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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

**GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE
THE LEARNING OF ENGLISH VOCABULARY AMONG
STUDENTS OF SIXTH YEAR “A” AFTERNOON SESSION
AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRIO
IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL
YEAR**

This is a previous requirement to obtain the
Bachelor's Degree in Science of Education,
English Language Specialization.

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THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me achieve this goal. I also dedicate this work to my dear parents, Cesar and Carmen, who are the main support in my life, and whose effort and love always inspired to accomplish my objectives. To my brothers, Juan and Walter, who with their charisma and support motivated me to never give up. To my friends who were by my side support in the good and bad moments throughout this process.

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a. TITLE

GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE
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OF SIXTH YEAR “A” AFTERNOON SESSION AT ESCUELA DE
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DURING THE 2018-2019 SCHOOL YEAR

b. RESUMEN

El objetivo principal de la investigación fue mejorar el vocabulario mediante el uso de juegos como una estrategia motivacional. Los métodos utilizados fueron: método científico, descriptivo, analítico-sintético, y método estadístico, los cuales sirvieron para recopilar referencias teóricas, describir el área de trabajo, participantes, entorno y recursos, para analizar, interpretar y tabular resultados obtenidos de pruebas y cuestionarios. Los instrumentos utilizados para la recopilación de datos fueron hojas de observación y notas de campo para registrar los comportamientos de los participantes, describir eventos y actividades. También se aplicaron pruebas y cuestionarios a veintidós estudiantes para diagnosticar el nivel de conocimiento y actitud de ellos. Los resultados demostraron que el uso de juegos redujo significativamente las limitaciones de los estudiantes en cinco aspectos del vocabulario: verbos, sustantivos, pronombres, adjetivos y determinantes. En conclusión, el uso de juegos mejoró el aprendizaje de vocabulario de los estudiantes y los motivó a participar activamente en clase.

ABSTRACT

The main objective of the research was to improve the vocabulary through the use of games as a motivational strategy. The methods used were the scientific method, descriptive, analytical-synthetic, and statistical method which served to collect theoretical references, to describe the work area, participants, environment, and resources, and to analyze, interpret and tabulate the results obtained from test and questionnaires. The instruments used for data collection were observation sheets and field notes to record the participants' behaviors, description of the events, and activities. Test and questionnaires were applied to twenty-two students to diagnose the knowledge and attitude of their learning. The results demonstrated that the use of games reduced significantly students' limitations in five aspects of vocabulary: verbs, nouns, pronouns, adjectives and determiners. In conclusion, the use of games improved students' vocabulary learning, and motivated them to participate actively in the classroom.

c. INTRODUCTION

Vocabulary is the most essential part of learning a foreign language. This is because, it allows a successful comprehension and production of language with the four basic skills listening, speaking, reading, and writing of a foreign language. With a broad understanding of vocabulary, it will be easier for learners to communicate successfully with others. For many people, learning vocabulary is difficult and tedious. This happens because learning a foreign language requires a significant effort to understand, produce, and manipulate the new words.

This is the case of Miguel Riofrío Elementary School, where most of the group “A” sixth year students struggle when learning English vocabulary. This causes difficulties for students when they write, speak and listen to the English Language. Due to these problems, learners feel uncomfortable and unmotivated to study English and feel embarrassed when is time to participate during English classes.

These problems motivated the researcher to formulate the following question: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?

The reason that encourages the researcher to choose games as a motivational strategy was based on the notions that games reinforce learner’s prior knowledge to

scaffold their skills to acquire a new knowledge and also enhance their abilities to speak, listen, read and write. Besides, games avoid boredom in students, and provide a relaxing environment in the classroom.

For these reasons, the specific objectives established by the researcher to carry out this investigation were: to research the theoretical and methodological references about vocabulary and games as a motivational strategy to improve the learning of English; to determine the issues that limit the improvement of the learning of English vocabulary; to design an intervention plan based on games as a motivational strategy to improve the learning of English vocabulary; to apply the most appropriate games as motivational strategy to improve the learning of English; and finally, to validate the results obtained after the application of games as a motivational strategy as part of the classroom activities to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

Different methods were used during this research work: the scientific method was used to obtain and analyze the theoretical references about games as a motivational strategy and vocabulary. The descriptive method was used to describe the current situation of the researched object, which involve the work area, the participants, the environment and the resources. The analytical-synthetic method was used to analyze and interpret the results obtained from tests and questionnaires. Likewise the statistical method was used to conduct quantitative statistical analysis

of the data obtained from tests; and the qualitative data collection from questionnaires, observations sheets, and field notes.

The present work contains the following parts; First, the abstract which contains the general objective of the research work and it includes the methods, instruments, population, main result and conclusion. Then, the introduction which contains the main problem that motivated the researcher to carry out the research, the reasons why the theme was chosen, the specific objectives of the study, the designed methodology used and finally the content of the thesis. After that, the literature review details information about the two variables in this case games as a motivational strategy and vocabulary.

Subsequently, the results section includes tables, figures and logical analysis. Next, there is the Discussion, which includes a general analysis about the results obtained; and finally, the Conclusions and Recommendations sections.

d. LITERATURE REVIEW

Games

Haldfield (1990) (as cited on Piedra, 2018) manifests “Game is defined as an activity with rules, a goal and an element of fun”

Ersoz (2000) (as cited on Insan 2012) holds that games are highly appreciated due to their amusement and interest. Teachers can use games to help their students practice more their skills of communication.

Huyen and Nga (2003) (as cited on Vasquez, 2017) concluded that games help students to learn vocabulary when they take place in an enjoyable surrounding. They also point out that the new way of teaching vocabulary is expected by students.

Talak-Kiryk (2010) manifests games are fun activities that promote interaction, thinking, learning, and problem-solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge (p.2).

Bradley (2010) (as cited on Guerrero A. Hernandez J. and Lopez R), states that games help students to maintain interested, active and motivated for learning during the performance of the activity: by playing games, students take active part in the performance of the activities due to they are very competitive and always expected

to be the winners so, they share opinions and feelings making the group work more effective and implementing collaborative and cooperative learning skills (p. 23).

According to Sorayaie- Azar, (2012) games are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students' communicative skills and they have a chance to use the target language (p. 252).

Characteristics of Games

Talak-Kiryk (2010) presents the characteristics of a good game as the follows:

- **They are based on a learning objective:**

Talak-Kiryk (2010) indicates that games give the developer a focus point for the format, skills involved and material covered. Through games, the players use previously learned knowledge and skills to acquire new knowledge and enhance their abilities. Games improve the players' memory as they test strategies for memorization. Their knowledge is reinforced with success and mistakes are corrected due to negative consequences. They also are able to manipulate strategies for memorization and recall (p. 12).

- **They are fun and interesting, thus motivating:**

Talak-Kiryk (2010) says this kind of games encourages the player to not only play today but to return later to the game. Because of the emotion and excitement involved, the student often forgets that he is learning something. Furthermore, it is likely that the player will begin to research information, study harder and practice more so that the next outcome of the game meets his ideals. By calling

class activities a game when they really aren't, the students get excited and have fun without realizing that they are learning something (p. 12).

- **They are based on reality in order to intrinsically motivate the players to continue to play the game:**

Talak-Kiryk, (2010) expresses that the player is able to practice a useful skill without the stress that the real situation may incur. There are chances for multiple practice and redemption (p.12).

- **They require interaction:**

Talak-Kiryk, (2010) recommends that the players should interact with material on a variety of levels and of course with other players, more and less experienced or knowledgeable. Once again, this promotes learning from sympathetic peers who have been in or will be in a similar situation (p. 12).

- **Games must include everyone:**

Talak-Kiryk, (2010) says that each student should be able to participate as a player in order to effectively develop and promote social interaction, good communication and a sense of community. Games are meant to level the playing field giving everyone an equal chance to win because everyone starts with the same amount of resources and time while seeking to accomplish the same goal. While the students are playing the game, the teacher should be observing the students and their interaction with each other and the material (p. 12).

Classification of games

Hadfield, (1998) (as cited in Klimova 2015) presents the classification of games which includes linguistic and communicative aspects as the follows:

Sorting, ordering, or arranging games.

For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store (Hadfield 1998 as cited in Klimova 2015)

Information gap games.

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing (Hadfield 1998 as cited in Klimova 2015).

Guessing games.

These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of. (Hadfield 1998 as cited in Klimova 2015)

Search games.

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g. someone who is a vegetarian.

Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs. (Hadfield 1998 as cited in Klimova 2015)

Matching games.

As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. (Hadfield 1998 as cited in Klimova 2015)

In the same way Hadfield (1998) (as cited in Klimova 2015 p.1158) continues presenting the classification of the games as the follows:

Labelling games. These are a form of matching, in that participants match labels and pictures.

Exchanging games. In these games, students barter cards, other objects, or ideas.

Board games. Scrabble is one of the most popular board games that specifically highlights language.

Role play games/dramas. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful (Hadfield 1998, as cited in Klimova 2015 p.1158)

Advantages of educational Games

Kalaycioglu (2011) manifests that educational games are used frequently due to their benefits. They give students responsibility and the opportunity of being active physically and mentally, in that way they are student-centered rather than teacher-centered, they easily grab children's attention, increase their interaction and are fun to play in the formal academic process, and socialize students. In addition, students gain or develop many skills such as taking turns, working individually and working with others as a team toward a common goal (p.14).

According to Bardley (2010) games in the learning of new language have a lot of advantages that are useful for both teacher and students. In the same way he indicates that games have the following important advantages (p.24).

In addition, Bardley (2010) expresses that games engage all students in the learning process. When students play games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team-building skills. Some classroom games focus on individuals working to win against all other peers in the class. This type of game works well with students who are highly motivated and competitive (p.24).

According to Bardley (2010) games provide an opportunity for collaboration and/or cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal - winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that

they are actually learning, but they are working together towards a common goal (p.24).

Bardley (2010) third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating students. Research indicates that classroom games are effective strategies that facilitate learning (p.24).

How to choose a Game

According to Gruss (2016), a proper choice of a game for the lesson needs to begin with analyzing learners' skills, predispositions and needs. On the basis of such information the teacher can explore what various types of games can bring to the FL classroom (p.83)

Similarly, Hong (2002) mentions that appropriate choice of a game for the lesson needs to be based on a variety of aspects with reference to the purpose, the language focus, the learners and technical factors (p.8). This can be done by going over a list of questions such as:

- Which particular component or a language skill can be introduced or practiced on the basis of a given game?
- Is the game adjusted to learners in terms of their age, skills, knowledge or interests? Can students benefit from the use of the game?
- Why is game useful resource?
- Did the use of a given game (or a type of game) bring positive results of teaching? If yes, what were the outcomes in particular?

