouth, and nose</p> <p style="padding-left: 40px;">Head, shoulders, knees, and toes</p> <p style="padding-left: 40px;">Knees and toes</p> <p>(Teacher sings the song and touch each part of the body according to the song. Students follow him/her)</p> <p>PRESENTATION</p> <p>2. After playing this game several times the students get the meaning of the new vocabulary, thus students have introduce the topic of the lesson. To make sure students understood the new vocabulary teacher and students sing the song from the warm up.</p> <p>PRACTICE</p> <p>3 . Teacher gives a different worksheet to each student where they have to join the dots discovering and identifying the part of the body they have.</p> <p>4. Teacher asks to each student to show the part of the body that he/she discovered asking them to pronounce it.</p> <p>5. Another activity to practice the new vocabulary: Teacher gives students a worksheet where students have to identify each part of the body.</p> <p>6. After that, Teacher pronounces a part of the body and students listen and paint it.</p> <p>7. After finish these activities, teacher asks his/her students to keep them on their lockers.</p> <p>ASSESSMENT</p> <p>8. Finally, the teacher gives a crossword puzzle to each student to complete. This crossword puzzle has images that represent all of the vocabulary about human body parts. Students can look at the picture and write the word in the appropriate spot using the new words.</p>

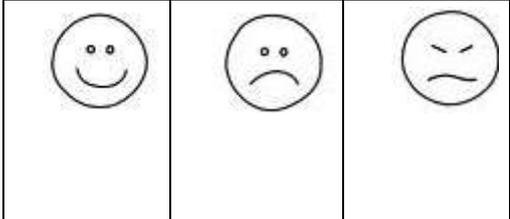
WORKSHOP N° 10

THEME: HUMAN BODY PARTS	
<p>OBJECTIVES:</p> <p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To measure if the students understand the content of the Human body parts <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To revise and remember the human body parts singing a song ✓ To create a crossword puzzles using the new vocabulary. 	<p>CLASS DEVELOPMENT</p> <p>STARTING ACTIVITIES (Warm up)</p> <p>1.T. starts the class with a game called Guess the picture it consist in :</p> <p>2. One person comes to the front and starts to draw a picture in this case a human body part.</p> <p>3. The students must try to guess what the picture is before the person has finished drawing. The person who guesses correctly comes to the front to draw another human body part.</p> <p>PRESENTATION</p> <p>4. T. introduces the class showing flashcards about human body parts.</p> <p>5. Then, the teacher explains the plural form of human body parts names.</p> <p style="padding-left: 40px;">For example:</p> <p style="text-align: center; padding-left: 80px;">My arm is itching</p> <p>PRACTICE</p> <p>6. T. presents the flashcards and makes the students read each name of the human body parts.</p> <p>7.T. gives to students a flashcard and they have say the name on orally way.</p> <p>8.T. teaches students spelling of ten new words.</p> <p>ASSESSMENT</p> <p>On a sheet of paper students have to draw ten human body parts and write the correct name of each of them.</p>
<p>CONTENTS: Ten words</p> <ul style="list-style-type: none"> ✓ mouth ✓ hand ✓ foot ✓ arm ✓ leg ✓ back ✓ ankle ✓ nose ✓ eye ✓ stomach 	
<p>MATERIALS:</p> <ul style="list-style-type: none"> ✓ List of new vocabulary ✓ Pens or pencils ✓ Flash cards ✓ Worksheet 	
<p>TIME: 60 minutes.</p>	
<p>NUMBERS OF THE SUDENTS: 9</p>	
<p>LEVEL: Beginners.</p>	

WORKSHOP N° 11

THEME: REVIEW																															
OBJECTIVES:	CLASS DEVELOPMENT																														
<p>TEACHER :</p> <ul style="list-style-type: none"> ✓ To do a general review about the new vocabulary of fruits, animals and human body parts) <p>STUDENT:</p> <ul style="list-style-type: none"> ✓ To remember and put in practice the new vocabulary. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">ACTIVITY</th> <th style="width: 33%;">DESCRIPTION</th> <th style="width: 33%;">STARTING</th> </tr> </thead> <tbody> <tr> <td colspan="3">ACTIVITIES</td> </tr> <tr> <td>1. Icebreaker (Cross the River)</td> <td>Place flashcards on floor in winding manner. Each student has to name the picture of the flashcard in order to pass to the following flashcards and reach the goal.</td> <td></td> </tr> <tr> <td colspan="3">PRESENTATION</td> </tr> <tr> <td>2. 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.</td> <td></td> <td></td> </tr> <tr> <td>3. Teacher puts all the flashcards on the floor and students have to group in fruits, animals and means of transport.</td> <td></td> <td></td> </tr> <tr> <td colspan="3">PRACTICE</td> </tr> <tr> <td>4. 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</td> <td></td> <td></td> </tr> <tr> <td colspan="3">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.</td> </tr> <tr> <td colspan="3" style="text-align: center;">.</td> </tr> </tbody> </table>	ACTIVITY	DESCRIPTION	STARTING	ACTIVITIES			1. Icebreaker (Cross the River)	Place flashcards on floor in winding manner. Each student has to name the picture of the flashcard in order to pass to the following flashcards and reach the goal.		PRESENTATION			2. 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.			3. Teacher puts all the flashcards on the floor and students have to group in fruits, animals and means of transport.			PRACTICE			4. 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.			.		
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TIME: 60 minutes.																															
NUMBERS OF THE SUDENTS: 9																															
LEVEL: Beginners.																															