Hong (2002) continues referring to the appropriate choice of a game:

- Can the game be implemented in its original form or does it need to be altered somehow? If it does, can the necessary modifications be easily implemented by the teacher?
- Is there enough interaction and participation for learners that naturally stem from the game?

Hong (2002) manifests that answering these questions may limit the change of making an inappropriate choice of a game which, in such a situation, would be a waste of time. Nevertheless, it needs to be remembered that there is also a variety of other aspects which might be considered which is why each game also needs to be evaluated after it has been implemented. The evaluation of games can be useful when selecting a game next time (p.8)

Games to teach vocabulary

There are many games to play in classroom, as a teacher is necessary to know how to choose one for each situation. The next games are related with the vocabulary acquisition:

- **Memory Challenge:**

According to Ammer (2016) memory challenge is a game that could be used to teach vocabulary to young learners. In order to play memory challenge game, students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. animals. The group that recalls most words will win the game (p.124).

- **Pictionary:**

Hinebaugh (2009 as cited on Suparman, Rusyda and Sudirman 2014) says that Pictionary is well suited for developing specific grammar and vocabulary skills. To play it the class have to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point (p.4)

- **Hangman:**

Lorenzutti (2016), explains that this activity is a popular game among teachers of young learners. It consists on guessing what is the correct word. To play this game teacher draws a number of dashes equivalent to the number of letters in the word. If a student guessing a letter that occurs in the word, the teacher fills in the blanks with that letter in the right places. If the word does not contain the suggested letter, the other player draws one element of a hangman's gallows. Students win if they can guess the correct word, otherwise they will lose (p.4)

- **Word bricks**

Office of English Language Program (2013) manifests that word bricks is a game used for building sentences in English. To play it is necessary to use small pieces of paper written on both sides. With Word Bricks, students learn the patterns of English through repeated exploration of the language, through doing, rather than through the study of explicitly taught rules. For example, the Word Bricks include all of the forms of the verb to be, which students will need for

correct subject-verb agreement in the simple present and simple past tenses. They can also use these bricks to create verb phrases in the passive (e.g., was taken) or the progressive aspect (e.g., is going) (p.92)

Games as motivational strategy in the classroom

For many reasons, games as motivational strategy in the classroom are very useful especially when it is used to teach a second language.

Hug (2007 as cited on Bopp) says that motivation, as a psychological term, usually refers to the initiation, intensity and persistence of behavior. On the other hand, the motivation of students to learn is not always as high as the teacher would like. And as it is known, if the students are not motivated, they will not have a significant learning (p.266).

Bingham and Conner, (2015) “define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It’s based on input, process, and reflection” (p.6).

When the teacher applies games into the class, there are more possibilities that students learn. This happens because students are motivated which cause that they are interested and involved in the class and therefore they understand more about the contents of it. Chan and Ahern (1999), claims “when people are intrinsically motivated to learn, they not only learn more, they also have a more positive experience” (p.152-153)

Paras and Bizzocchi (2005), mentions that games have the potential to support learning experiences to intrinsically motivate students, that is, “Games meet both these tests for effective learning environments: they are active experiences, and they have the capacity to provide intrinsic motivation”(p.5).

How effective are Games in education

Hadfield (1999) claims, “some authors suggest that language games should be treated as a central, not a peripheral part of the foreign language teaching program, since, besides being fun, they likewise comprise a goal and are governed by rules.” (p.43)

Silvers (1992) adds that “many teachers often overlook the fact that games give a relaxed atmosphere, in which real learning can occur, and students are able to use the language they have been exposed to and have practiced earlier ”(p.6).

Shamy (2001) states that games enhance repetition, reinforcement, retention and transference. This characteristics allow students retain better the information that they have learned previously because involve creativity, independence and higher order thinking. According to Perveen, Asif, & Mehmood (2016) educational games help learners acquire vocabulary unconsciously while they are engaged in the game process (p.17)

Talak-Kiryk (2010) says that games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other. Students must supply reasons for why their answer is the

best, listen to their teammates' rationale and then determine which answer is the best and why. So now, the collaborative effort is promoting a spontaneous discussion about the material, improving pronunciation, increasing participation, aiding in comprehension, all while the students are thinking quickly on their feet (p.6).

In addition, Talak-Kiryk (2010) manifests that the students are also developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal players in the game (p.6).

Timing and Ways of Using Games in Language Classrooms

According to Klimova (2015), the language teachers must seriously consider when to use games, which of them to use and how to use them appropriately, purposefully and efficiently in order to meet both students' needs and lesson objectives. This author states, games are traditionally used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the curriculum to add variety (1158)

However, if games are seen as meaningful practice of language, they can be exploited as follow-ups of the presented teaching material for practicing and reinforcing the required skills or knowledge; or for revising and recycling already acquired skills or knowledge; or as a testing mechanism in order to discover students' weaknesses in their language proficiency. Wright, Betteridge, & Buckby,

(2005) (as cited on Klimova 2015, p.1158) regard games central to a language teacher's repertoire and not just a way of passing the time.

Hong (2002), adds 'the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun' (p.8)

Nevertheless, if the game were a success, students must also possess relevant level of language proficiency and know the rules of the game in order to complete it. Furthermore, the teacher should consider students' learning styles, their willingness to cooperate and their current state of mind since they might be tired and not in mood of playing any kind of game. The organization of any game-like activity places great demands on the teacher. S/he must prepare the content of the game, materials needed for its completion, clearly explain the rules of the game to students and set the time. The game can be introduced by the teacher in order to eliminate misunderstandings in the following (Wright, Betteridge, & Buckby, 2005 as cited on Klimova 2015 p.1158):

- explain the rules of the game to students;
- demonstrate with the help of one or two learners parts of the game;
- write on the board any key language and/or instruction;
- trial the game; and
- play the game.

Vocabulary

Vocabulary is the most essential part to learn a foreign language. If students know enough vocabulary they can increase their listening, speaking, reading and writing comprehension and production of a second language.

Dugan (2010) states that vocabulary means having awareness of words and word meaning. It can be presented in two ways oral and text contexts. Oral vocabulary refers to words that students are able to understand through listening and speaking, while text vocabulary includes terms that learners are able to identify and use in reading and writing (p. 47)

Alqahtani (2015), states that there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed (p.22)

Tuan (2012), mentions that “if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh” (p. 257-264).

Rubin and Thompson (1994), claim “One cannot speak, read or write a foreign language without knowing a lot of words. Vocabulary is at the heart of mastering a foreign language”.

Kinds of Vocabulary

Alqahtani (2015), indicates that, two kinds of vocabulary, namely receptive vocabulary and productive vocabulary (p. 22).

- **Receptive Vocabulary:**

Alqahtani (2015) manifests that receptive vocabulary are words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (p.22).

- **Productive Vocabulary:**

Alqahtani (2015) clarifies that productive vocabulary are words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time (p.22)

Therefore, Web (2005), productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (p.33-52)

Types of Vocabulary

Mukoroli (2011), states that there are different types of vocabulary (p. 5-45):

- 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.

Word Classes

Lexicology is a branch of Linguistics that studies and analyses the vocabulary items of a language. It stated that word classes is mostly concerned with how words are classified. As cited by Hartman & Stork (1972).

Mohamed (2015) claims that lexical items referred to as parts of speech in every language are of a limited number. In Linguistics terminology, they are called “word classes” since they classify words according to the way they function. The English language is classified in eight major different “parts of speech”: nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners and conjunctions (p.22)

- **Noun**

It is a word or a group of words that represents: A person, animal, place, thing or activity, or a concept also a noun can be the subject of a verb or the object of a verb.

- **Verb**

It is a word or a group of words that expresses: Action, process or a state. A verb form varies in terms of tense and mood.

- **Adjective**

It is a word that describes a noun; it refers to a quality of a person: “an old man” or a quality of a thing: “a cold day” As shown in these examples, adjectives occur next to a noun or they are separated from the noun by a verb.

Mohamed (2015) considers to the same regard that:

- **An adverb**

It is a word that describes a verb, an adjective, another adverb or the whole sentence: Today, we have chosen our representative.

- **Pronoun**

It is a word that can be used instead of a noun or a noun phrase: He (John) met her (his wife) on a train.

- **Preposition**

It is a word or a group of words which usually shows location, time or cause and purpose. They are always followed by a noun, a noun phrase, or a pronoun. Sometimes, they follow a verb: They laughed at the idea

- **Determiner**

It is a word that qualifies the noun. A determiner is:

- **Articles:**

- Definite Article: “The”

- Indefinite Article: “A / An”

- **Adjectives:**

- **Demonstrative Adjective:** “This / These”, “That / Those”

- **Possessive Adjective:** “My, Your, His, Her, Its, Our, Your, Their”

- **Determiner of quality:** For example; “some, any”

- **Conjunction**

It is a word that joins two units in a sentence. Conjunctions are of two types: First coordinating conjunctions which join units of equal significance in a sentence like words, phrases or sentences and the second which subordinating conjunctions which subordinate a clause to a main one.

Techniques in Teaching Vocabulary

Uberman (1998) suggests the following types of vocabulary presentation techniques (p.2):

- **Visual techniques**

Uberman (1998) manifests that these pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. Help students associate presented material in a meaningful way and incorporate it into their system of language values (p.2).

- **Verbal explanation**

Uberman (1998) expresses pertains to the use of illustrative situations, synonymy, opposites, scales, definition and categories (p.2).

- **Use of dictionaries**

Uberman (1998) says that using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like (p.2)

Vocabulary in long term memory

Vocabulary is an important component during the learning of a new language. As Folse (2004), said “without vocabulary, no communication is possible.” In addition, Folse (2004) points out “how frustrating it is when you want to say something and are stymied because you don’t know the word for a simple noun!” For that reason, students should improve their capacity of expanding their stored level of words. (p.23).

According to Oxford (1990), some elements of language use are at first conscious as result of the direct instruction but then become unconscious or automatic through practice. It indicates that practicing the vocabulary is significantly important due it allow students to be able to organize, interconnect and link previous word knowledge to the new one in order to process new information. And as a result, learners could keep the words effectively to use them after in both passive and active ways (p.258).

According to Arias (2003), “vocabulary needs to be meaningfully stored in long-term memory and this requires establishing links between words” (p.115-120)

Also Nation (2001) and Thornbury (2004), said that research into memory suggests some principles, including repetition and retrieval, spacing, pacing, use, cognitive depth, organization, imagining, and mnemonics to ensure that the information moves into permanent long term memory (LTM). These principles help that students can learn and use vocabulary in a meaningful way (p. 27).

Teaching English Vocabulary to young Learners

Children learn English vocabulary effectively, when they are involved into their learning. Ammer (2006) says that in order to children acquire English, they have to experience and hear the language when they are child. In conclusion, children learn languages better than adults because children have more time for learning, and do not have any worries or responsibilities (p.124)

On the other hand, Cameron (as cited on Ameer 2017) states that there are four things teachers need to keep in mind while teaching English to young learners

beside knowledge and skills. Teachers must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally. Last, but not least, teacher should identify problems and difficulties while teaching the language.

According to Brown and Lee (2001) (cited on Mantiri 2015) teachers must take into consideration the characteristics and intellectuality of their young learners in order to be successful in learning the language

Teaching Vocabulary Using Games

Halliwell (1992) (as cited on Ammer 2016) says that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves.

Also, because the language used in any activity is unpredictable, teachers have to encourage them to actively construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability.

Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Lewis & Bedson (1999), says that games are popular among children because they like to play. Through games, young learners could interact, discover,

and experiment with their surroundings. Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language.

Harmer (2008), stated that in order to have the ability to speak English fluently, young learners need to have the ability to know the language features and to process information immediately. Therefore, young learners must practice through variety and appropriate techniques that aid their information process and simultaneous operations of the language (p.10)

According to Ammer (2016), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Also, games create a fun and relaxed atmosphere where young learners could learn fast and retain words better (p.124)

Vernon (2009), says that games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game. Repetition will be less boring and fun for children which consolidates their learning of new words (p. 123).

Furthermore, Ammer (2016), says that if teacher involve physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and will guarantee their participation (p.124)

Stages of teaching vocabulary

According to Doff (1988) there are four stages in teaching vocabulary, namely: presentation, practice, production, and review (p. 27).

- **Presentation:**

In teaching vocabulary presentation is one of the most important and complex preliminary stages. The function of this stage is introducing new lexical items to learners.

Thornbury (2004), claims that learners need to learn both the meaning and the form of a new word. The author also emphasizes some major factors subject to the number of words to be presented such as (p.27):

- ✓ The learners' level (beginner, intermediate, or advanced)
- ✓ Learners' likely familiarity with the words
- ✓ The difficulty of the items
- ✓ Their "teachability", which means whether they can be easily explained or demonstrated within the context of the classroom.

Furthermore Thornbury (2004) whether items are being learned for production (in speaking and writing) or for recognition (in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer if the aim is only recognition (p.27)

- **Practice**

Tuan (2012) says “Students’ vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities.”

Thornbury (2004) points out that there is a variety of tasks which can be used in order to help move words into long-term memory. They can be divided into five types in order of least cognitively demanding to most demanding: identifying, selecting, matching, sorting, and ranking and sequencing (p. 27)

Also Scrivener (1994) expresses that some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, filling in gaps in sentences and memory games.

- **Production:**

Thornbury (2002) claims that in productions stage students are advised to complete high-level tasks namely production tasks. Also, the author recommends that learners should produce something as a product of their own. In this way, learners will turn words from receptive to productive and put them into long-term memory. For production tasks, there are two major types that teachers may have used very often: completion and creation (p.27)

In addition, Doff (1988) judges communicative activities such as information exchanging, elicitation of student-talk, games and role plays as the most effective ways to motivate students to be more actively involved in the speaking activities to produce the words they have known (p.96)

Review

Review process aims at helping students acquire active, productive vocabulary. According to Davies and Pearse (2000) reviewing is “new work on old language”, “a challenge, requiring ingenuity and creativity”. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more “opportunities to use language and receive feedback” (p.103).

Doff (1988) expresses that vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing students’ memories or as a preparation for a new presentation (p.96).

e. MATERIALS AND METHODS

Materials

To develop this research work three kinds of resources were used. First, the human resources that participated in the advancement of this work were: 22 students of sixth year. Second, the material resources used were: book level B1.2, flashcards in order to catch the students' attention. Assessment sheet, to evaluate the learning of the students, and worksheets to get practice and use of the new vocabulary and grammar. Third, the technical resources were: the computer that was used to type the information, the printer to reproduce the lesson plans and worksheets; and, the internet to research the information.

Design of research

According to Burns (2010), the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. (p.27)

Action research allowed the teacher candidate to become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of games as a motivational strategy to develop vocabulary in the English foreign language among sixth-year "A" students at Escuela de Educación Básica Miguel Riofrío during the 2018-2019 school year.

Action Research in education involves finding out immediate solutions in teaching-learning environments. The process of action research assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes. This Action Research had the purpose of improving the learning of English vocabulary using games as a motivational strategy.

Methods, techniques and instruments

Methods

During the development of this research work different methods were used.

The Analytic/synthetic Method was used to analyze all the information found through of the observation checklist, questionnaires and the pre and post test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

The Statistic Method which helped the researcher to collect and analyze all the answers that were represented in tables and graphs to indicate the results and percentages gotten in the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The Scientific Method facilitated the study of games as a motivational strategy to develop vocabulary in English Language. It guided the researcher to develop the phases in the observations before and during the intervention. This method also

assisted during the prediction of the possible solution by gathering data to make relevant predictions and the analysis of the results.

The Descriptive method was used in order to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative investigation were selected for data collection. Quantitative research considered variables and statistics whereas qualitative research considered an understanding of words and action. Qualitative and quantitative instruments were self-developed by the researcher.

Tests were used to diagnose the level of knowledge of students in vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners and pronouns. Tests were composed by five close questions where students have to complete or choose the correct answer according to the instruction.

Questionnaires were given to the participants to answer questions related to their attitudes and feelings toward the use of games to learn vocabulary. Questionnaires were composed by multiple choice questions.

Observation sheet. During the nonparticipant observation, the researcher needed an observation sheet to record the participants' behaviors shown on the

performance in vocabulary. This observation sheet describes 5 indicators which are relevant aspects of the dependent variable.

Field notes. The researcher recorded a description of the events, and activities (e.g., what happened). The researcher recorded the participants' behaviors, attitudes and feelings toward the treatment to improving the learning vocabulary (the issue), through games as motivational strategy.

Population

The population was the sixth-year "A" students at Escuela de Educación Básica Miguel Riofrío. They were among of nine to eleven years old. There were twenty two students, six girls and sixteen boys. Also, the teacher of the subject participated in this research work.

f. RESULTS

This section details how the objectives of the action research work were accomplished.

The first objective was to research the theoretical and methodological references about vocabulary and games as a motivational strategy to improve the learning of English vocabulary. This objective was achieved through the investigation of theoretical references in different books and articles about the two variables. They were useful when designing the intervention plan, the research instruments. Moreover, these references served to support the gathered data which was interpreted and analyzed before, during and after the intervention plan.

The second objective was to determine the issues that limit the improvement of the learning of English vocabulary. This objective was fulfilled through the pre-test application which permitted the researcher to diagnose the level of knowledge of students in English vocabulary.

The third objective was to design an intervention plan based on games as a motivational strategy to improve the learning of English vocabulary. It was accomplished through the design of the intervention plan that included ten lessons with a variety of activities using different games such as pictionary, hangman, word bricks, and memory challenge. This intervention plan was developed during three months with sixth grade students of basic education.

The fourth objective was to apply the most appropriate games as a motivational strategy to improve the learning of English vocabulary. This objective was accomplished through the application of games and their results and post questionnaires.

The last objective was to validate the results obtained after the application of games as a motivational strategy as part of the classroom activities to improve the learning of English vocabulary. The objective was achieved through the post-test which allowed the verification of students' improvement in learning English vocabulary and the effectiveness of games as a strategy.

Pre Test Results

Objective Two: To determine the issues that limit the improvement of the learning of English vocabulary among students of sixth year "A" afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

a. Table 1

Pre-test Scores of Sixth Year “A” Students in Vocabulary Aspects

Students' code	N <i>/2</i>	A <i>/2</i>	V <i>/2</i>	D <i>/2</i>	P <i>/2</i>	Total <i>/10</i>
EEBMR6A001	0.0	0.5	2.0	0.0	1.0	3.5
EEBMR6A002	0.0	0.0	1.0	1.2	0.5	2.7
EEBMR6A003	0.0	1.5	1.0	0.0	1.0	3.5
EEBMR6A004	0.0	0.0	1.0	1.2	1.0	3.2
EEBMR6A005	0.0	1.0	2.0	0.8	0.5	4.3
EEBMR6A006	0.5	1.0	1.0	1.2	0.5	4.2
EEBMR6A007	0.0	0.5	1.0	0.0	0.5	2.0
EEBMR6A008	0.0	1.0	2.0	0.8	0.0	3.8
EEBMR6A009	0.0	1.5	1.0	0.4	0.5	3.4
EEBMR6A010	0.0	0.0	0.5	0.0	0.5	1.0
EEBMR6A011	0.0	1.0	0.5	0.8	0.0	1.8
EEBMR6A012	0.0	0.5	1.0	0.4	1.0	2.9
EEBMR6A013	0.0	0.5	2.0	0.8	0.5	3.8
EEBMR6A014	0.0	0.5	1.0	0.8	1.0	3.3
EEBMR6A015	0.0	0.0	1.0	0.0	0.0	1.0
EEBMR6A016	0.0	0.5	2.0	0.8	1.0	4.3
EEBMR6A017	0.0	1.0	2.0	0.8	0.0	3.8
EEBMR6A018	0.0	1.5	2.0	0.8	0.5	4.8
EEBMR6A019	0.0	0.0	1.0	1.6	1.0	3.6
EEBMR6A020	0.0	1.0	1.0	1.2	1.0	4.2
EEBMR6A021	0.0	1.0	1.0	0.8	0.5	3.3
EEBMR6A022	0.5	1.0	0.5	1.2	1.0	4.2
Mean	0.04	0.7	1.3	0.7	0.6	3.3

Note. **EEBMR**: Escuela de Educación Básica Miguel Riofrío; **001**= Student's code; **N**= nouns; **A**=adjectives; **V**= verbs; **D**= determiners; **P**= pronouns.

b. Interpretation and analysis

According to the results presented in Table 1, students achieved a total score of 3.3/10, corresponding to the failing level, (see grading scale, p. 133). The highest mean score obtained by students was 1.3/2 in “verbs”; this shows that students could recognize the meaning and use of the verbs in the sentences based on the pictures that they saw as clue. They also had problems in understanding certain verbs in context. On the other hand, the students' lowest mean score was 0.04/2 in “nouns”,

which means that students had problems writing the correct name of nouns related with food, library and class art.

Consequently, students faced limitations in the learning of English vocabulary, as they could not identify lexical sets, denotation of words presented, and parts of speech.