WORKSHOP N° 12

THEME: POST – TEST	
OBJECTIVES: TEACHER : <ul style="list-style-type: none"> ✓ To verify the effectiveness of the strategy applied. STUDENT: <ul style="list-style-type: none"> ✓ To demonstrate what they learned during the lessons ,(about topics of fruits, animals and human body parts) 	CLASS DEVELOPMENT
CONTENTS: Three topics <ul style="list-style-type: none"> ✓ The fruits ✓ The animals ✓ Human body parts 	PRESENTATION PRACTICE 7. T. does a brief review about the whole contest of the Post – Test. 8. T. tells Ss the purpose of the Post – Test. 9. T. explains the unknown vocabulary of the test. 10. Through examples the teacher demonstrates how to complete each question of the Post – Test. 11. After that, Ss check the face according to what they feel during the test in order to get a feedback.
MATERIALS: <ul style="list-style-type: none"> ✓ Worksheets ✓ Pen or pencils 	<div style="display: flex; justify-content: space-around; align-items: center;">  </div>
TIME: 60 minutes.	
NUMBERS OF THE SUDENTS: 9	
LEVEL: Beginners.	

3. ASSESSMENT OF THE EFFECTIVENESS OF CREATIVE ACTIVITIES ON THE VOCABULARY LEARNING.

3.3. ASSESSMENT WORKSHOPS

**CHECKLIST FOR MONITORING SKILL DEVELOPMENT
(VOCABULARY)**

Date:

Content:

Activity:

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

RESEARCHER FIELD DIARY

Date:		Time:	
Objective :			
Content:			
Activity:			
Aspects to be observed	76%- 100%	50% - 75%	Less than 50%
1. Were students involved in the activity?			
2. Was the activity appropriate for the class?			
3. Did students understand and follow the strategy being applied?			
4. Were the objectives of the activities accomplished?			
5. Were conditions favorable to the application of strategy?			
Comments			

f. METHODOLOGY

a. DESIGN OF THE RESEARCH

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

It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment. It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy, 2005; p.2).

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

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

about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

1.1 METHODS

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

1.1.1 COMPREHENSIVE METHOD

This will be used as a means to study the vocabulary learning in children of eight to eleven years old of Basic Education and how it is developed or taught. It will also help to understand the importance that vocabulary learning as complement of the four skills like: speaking, reading, listening and writing of the English language learning process.

It is important to know that by analyzing the development of vocabulary 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.

1.1.2ANALYTIC 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 (Neuman, 2009) vocabulary is essential in the English language learning process because it is a fundamental tool for communication and acquiring knowledge therefore, its development will let become more active learner into the English language teaching learning process.

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 into the English language process.

1.1.3 SYNTHETIC METHOD

It will help in the right understanding of the core problem in the vocabulary learning in the students of eight to eleven years old, which will help the research to synthesize the models of creative activities that are appropriate and are useful to improve vocabulary learning in children.

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

1.1.4 PARTICIPATIVE DIAGNOSTIC METHOD

It will let the real situation of vocabulary learning with students of eight to eleven years old in a determined moment. It will let start knowing the specific limitations and difficulties that they have in this aspect. It will let the researcher correct this reality by applying new strategies through creative

activities as a possible solution that will help the children into the English Language process.

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

1.1.5 PROACTIVE METHOD

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

1.1.6 WOKSHOPS METHOD

It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of creative activities, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in vocabulary learning and they will let get better outcomes in the new strategies used in this intervention.

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

1.1.7 COMPREHENSIVE ASSESSMENT METHOD

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

b. TECHNIQUES AND INSTRUMENTS

Data Collection

Two semi-structured interviews, researcher's close observation of students' performance during class and two sets of structured questionnaires will be used to collect data in this study. Quantitative data come from the questionnaires and qualitative data come from the interviews and observations. All the data will be triangulated to confirm validity.

Test

Two writing tests will be used, one at the beginning of the study to collect data on students' and another at the end to know their progress. These tests are about vocabulary questions at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. . All tests will be conducted in class so that researcher will give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

Observation

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

Field Diary

The researcher will use a diary 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.

Portfolio

This instrument will be used by students to keep the activities that will be developed during the intervention.

c. PROCEDURES

The present action research is going to use the following phases:

3.1 Investigate

At this stage, the researcher will analyze and collect the different problems related to the theme of the research work in this case vocabulary learning, for this reason is necessary to apply a test to know the vocabulary level and improve teaching and learning processes in the English Language Class.