As Alqahtani (2015) states “There is not much value in being able to produce grammatical sentences if someone has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most appropriate games as motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

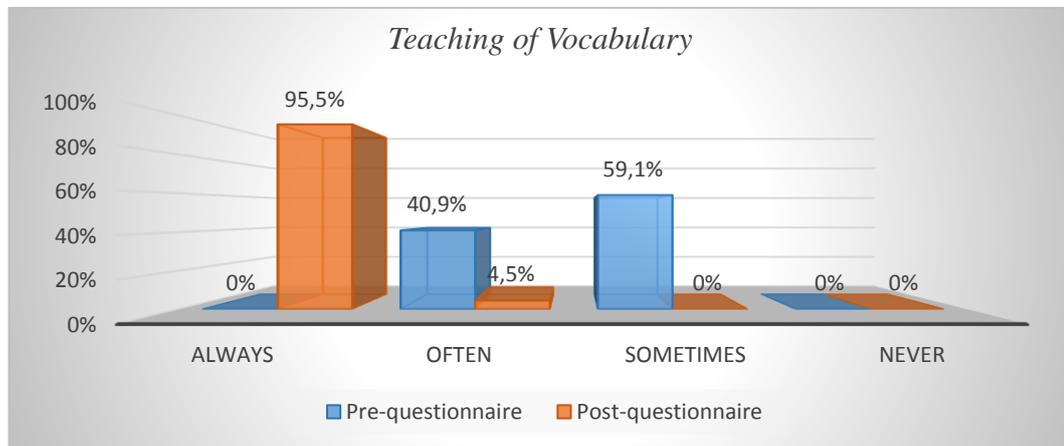
Question 1: How often does your educator teach vocabulary?

Table 2

Teaching of Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	F	%	f	%
Always	0	0	21	95.5
Often	9	40.9	1	4.5
Sometimes	13	59.1	0	0
Never	0	0	0	0
Total	22	100	22	100

b. Figure 1



c. Interpretation and analysis

According to the results of Table 2, it is certainly evident the significant difference after the intervention plan. 59.1% of students answered that their English instructor sometimes teaches vocabulary in English class. Students did not understand and use the vocabulary presented them in songs, sentences and short dialogues, and they could not complete task effectively. On the other hand, after the application of the intervention plan, the most of the students (95.5%) stated that they learned vocabulary during the classes. The frequent exposure to vocabulary allowed students to recognize verbs and their meaning within a sentence, use and distinguish personal pronouns, correctly spell the name of adjectives and nouns. Tuan (2012), mentioned “if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.

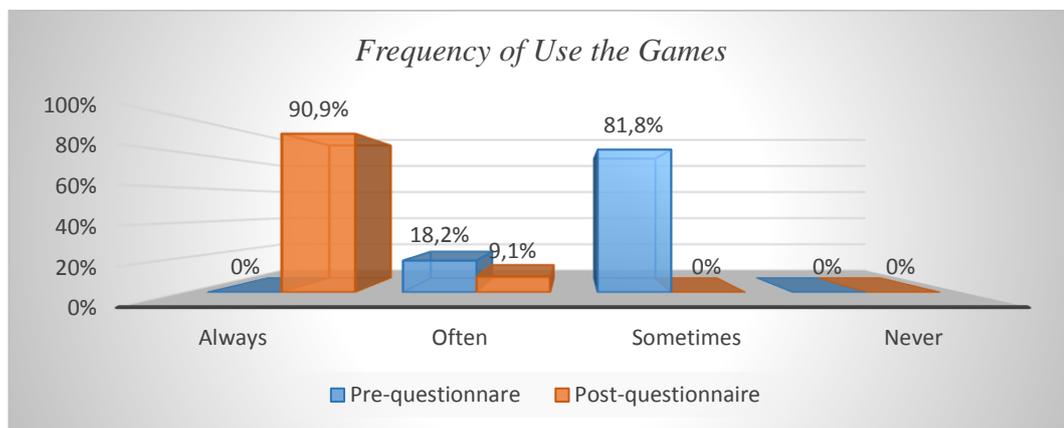
Question 2: How frequently does your teacher use games in the classroom?

a. Table 3

Frequency of Using Games

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	20	90.9
Often	0	0	2	9.1
Sometimes	20	90.9	0	0
Never	2	9.1	0	0
Total	22	100	22	100

b. Figure 2



c. Interpretation and Analysis

The results shown in Table 3, indicates that 81.8% of students answered that their teacher sometimes uses a game in class. That is to say the infrequency of using this activity made students get bored in classes and lose the interest in learning vocabulary. On the other hand, after the application of the intervention plan, 90.9% of the students change their opinion about the use of games. The frequent use of games in class, helped to get students attention, involving them in teaching-learning process, and generating a good environment. According to Bardley (2010), games have the following important advantages: First, games engage all students in the

learning process. Second, games provide an opportunity for collaboration and/or cooperation. And third, games provide an enjoyable learning experience.

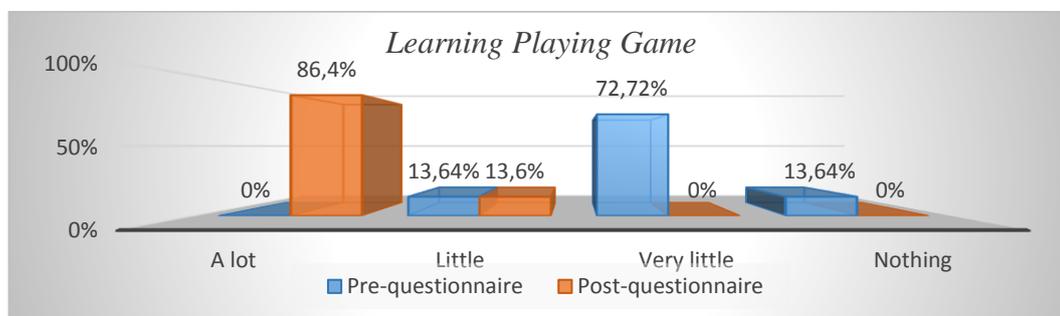
Question 3: How much do you learn when you play a game as part of the class?

a. Table 4

Learning Playing Games

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	0	0	19	86.4
Little	3	13.6	3	13.6
Very little	16	72.7	0	0
Nothing	3	13.6	0	2
Total	22	100	22	100

b. Figure 3



c. Interpretation and analysis

The results illustrated in Table 4 show that 72.72% of the students said they learn very little when they play a game in the English classes. This means, the application of games were not helping to increase students learning. Games were not adapted to the abilities and level of the students, which causes that students create some negative attitudes towards games, such as boredom, or lack of interest in the leaning of English especially in vocabulary matters. Nevertheless, after the application of

the intervention plan, the results were completely different and many of the students (86.4%) said they learn a lot through the use of games as a part of the classes. This means students were engaged to the classes, they become more participative students, and they done their best effort to learn vocabulary and had a good performance during the game. Asif and Mehmood (2016) said that educational games help learners acquire vocabulary unconsciously while they are engaged in the game process.

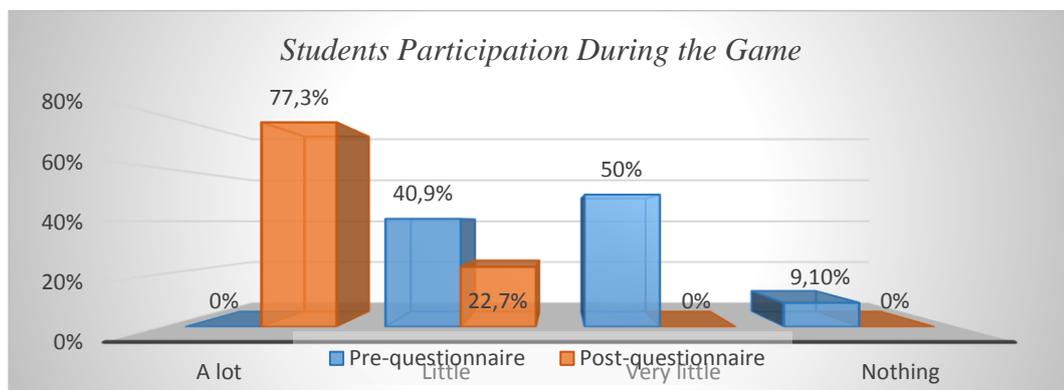
Question 4: How much does each member of the group participate during a game in the class?

a. Table 5

Students Participation During the Game

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A lot	0	0%	17	77.3%
Little	9	40.9%	5	22.7%
Very little	11	50%	0	0%
Nothing	2	9.1%	0	0%
Total	22	100	22	100

b. Figure 4



c. Interpretation and analysis

The results illustrated in Table 5 show that 50% of the students participate very little when they play a game as a part of class. This means student's participation during the games was irregular. This limited them to practice and use the knowledge learned. However, after the application of the intervention plan, 77.3% answered they participated during the game. This allowed them to practice how to recognize, write, and use the vocabulary previously presented. Kalaycioglu, (2011) state that through the games, students gain or develop many skills such as taking turns, working individually and working with others as a team towards a common goal.

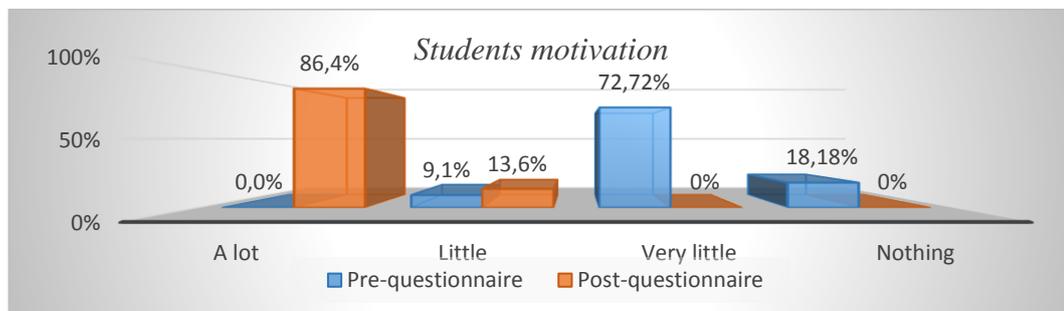
Question 5: How motivated do you feel when you teacher makes you play a game to learn vocabulary?

a. Table 6

Students Motivation

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	F	%
A lot	0	0%	19	86.4%
Little	2	9.1%	3	13.6%
Very little	16	72.72%	0	0
Nothing	4	18.18%	0	0
Total	22	100	22	100

b. Figure 5



The results illustrated in Table 6 show that 72.72% of student's answered that they had very little motivation when games were applied. This demotivating factor affects students because they were not actually interested and involved in an effective development of the lesson which caused an impaired and restricted learning. On the other hand, after the intervention plan, 86.4% of students answered that they were highly motivated with the use of games when enlightening vocabulary was considered. With this regard, Paras and Bizzocchi (2005), says that games have the potential to support learning experiences to intrinsically motivate students, that is, "Games meet both these tests for effective learning environments: they are active experiences, and they have the capacity to provide intrinsic motivation".

Post-Test Results

Objective five: To validate the result obtained after the application of games as a motivational strategy as part of the classroom activities to improve the learning of English vocabulary among students of sixth year "A" afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

a. Table 7

Post-test Scores of Sixth Year Students in Vocabulary Aspects

Students' code	N <i>/2</i>	A <i>/2</i>	V <i>/2</i>	D <i>/2</i>	P <i>/2</i>	Total <i>/10</i>
EEBMR6A001	1.5	1.5	2.0	1.2	2.0	8.2
EEBMR6A002	0.5	2.0	2.0	2.0	2.0	8.5
EEBMR6A003	0.5	1.5	2.0	0.8	2.0	6.8
EEBMR6A004	1.5	1.5	2.0	2.0	1.0	8.0
EEBMR6A005	1.0	1.5	2.0	2.0	2.0	8.5
EEBMR6A006	1.5	2.0	2.0	2.0	2.0	9.5
EEBMR6A007	1.0	0.5	2.0	1.2	1.0	5.7
EEBMR6A008	1.0	2.0	2.0	2.0	1.5	8.5
EEBMR6A009	2.0	2.0	2.0	1.2	2.0	9.2
EEBMR6A010	1.5	1.0	2.0	2.0	1.0	7.5
EEBMR6A011	1.0	1.5	2.0	1.2	2.0	7.7
EEBMR6A012	1.0	1.0	2.0	2.0	1.5	7.5
EEBMR6A013	0.5	1.5	2.0	2.0	1.0	7.0
EEBMR6A014	1.5	2.0	2.0	2.0	2.0	9.5
EEBMR6A015	1.5	2.0	2.0	1.2	0.5	7.2
EEBMR6A016	1.5	1.5	2.0	2.0	2.0	9.0
EEBMR6A017	1.0	2.0	2.0	1.6	2.0	8.6
EEBMR6A018	1.5	2.0	2.0	2.0	2.0	9.5
EEBMR6A019	1.5	2.0	2.0	2.0	2.0	9.5
EEBMR6A020	2.0	2.0	2.0	2.0	2.0	10
EEBMR6A021	1.0	1.5	2.0	1.6	2.0	8.1
EEBMR6A022	1.5	1.5	2.0	0.4	2.0	7.4
Mean	1.25	1.64	2.0	1.65	1.7	8.24

Note. **EEBMR**: Escuela de Educación Básica Miguel Riofrío; **001**= Student's code; **N**= nouns; **A**=adjectives; **V**= verbs; **D**= determiners; **P**= pronouns.

b. Interpretation and Analysis

The findings in Table 7 show a significant improvement in students' English vocabulary through the use of games which is demonstrated with the mean score of 8.2/10, corresponding to average level, (see grading scale, pg. 133). The highest improvement of students was in the practice of verbs which was showed with the score of 2/2. This indicates students are able to recognize verbs in a sentence and

use them according to the context. Although, the lowest students' improvement was in the aspect of nouns, with the score of 1.25/2. Students had increased their level in nouns. But, despite of it, they continue making some misspellings errors in words related to library and art class.

In conclusion, the improvement of vocabulary aspects is significantly evident after the application of games. Games as a motivational strategy helped students to improve their English vocabulary. They provide a relaxing environment, which encourages students to participate and therefore to learn while having fun. Now students are able to recognize and use in sentences the vocabulary learned.

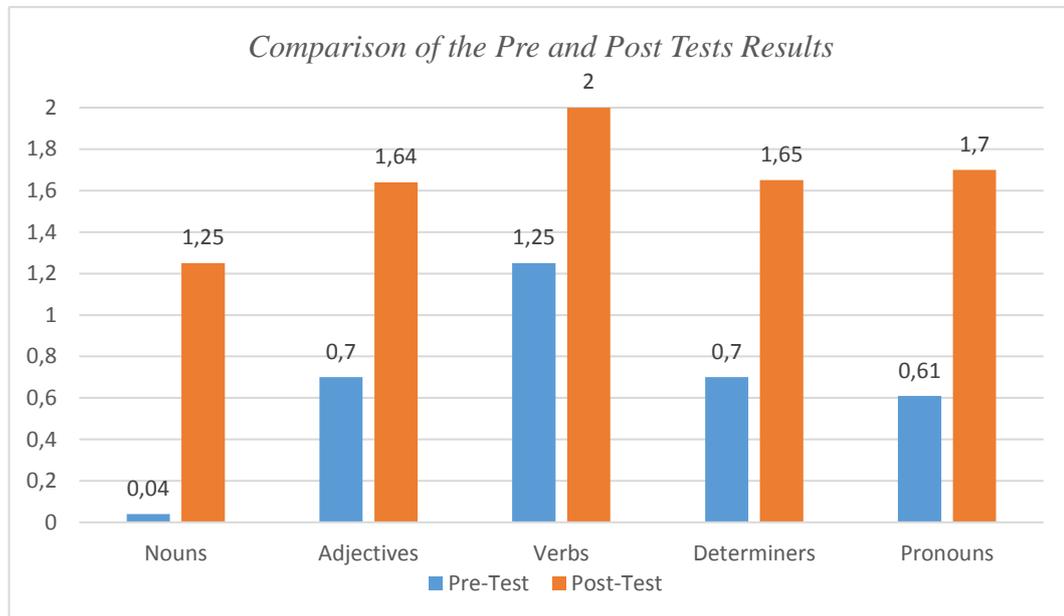
Rubin and Thompson (1994), claim "One cannot speak, read or write a foreign language without knowing a lot of words. Vocabulary is at the heart of mastering a foreign language".

a. Table 8

Comparison of the Pre and Post Tests Results

Aspects	Pre-test	Post-test
Noun	0.04	1.3
Adjectives	0.7	1.6
Verbs	1.3	2.0
Determiners	0.7	1.7
Pronouns	0.6	1.7
Total	3.3	8.2

b. figure 6



c. Interpretation and Analysis

The data in Table 8 reflects the problems that students had before the intervention plan in vocabulary aspects and also the progress they had after it. Before the intervention plan students' mean score was 0.04/2 for nouns, 0.7/2 for adjectives, 1.3/2 for verbs, 0.7/2 for determiners, and 0.6/2 for pronouns. The total mean score learners got in the pre-test was 3.3/10 corresponding to a failing level, (see grading scale, p. 133). While after the intervention plan students' mean score was 1.3/2 for nouns, 1.6/2 for adjectives, 2/2 for verbs, 1.7/2 for determiners, and 1.7/2 for pronouns, with a total mean score of 8.2/10. As can be observed, students showed a considerable improvement in the performance of vocabulary aspects since the total mean score increased significantly from 3.3/10 to 8.2/10 corresponding to excellent level, (see grading scale, p. 133). These results demonstrate that after the application of games, students improved their English vocabulary. These results

showed they obtained a good level for nouns, adjectives, verbs, determiners, and pronouns. The student's improvement was due to the opportunities they had to practice vocabulary through games during the intervention plan. According to Vernon (2009) games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves, feel and do better during and after the game.

g. DISCUSSION

The theme for this research is games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year. The application of games as a motivational strategy caused a progressive improvement in the learning of students’ vocabulary. This improvement can be seen on the results of the pre and post-test and pre and post-questionnaire. In the pre-test students got 3.3/10 and in the post-test students obtained 8.2/10. According to El-Shamy (2001)(as cited on Talak-Kiryk 2010) “Games enhance repetition, reinforcement, retention and transference” Because each game has a specific learning objective, each player’s turn deals with the same concept or skill in a different way. Therefore, what students do not learn on their own turn, they may grasp from someone else’s turn. Moreover, the responsibility for learning and practicing is the job of the student and it is willingly accepted.

The pre-test results indicate that all students had problems in different parts of vocabulary, including nouns, adjectives, verbs, determiners, and pronouns. In the case of nouns students faced problems writing them correctly, even if they had a picture of them as a clue. Also in adjectives, students knew the names of the adjectives presented but they could not write them. They confused the pronunciation with the correct way to write the name of colors as if they were listening in their mother tongue. Similarly, in verbs, students could recognize the

meaning and use of these, but they had problems understanding certain verbs in a specific context. Likewise, in determiners, students were not able to write the corresponding determiner according to the context of the sentences. Similarly, in pronouns students were not able to identify the correct pronoun according to the picture.

At the beginning of the intervention plan, students felt happy to play a game but at the same time ashamed to participate in it, their lack of confidence made them get nervous. But during the process, the students' attitude and perception toward the implementation of games as strategy in the class was positive. They always participated voluntarily and cooperatively despite of their nervousness. Moreover students' improvement was slow in the first stages, but then, progressively they showed an advance due to they were able to understand identify parts of speech easily. In the end, students felt secure, freedom, and confident to perform the vocabulary activities.

After the intervention, post test results pointed out learners developed their learning in vocabulary in all its aspects. In nouns, adjectives, and verbs, students were able to recognize, use and write correctly the name according to the picture presented. Although, students had few mistakes working with determiners, basically, they were confused with the meaning and use of some of them. Also, students had improved in recognizing and differentiating one pronoun from another.

It is necessary to mention some strengths and restrictions which appeared while the intervention plan was applied. Some of the observed strengths were that students felt motivated using games as a part of the class, they wanted to continue practicing with vocabulary and they felt well-disposed and eager to participate in class. Meanwhile, the limitations observed were that students did not work in groups frequently, they felt afraid, and ashamed to make mistakes during the development of games.

In conclusion, games as a motivational strategy contributed to the improvement of student's English vocabulary. They felt really motivated to work in groups while practicing vocabulary in each class. In summary, students significantly developed their vocabulary knowledge as it is shown in the last findings gotten from the post-test and the post questionnaires given.

h. CONCLUSIONS

The results of the research showed that the issues detected among sixth year students group “A” of basic education were misspelling the name of nouns and adjectives, in recognizing and using the verbs, pronouns, and determiners properly in a sentence, caused by the way students learned vocabulary. Similarly, the activities through students learned vocabulary were memorizing and repetition. These activities did not allow students to keep vocabulary learned in long-term memory. Additionally, students did not like to learn English in class because they did not feel comfortable or motivated. Similarly, the tools and activities used in the English classes were not appropriate for encouraging students to learn or to get interested in speaking and writing performance.

The use of games like hangman, memory challenge, words bricks, and pictionary engaged students in the tasks, reducing their spelling mistakes and promoting the use of vocabulary. Students felt more motivated to participate and interact actively with their classmates in a relaxing environment. Also they were completely involved in their own educational progress.

The application of games as a motivational strategy was successful and effective. Students at the end of the intervention plan evidenced that they had more confidence and a positive attitude when they spoke and wrote the English language. These generated a significant improvement in the students learning in all aspects of vocabulary.

i. RECOMMENDATIONS

Teachers should give diagnostic tests frequently in order to identify students' weaknesses, and design an action plan based on needs and interests of them. This will allow teachers overcome students' vocabulary learning difficulties. Additionally, educators should incorporate games in their class program, due to these make students participate and learn in a better and funny way.

Teachers should select the most suitable strategies, select appropriate tools and apply games in their classes as much as possible to make the class more interactive and interesting for students. This strategy will easily grab children's attention and keep them both physically and mentally active. Games provide an educational and relaxing environment where students learn easily and fun. These activities encourage the student's participation and give them an enjoyable learning experience.