Plan

In this section, the researcher is going to apply creative activities like crossword puzzle and vocabulary bingo within the teaching of the English lessons during a period of two months, two sessions per week (120 minutes per session), as possible in the classes at “Miguel Carpio Mendieta” school.

Act

In this step, the researcher will apply some selected creative activities during a period of twelve sessions in order to make students increase the number of words they know about the English language.

Observe

The researcher will monitor and observe the effectual use of creative activities to measure student’s attitude and performance in vocabulary. Furthermore, the researcher will monitor over an extended period through a field diary and an observation guide.

Reflect

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

The results will be presented as descriptively in a representative way.

Dissemination

The researcher will show the positive results through a poster presentation and students will demonstrate a significant improvement in their vocabulary.

This demonstration will be present students, parents and authorities of the Miguel Carpio Mendieta school.

3.7 POPULATION

The population that will help the researcher in the field work is constituted by the teacher who teaches in the School, and also the population of students from basic education at “Miguel Carpio Mendieta” public school. On the other hand the researcher will apply the test to 10 students to know their vocabulary level; this population is represented in the following list.

- Chronological Age: 8 and 12 years old.
- Mixed population.
- Belong to the same cultural environment.
- They share the same teaching teacher.
- They identify with their cultural, social and natural context.
- They come from middle and lower middle economical classes.

STUDENTS OF BASIC EDUCATION	AGE	WOMEN	MEN	POPULATION
1 st Year	8	1		1
2 nd Year	8		1	1
3 rd Year	9		2	2
4 th Year	10		2	2
5 th Year	11		1	1
6 th Year	12	1	2	3
TOTAL:		2	8	10

g. TIMETABLE

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

h. BUDGET AND FINANCING

1. RESOURCES

1.1. Human

- Researcher.
- The teacher at “Miguel Carpio Mendieta” school.
- Students at “Miguel Carpio Mendieta” school.

1.2. Material

- Bibliography
- Office Implements
- Copies
- Books
- Paper
- Dictionary

1.3. Technical

- Computer
- Internet
- Printer
- Flash memory

2. BUDGET

Internet	\$ 400.00
Impression and photocopies	\$ 200.00
Computer	\$ 100.00
Unexpected expenses	\$ 100.00
Flash memory	\$ 50.00
TOTAL	\$ 850.00

3. FINANCING

The financing of the expenses derived from the present work will be assumed completely by the research authoress.

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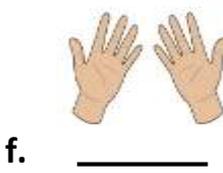
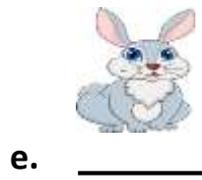
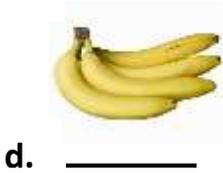
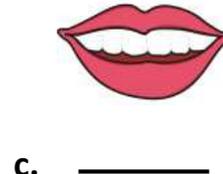
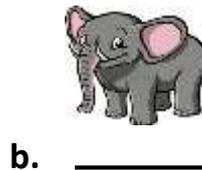


ENGLISH LANGUAGE TEST

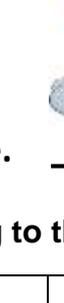
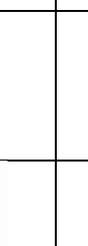
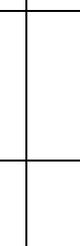
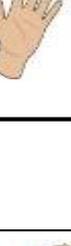
Name:

Date:

1.) Listen and write the number.



2.) Circle the picture according to the animal name.

a.	LION			
b.	FOOT			
c.	STRAWBERRY			
d.	MONKEY			
e.	ARM			
f.	LEMON			

3. Listen and circle the correct word.

a.-	Hand	pear	orange	elephant
b.-	Apple	lion	banana	foot
c.-	Strawberry	arm	eyes	rabbit
d.-	Monkey	cat	pineapple	kiwi
e.-	Leg	mouth	lemon	ears

4.) Complete the following sentences.

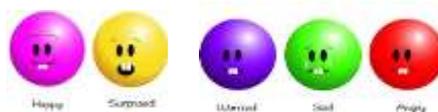
- I like to eat _____
mouth - oranges - dog
- The _____ are red.
apples - hand - rabbit
- The _____ is my favorite pet.
arm - cat - lemon
- The _____ are very delicious.
stomach - lion - pears
- My mother eats a _____
kiwi - cat - monkey

5). PRONUNCIATION

1.	orange		
2.	apple		
3.	hands		
4.	eyes		
5.	lion		
6.	monkey		
7.	rabbits		
8.	bananas		
9.	pineapple		
10.	cat		

TOTAL _____

✓ How did you feel during the test?



**GOOD
LUCK!**

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