Teachers should consider the positive impact of games as effective strategy to teach English Language. Games works as an educative and motivational tool, and it is important to choose the most appropriate according to the aim of the lesson, objective of the teacher and the students' level. For the application of games as part of the class, it is necessary to be clear which aspects, the teacher wishes to improve or reinforce in students. It is advisable to use games such as: hangman, word bricks, pictionary, and memory challenge, especially if teachers want to improve vocabulary learning in aspects like: nouns, verbs, determiners, adjectives, and pronouns in students' learning.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

1859
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

**GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE
THE LEARNING OF ENGLISH VOCABULARY AMONG
STUDENTS OF SIXTH YEAR "A" AFTERNOON SESSION
AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRIO
IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL
YEAR**

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1859
LOJA- ECUADOR

2018

a. THEME.

GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE LEARNING OF ENGLISH VOCABULARY AMONG STUDENTS OF SIXTH YEAR “A” AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR

b. PROBLEM STATEMENT.

Background.

The present research work will be carried out at the Escuela de Educación Básica Miguel Riofrío during the academic year 2018-2019.

In 1871, during the government of Garcia Moreno the religious congregation (Hermanos lasallanos), arrived to Loja and with the help of the governor created this prestigious and traditional institution, which began to work with 210 students. In June of 1895 the Dr. Manuel Benigno Cueva as Governor of Loja, decided to take the school and since that day the school was established as a laic institution.

In 1916 the prestigious school was named as Escuela Miguel Riofrío, in recognition of the first Ecuadorian novelist, who was also a journalist, politician, educator, poet and he also was the author of the first Ecuadorian novel "La Emancipada". The first director was the Dr. Benjamín Rafael Ayora Armijos who was Isidro Ayora Cueva's father. During 123 years since its creation, the Escuela de Educación Básica Miguel Riofrío has been the cradle of great thinkers that with their intellect have contributed with the economic, social, cultural and politic development of the city and province of Loja.

This school has a staff of 72 professionals of the education, including the special teachers of Science, Computing, English Language, Aesthetic Culture, and Physical Culture. There are 1742 students enrolled that are normally attending to this school.

Current situation of the research problem.

At present time, English has become a universal language. Knowing it provides new opportunities in professional, social, and academic aspects. During the process of learning English or any other language, the most essential part is gaining of vocabulary due to it allows to master the four basic skills which are listening, speaking, reading and writing. Different tools and strategies have been used by teachers to teach effectively this subject, but the most suitable is the use of games, which is an activity with rules, a goal and an element of fun.

As it is known, for many students learning vocabulary is hard and tedious, because it requires a big effort to understand, produce and manipulate the target words. This happens especially in elementary schools, where for various reasons students do not like or are not interested in learning another language. The most common causes are the lack of motivation on the part of the teacher, the teaching program and the content is not adequate, the materials used are not convenient, among others. On the other hand, games provide many benefits in vocabulary learning because they enhance students' ability to memorize words, encourage student's interaction and motivate them and improve their communicative skill.

Games also can help the teachers to create an entertaining environment, which avoid to get the students bored. And in contrast of other class activities used for the same purpose, make learning more pleasant and provide learners a creative performance.

In our country is mandatory the study of English as a foreign language. And it is expected that sixth grades students at Escuela de Educacion Basica Miguel Riofrío reach at least the level A2.1 according to Common European Framework of Reference or (CEFR).

This research project will investigate games is use as motivational strategy to improve English learning vocabulary, especially, words classes which are nouns, adjectives, determiners, pronouns, and verbs. Through non-participant observation the researcher realised that vocabulary is learning by students in different ways, such as: flashcards, translation, action gestures, and the game Simon say.

Using educational games as a motivational strategy for teaching vocabulary has been considered very popular for many years; due to this strategy is so helpful at the moment to learn specific words because it makes learning more enjoyable, and improves the development of different skills in the students. Moreover, they learn to work individually and also as a team in order to complete activities without being aggressive. On the other hand, before to apply a game some factors will be considered at the moment to design those games, such as: number of students in class, level of age, level of language proficiency, among others.

There are many strategies that professors use to teach in class, but not all of them focus on the vocabulary, which is essential for mastering a language. The development of games as a motivational strategy provides a safe and pleasant environment for active learning.

Research problem

Considering the aforementioned issues, it is essential to research the following problem:

HOW DOES THE USE OF GAMES AS A MOTIVATIONAL STRATEGY IMPROVE THE LEARNING OF ENGLISH VOCABULARY AMONG STUDENTS OF SIXTH YEAR “A” AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research

Timing.

The present research work will be carried out during the academic period 2018-2019.

Location

The present research project will be done at Escuela de Educación Básica Miguel Riofrío which is a public educative institution located in the city of Loja at Bernardo Valivieso, between Mercadillo and Azuay streets, at San Sebastián parish.

Participants

The participants of this research work will be the students of sixth year at Escuela de Educación Básica Miguel Riofrío, afternoon section, who are all about to 9-11

years old; they are twenty-two students, six girls and sixteen boys and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems.

- What theoretical and methodological references about games as a motivational strategy are adequate to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?
- What are the issues that limit the improvement of the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?
- What are the phases of the intervention plan that address the current issues to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?
- Which games as a motivational strategy are suitable to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?
- How effective was the application of games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A”

afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?

c. JUSTIFICATION

The present action research project is focused on improving the learning of English vocabulary using Games as a motivational strategy. Therefore, this work will be carried out through an investigation at Escuela de Educación Básica Miguel Riofrío among students in sixth year “A” afternoon session during the 2018-2019 school year.

Vocabulary is the most essential part during the process of learning a foreign language because it supports students to develop the four basic skills which are speaking, reading, writing and listening. Therefore, if the students learn enough vocabulary, they will be able to communicate effectively each other.

From a social point of view, this research project is important because people who learn English as a foreign language -especially students of elementary school, need to feel encouraged and motivated. Teachers should apply a suitable and successful strategy to improve the teaching and learning process, consequently, teachers, students and researchers would benefit from this research work, because they realize the importance to apply games as a motivational strategy in order to improve the learning and performance in the classroom

From the scientific point of view, this project is significant because it provides information about the theoretical elements about games as motivational strategy which could be used and applied in classes for a better English vocabulary learning setting, and therefore, solved the proposed problem.

Educational point of view: this research project is relevant because it helps learners to improve the learning of English vocabulary through games as a motivational strategy. Therefore, it will create a relaxed and friendly classroom environment where students can learn in a funny way and produce the language freely. As a result, the use of games or fun activities are a vital part of teaching English as a foreign language.

Finally, the development of this research is a requirement for the teacher candidate to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization established in the regulations of the Facultad de Education, el Arte y la Comunicacion of the Universidad Nacional of Loja.

d. OBJECTIVES

General:

To improve the learning of English vocabulary through games as motivational strategy among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

Specific:

- To research the theoretical and methodological references about vocabulary and games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.
- To determine the issues that limit the improvement of the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.
- To design an intervention plan based on games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.
- To apply the most appropriate games as motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon

session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

- To validate the result obtained after the application of games as a motivational strategy as part of the classroom activities to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

Games

Nowadays, teachers have seemed the necessity to implement attractive strategies in their classes in order to avoid get their students bored and ensure the knowledge the class. One of these strategies is the application of games, which provides a comfortable and adequate environment for meaningful learning. Game is defined by Hadfield, (1998) as an activity with rules, a goal and an element of fun.

It is well-known that learning a foreign language is difficult and it takes a big effort from learners in order to understand, develop, and use it in spoken or writing way. Considering this aspect, it could be hard to catch students' attention, and keep their interest and effort during the teaching-learning process. The main focus of using game in class is to help students learn and have fun at the same time. Kuzu and Ural as cites in Donmus (2010) states that when games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning.

Characteristics of Games

Games are one of the most useful strategies that teacher could apply in their classes. Not only for avoid a boredom in students, they also provide a relaxing environment where students can feel more comfortable at the moment to learn. According to Gruss (2016) who argues that playing can be described as the activity performed for pleasure and enjoyment. On the other hand, to make games more effective and

useful, they should have some characteristics. According to Talak-Kiryk (2010), there are some characteristics of a good game:

- They are based on a learning objective: this gives the developer a focus point for the format, skills involved and material covered. Through games, the players use previously learned knowledge and skills to acquire new knowledge and enhance their abilities. For example, games that require recall improve the players' memory as they test strategies for memorization. Their knowledge is reinforced with success and mistakes are corrected due to negative consequences. They also are able to manipulate strategies for memorization and recall. Hopefully, if the players falter, they realize that extra studying or help may be necessary to acquire the skill or pass the "test."
- They give the player control over his own destiny: not only does this increase motivation and responsibility, but it also improves decision making skills by showing that there are direct consequences for actions made or those not taken. The player is adapting to the situation in order to succeed or he is coping as a result of making poor decisions.
- They include doable challenges: the player should succeed and struggle at various points throughout the game. This increases the player's determination and drive towards success and completion. Challenge students by adding new information or a new situation to which previous knowledge can be applied.
- They are fun and interesting, thus motivating. This encourages the player to not only play today but to return later to the game. Because of the emotion and excitement involved, the student often forgets that he is learning something.

Furthermore, it is likely that the player will begin to research information, study harder and practice more so that the next outcome of the game meets his ideals. By calling class activities a game when they really aren't, the students get excited and have fun without realizing that they are learning something.

- They are based on reality in order to intrinsically motivate the players to continue to play the game: the player is able to practice a useful skill without the stress that the real situation may incur. There are chances for multiple practice and redemption. There is support from peers as well as time to think and react. Situational games allow the players to assume a new identity in a simulated world where they feel comfortable making mistakes and testing hypotheses. In this instance, the games are not really games at all, but are perceived as games by the students because of the introduction or build up that teacher give them. They involve speaking and listening skills. For example, describing someone's outfit in the room while others guess who it is; giving directions from one place to another while someone else makes it into a map; or, describing your room while others draw it.

- They require interaction: the players should interact with material on a variety of levels and of course with other players, more and less experienced or knowledgeable. Once again, this promotes learning from sympathetic peers who have been in or will be in a similar situation.

- Games must include everyone: each student should be able to participate as a player in order to effectively develop and promote social interaction, good

communication and a sense of community. Games are meant to level the playing field giving everyone an equal chance to win because everyone starts with the same amount of resources and time while seeking to accomplish the same goal. While the students are playing the game, the teacher should be observing the students and their interaction with each other and the material.

Classification of games

Haldfield (1998) presented us the classification of games which includes linguistic and communicative aspects. The classification is as follows:

- Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
- Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing
- Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of.
- Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a

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

- Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.
- Labelling games. These are a form of matching, in that participants match, labels and pictures.
- Exchanging games. In these games, students barter cards, other objects, or ideas.
- Board games. Scrabble is one of the most popular board games that specifically highlights language.
- Role play games/dramas. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

As mentioned previously Frydrychova, B. (2015) in her article about Games in the Teaching of English

Advantages of educational Games

Educational games are used frequently due to their benefits. They give students responsibility and the opportunity of being active physically and mentally, they are student-centered rather than teacher-centered, they easily grab children's attention, increase their interaction and are fun to play in the formal academic process, and socialize students. In addition, students gain or develop many skills such as taking turns, working individually and working with others as a team toward a common goal. (as cited in Kalaycioglu, 2011)

Games to learn a new language have a lot of advantages that are useful for both teacher and students. As cited in Aslanabdi and Rasouli, (2013), according to Bardley (2010), games have the following important advantages:

- First, games engage all students in the learning process. When students play games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team-building skills. Some classroom games focus on individuals working to win against all other peers in the class. This type of game works well with students who are highly motivated and competitive.
- Second, games provide an opportunity for collaboration and/or cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal - winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal.

- Third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating students. Research indicates that classroom games are effective strategies that facilitate learning.

How to choose a Game

Despite of games are very useful to teach, there are some features to consider to choose an appropriate one. Teachers should be very careful to choose a game if they want to make them profitable for the learning process. One important aspect to take into account is the typology which is based on students' proficiency level and it relation the structure of games as well as the amount and difficulty of the language used.

According to Markunas (1993), a proper choice of a game for the lesson needs to begin with analyzing learners' skills, predispositions and needs. On the basis of such information the teacher can explore what various types of games can bring to the FL classroom. As mentioned previously Gruss, J. (2016) in her article about Games as a tool for teaching English Vocabulary to young learners

Following Hong (2002), appropriate choice of a game for the lesson needs to be based on a variety of aspects with reference to the purpose, the language focus, the learners and technical factors. This can be done by going over a list of questions such as:

- Which particular component or a language skill can be introduced or practiced on the basis of a given game?
- Is the game one is about to choose adjusted to learners in terms of their age, skills, knowledge or interests. Can they benefit from the use of the game?
- Why is it useful resort to a given game at all?
- Did the use of a given game (or a type of game) bring positive results of teaching? If yes, what were the outcomes in particular?
- Can the game be implemented in its original form or does it need to be altered in any way? If it does, can the necessary modifications be easily implemented by the teacher?
- Is there enough interaction and participation for learners that naturally stem from the game?

Answering these questions may limit the change of making an inappropriate choice of a game which, in such a situation, would be a waste of time. Nevertheless, it needs to be remembered that there is also a variety of other aspects which might be considered which is why each game also needs to be evaluated after it has been implemented. The evaluation of games can be useful when selecting a game next time.

Games

There are many games to play in classroom, as a teacher is necessary to know how to choose one for each situation. The next games are related with the vocabulary acquisition:

- Memory Challenge is a game that could be used to teach vocabularies to young learners. Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. animals. The group that recalls most words will win the game.
- Pictionary is a game that could be used to teach vocabulary to young learners. The class have to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point.
- Hangman is a popular game among teachers of young learners. (Nico Lorenzutti, 2016) It consist on guess what is the correct word. To play this game teacher draws a number of dashes equivalent to the number of letters in the word. If a student guessing a letter that occurs in the word, the teacher fills in the blanks with that letter in the right places. If the word does not contain the suggested letter, the other player draws one element of a hangman's gallows. Students win if they can guess the correct word, otherwise they will lose.
- Word bricks is a game used for building sentences in English. To play it is necessary to use small pieces of paper written on both sides. It could use a wide range of words in English: nouns, verbs, adjectives, adverbs, articles, pronouns, and so on—all of the building blocks that students need to form complete phrases and sentences in English. Each piece of paper has two words, one on

each side. These word pairs are related in some way (As cited on the book *Activate: Games for Learning American English*, 2013).

Games as motivational strategy in the classroom

For many reasons, games as motivational strategy in the classroom is very useful especially when it are used to teach a second language. Hug, (2007) says that motivation, as a psychological term, usually refers to the initiation, intensity and persistence of behavior. On the other hand, the motivation of students to learn is not always as high as the teacher would like. And as it is known, if the students are not motivated, they will not have a significant learning.

But in itself, what is learning? Bingham and Conner, (2015) define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It's based on input, process, and reflection.

When the teacher applies games into the class, there are more possibilities that students learn. This happens because students are motivated which cause that they are interested and involved in the class and therefore they understand more about the contents of it. Chan & Ahern (1999), say when people are intrinsically motivated to learn, they not only learn more, they also have a more positive experience." And also according to Paras, (2005) says that games meet both these tests for effective learning environments: they are active experiences, and they have the capacity to provide intrinsic motivation. Therefore, games can help teachers activate students who previously were not, because the lack of interest.

How effective are Games in education

Some authors suggest that language games should be treated as a central, not a peripheral part of the foreign language teaching program, since, besides being fun, they likewise comprise a goal and are governed by rules. Silvers (1992) says that many teachers often perceive games as the time – fillers and a break from monotonous drilling. He claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning can occur, and students are able to use the language they have been exposed to and have practiced earlier.

El-Shamy, (2001) says that Games enhance repetition, reinforcement, retention and transference. This characteristics allow students retain better the information that they have learned previously because involve creativity, independence and higher order thinking. And according to Perveen, Asif and Mehmood (2016) educational games help learners acquire vocabulary unconsciously while they are engaged in the game process.

There are other reasons why games are effective. As Talak-Kiryk (2010) says that games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a symbiotic relationship where they can learn from each other. Students must supply reasons for why their answer is the best, listen to their teammates' rationale and then determine which answer is the best and why. So now, the collaborative effort is promoting a spontaneous discussion about the material, improving pronunciation, increasing participation, aiding in comprehension, all while the students are thinking quickly on their feet. The students are also

developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal players in the game.

Vocabulary

Vocabulary is the most essential part to learn a foreign language. If the students know enough vocabulary they can increase their listening, speaking, reading and writing comprehension and production of a second language. As Harmer, (1991) mentioned if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh.

There are an array of definitions of vocabulary. According to Dugan, (2010) states that vocabulary means having awareness of words and word meaning. It can be presented in two ways oral and text contexts. Oral vocabulary refers to words that students are able to understand through listening and speaking, while text vocabulary includes terms that learners are able to identify and use in reading and writing.

Another definition was given by Hiebert & Kamil, (2005) who claimed vocabulary is the knowledge of meanings of the words. There are two types of vocabulary. First, productive vocabulary it includes words that students use when writing or speaking. Second, receptive vocabulary is that set of words which learners can understand meanings when listening or reading.

Vocabulary is one of the most important tool to learn a second language due to without the knowledge of it in a second language impedes successful communication. 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. Wilkins (1972) as cited Alqahtani (2015) states that “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Linse, (Linse, 2005) says that to master English skills, students must know the vocabulary of the language i.e. a list of words with their meaning because it supports their skills’ improvement. And Cameron, (2001) says that in order to speak and write English, children need to learn one to two thousand words

Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- Receptive Vocabulary: Receptive vocabulary are words that learners recognize and understand when they are used in context, but which they cannot produce.

It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

- **Productive Vocabulary:** Productive vocabulary are words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others Stuart Webb, (2005).

As mentioned previously Alqahtani, M. (2015) in her article about the importance of vocabulary in Language learning and how to be taught.

Types of Vocabulary

According to Cummins (1999) as cited in Mukoroli, (2011) 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.

Word Classes

Lexicology is a branch of Linguistics that studies and analyses the vocabulary items of a language. It stated that word classes is mostly concerned with how words are classified. Lexical items referred to as parts of speech in every language are of a limited number. In Linguistics terminology, they are called “word classes” since they classify words according to the way they function. The English language is classified in eight major different “parts of speech”: nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners and conjunctions.

- A noun is a word or a group of words that represents: A person, animal, place, thing or activity, or a concept also a noun can be the subject of a verb or the object of a verb.
- A verb is a word or a group of words that expresses: Action, process or a state. A verb form varies in terms of tense and mood.
- An adjective is a word that describes a noun; it refers to a quality of a person: “an old man” or a quality of a thing: “a cold day” As shown in these examples, adjectives occur next to a noun or they are separated from the noun by a verb.
- An adverb is a word that describes a verb, an adjective, another adverb or the whole sentence: Today, we have chosen our representative.
- A pronoun is a word that can be used instead of a noun or a noun phrase: He (John) met her (his wife) on a train.
- A preposition is a word or a group of words which usually shows location, time or cause and purpose. They are always followed by a noun, a noun phrase, or a pronoun. Sometimes, they follow a verb: They laughed at the idea

- A determiner is a word that qualifies the noun. A determiner is:
 - An article: - Definite Article: “The”
 - Indefinite Article: “A / An”
 - A Demonstrative Adjective: “This / These”, “That / Those”
 - A Possessive Adjective: “My, Your, His, Her, Its, Our, Your, Their”
 - A Determiner of quality: For example; “some, any”
- A conjunction is a word that joins two units in a sentence. Conjunctions are of two types: First coordinating conjunctions which join units of equal significance in a sentence like words, phrases or sentences and the second which subordinating conjunctions which subordinate a clause to a main one

As mentions Mohamed, F 2005 in his thesis project Storytelling and vocabulary acquisition at the elementary level

Techniques in Teaching Vocabulary

Gairns and Redman (1986) suggest the following types of vocabulary presentation techniques:

- Visual techniques. These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids (Zebrowska 1975:452). Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and

adjectives. Help students associate presented material in a meaningful way and incorporate it into their system of language values.

- Verbal explanation. This pertains to the use of illustrative situations, synonymy, opposites, scales (Gairns and Redman 1986:74), definition (Nation 1990:58) and categories (Allen and Valette 1972:116).
- Use of dictionaries. Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. As French Allen perceives them, dictionaries are "passports to independence," and using them is one of the student-centered learning activities (1983:83).

As mentioned previously Uberman. A (1998) in her article about The Use of Games: For Vocabulary Presentation and Revision.

Teaching Vocabulary Using Games

Halliwell (1992) says that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Also, because the language used in any activity is unpredictable, teachers have to encourage them to actively construct language for themselves. That is why games are important and useful. Not only they are fun, but also they create the desire to communicate and create predictability.

Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the

language. Lewis (1999) says that games are popular among children because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings. Using games not only enhances students' motivation, but also provide an incentive and stimulus to use the language. Harmer (2008) stated that in order to have the ability to speak English fluently, young learners need to have the ability to know the language features and to process information immediately. Therefore, young learners must practice through variety and appropriate techniques that aid their information process and simultaneous operations of the language.

According to Allen (1983), games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game. Huyen Ang Nga, (2003) and Uberman, (1998) agreed that games create a fun and relaxed atmosphere where young learners could learn fast and retain words better. Also Vernon (2009) says that games are an effective tool to teach vocabulary to young learners. Children participate and pay more attention because they enjoy themselves and the classroom and feel and do better during and after the game. Repetition will be less boring and fun for children to which consolidates their learning of new words.

Furthermore, Bakhsh1(2016), says that if teacher involve physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored very quickly if they attend lessons for a long period, so involving physical movements every now and the will guarantee their participation.

f. METHODOLOGY

Design of the research

Action research is very popular in today's educational circles. It is a reflective process that allows for inquiry and discussion as components of the "research." This kind of research allow to researchers to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. The process of action research assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes. Many action research projects are started with a particular problem to solve, within this process researcher will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. This research is participatory and practical.

The present research work is based on the action research that will allow the practitioner to study aspects of practice with the use of games as a motivational strategy to improve English learning vocabulary and see the reflexions of the intervention.

Methods, Techniques and Instruments

Methods

To carry out this research work it is important to consider the most appropriate methods, which will guide the researcher to use and apply them, in the different action research steps. They are the following:

The Scientific Method

The scientific method is a process for experimentation that is used to explore observations and answer questions. It provides a logical, systematic way to answer questions and removes subjectivity by requiring each answer to be authenticated with objective evidence that can be reproduced.

In the present research work the scientific method will facilitate the study of the use of use of games as a motivational strategy to improve English learning vocabulary. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive Method

Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. It can be explained as a statement of affairs as they are at present. Descriptive studies may be characterized as simply the attempt to determine, describe or identify what the problem is.

In the present research work the descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. Also it will be use to describe the students behavior before, during and after the use of games as a motivational strategy to improve the learning of English vocabulary in the classroom. As well it will be use to describe the results obtained after the

application of intervention plan. Finally it will serve to explain and analyze the object of the investigation.

The Statistical Method

Statistical methods is used in statistical analysis of raw research data. It extracts information from research data and provides different ways to assess the robustness of research outputs.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the teacher's diary. Furthermore, with the use of this method the researcher will be able to collect and analyze all the answers which will be represented in graphics to indicate the percentages and results gotten from the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions. Moreover, it should be stressed that, the results and inferences from this research will be analyzed accurately only if proper statistical tests are used.

The Analytic/Synthetic Method

The analytic/synthetic method begins with induction from the observed facts and the inferred theory (but it starts with deduction from a set of assumptions). It is important to recognize the logical aspect of synthetic when examining what synthetic research can provide.

This method will be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments used such as an observation guide which will include indicators that show how children are improving their vocabulary learning in the English language process with the use of games as a motivational strategy and also will be used the teacher's diary which will help to get qualitative data. It will also serve to analyze the literature found by the researcher during the action stage and it will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

Techniques and Instruments

Data Collection

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments and will come from questionnaires and observations sheets.

Tests: The test will allow students to perform cognitive tasks in relation to vocabulary. Two test will be used to collect information, one at the beginning of the intervention plan and the second will take place at the end of it. Tests will yield

a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

Pre-test / Post-test: They will be applied at the beginning and at the end of the intervention plan; at the beginning to diagnose the students' knowledge of vocabulary concerned to nouns, verbs, adjectives, determiners and pronouns in English, and at the end to measure the performance of students after having been applied the intervention plan.

Questionnaires: A questionnaire will be used to collect student's information about their attitudes and feelings related to the use of games as a motivational strategy to learn vocabulary. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher will give a clear explanation to students and will clarify all queries raised. This instrument will be applied at the beginning and at the end of the intervention plan.

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

Non participant Observation: In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay,

Mills, Airasian, 2012). The instrument for the nonparticipant observation is the observation sheet.

Observation Sheet: Through the observation sheet the researcher will be guided when collecting necessary data during the learning process. It also will be used to determine what has happened in the class and then analyze and reflect upon the findings when the intervention plan will end.

Participant observation: In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by mean the use of games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year. The instrument of this participant observation is the field note sheet

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

Population

The students of 6th year of EGB will participate in the development of this action research. The participants of the research are twenty-two students between boys and girls who are all about between 9-11 years old.

Intervention Plan

The intervention plan is designed based on lesson plan models which contain three basic stages which are: Activation, connection and Affirming. It consists on giving 30 hours of class during 10 weeks.

Activation:

It is the first stage of the intervention plan where teacher catches the attention of the students. In the Activation phase, the teacher uses activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary of the lesson.

In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students will perform these tasks, the teacher will listen and document background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught (Herrera, Holmes, & Kavimandan, 2012)

Connection:

In the Connection phase, the teacher serves as a facilitator for student learning. He or she promotes the engagement of students, builds classroom community, and supports their retention of new material by highlighting connections between the content and students' biographies and background knowledge. Critical to this phase is the teacher's ability to revise, a discourse move that involves listening to what

students say and then re-uttering their understanding by reporting, repeating, rephrasing, or expanding upon what was shared (Forman, Larreamendy-Joerns, Stein, & Brown, 1998; Herrera, Kavimandan, & Holmes, 2011).

Affirming:

This is the last stage of the intervention plan where students are assess how much they have learned during class. In the Affirmation phase of the lesson, the teacher uses authentic assessment (Diaz-Rico & Weed, 2006; Linn & Miller, 2005) to document student progress, keeping in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher, acting as an agent of affirmation, supports students in recognizing ways in which their background knowledge provided a foundation for their construction of new learning and understanding.

**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK 1

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th EGB grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** What do you do in the library?

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To asking about and explaining preferences and asking about what do you do in a place. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do and like • Statements with subject, verb, object. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to make the longest words as warm up. <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out to new vocabulary presenting some flashcards. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Students’ notebook

<p>KEY WORDS: Read books, use atlases, look at posters, listen to stories, dictionaries, storybook, comic books, puzzle books, science books, and magazines.</p>	<ul style="list-style-type: none"> • Teacher applies a game called “Memory challenge”, to reinforce the learning of vocabulary learned recently. • Teacher presents and explains the grammar on the board using flashcards. • Teacher ask students open the book in order to work on it. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher asks students write on their notebooks sentences using the grammar learned recently. 	
<p>MONITORING PLAN: Data source 1: Pre-test/ Pre-questionnaire Data source 2: Assessment Sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: November 05th to November 09th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 2

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th EGB grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** Library activities.

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To asking about and explaining preferences and asking about what do you do in a place. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do. • Statements with subject, verb, object. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to play a Pictionary in order to remember the vocabulary learned the last class. <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out to vocabulary presenting some flashcards. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Students’ notebook • Speakers

<p>KEY WORDS: Read books, use atlases, look at posters, listen to stories, dictionaries, storybook, comic books, puzzle books, science books, and magazines.</p>	<ul style="list-style-type: none"> • Teacher applies a game called “Memory challenge”, to reinforce the learning of vocabulary learned recently. • Teacher asks students open the book. • Teacher reads the lyrics of the song with the students and after play the song and students to sing along • Teacher ask students open the book on page 27 in order to work on it using audios. • Teacher divides the class into pairs, student A and student B in order to make a role play <p>Affirming</p> <ul style="list-style-type: none"> • Students develop an assessment sheet about art class where they have to match, write and draw the vocabulary and grammar learned, and also the have to complete the book. 	
<p>MONITORING PLAN: Data source 1: Pre-test/ Pre-questionnaire Data source 2: Assessment Sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: November 12th to November 16th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 3

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th EGB grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** What activities do you do in the library?

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To asking about and explaining preferences and asking about what do you do in a place. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do. • Statements with subject, verb, object. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to participate in the game called Word bricks as warm up. <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out to vocabulary presenting some flashcards. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Students’ notebook • Worksheet

<p>KEY WORDS: Read books, use atlases, look at posters, listen to stories, dictionaries, storybook, comic books, puzzle books, science books, and magazines.</p>	<ul style="list-style-type: none"> • Teacher applies a game called “memory challenge”, to reinforce the learning of vocabulary learned recently. • Teacher ask students open the book in order to work on page 29, 30 and 31. • Teacher divides the class into pairs, student A and student B in order to make a role play according to the book. <p>Affirming</p> <ul style="list-style-type: none"> • Students complete a worksheet using grammar learned • Students develop an assessment sheet about art class where they have to match, write and draw the vocabulary and grammar learned, and also the have to complete the book. 	
<p>MONITORING PLAN: Data source 1: Pre-test/ Pre-questionnaire Data source 2: Assessment Sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: November 19th to November 23rd, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 4

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th EGB grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** Extra information

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To complete an information sheet. • To pronounce correctly the next phonics: gl and gr. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Personal information. • Phonics: gl and gr. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to participate in the warm up called the mime. <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out the new vocabulary presenting some flashcards. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Students’ notebook • Worksheet

<p>KEY WORDS: Family name, first name, address, phone number, school, teacher, glove, glass, gray, grasshopper, grapes and globe.</p>	<ul style="list-style-type: none"> • Teacher applies a game called “Pictionary”, to reinforce the learning of vocabulary learned recently. • Teacher divides the class into pairs, student A and student B in order to make a role play using the new knowledge learned about personal information. • Teacher ask students open the book in order to work on it. <p>Affirming</p> <ul style="list-style-type: none"> • Students complete a worksheet using grammar learned • Students develop an assessment sheet about art class where they have to match, write and draw the vocabulary and grammar learned, and also the have to complete the book. 	
<p>MONITORING PLAN: Data source 1: Pre-test/ Pre-questionnaire Data source 2: Assessment Sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: November 26th to November 30th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 5

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th EGB grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** Phonics.

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To pronounce correctly the next phonics: pl,pr, sc, sk, sl and sp. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Phonics: pl,pr, sc, sk, sl and sp. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to participate in the warm up where they have to guess the movie based in pictures <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out the new vocabulary presenting some flashcards. • Teacher applies a game called Pictionary. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Students’ notebook • Worksheet • Speakers.

<p>KEY WORDS: play, plum, price, press, plants, plate, plume, lug, scales, score, skeleton, sky, sleep, slide, spray, spider, spoon, sped, and spug.</p>	<ul style="list-style-type: none"> • Teacher ask students open the book in order to work on it using audios. <p>Affirming</p> <ul style="list-style-type: none"> • Students complete a worksheet in class using grammar and vocabulary learned • Students develop an assessment sheet about art class where they have to match, write and draw the vocabulary and grammar learned, and also the have to complete the book. 	
<p>MONITORING PLAN: Data source 1: Pre-test/ Pre-questionnaire Data source 2: Assessment Sheet Data source 3: Students' written samples</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: December 03rd to December 07th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 6

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th EGB grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** Let’s paint.

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To talk about colors, shapes, and also describe what they see and ask what is done and tell what one does. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do. • Statements with subject, verb, object. • Colors as adjectives. • Making suggestions using let’s. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to participate in the warm up where they have to guess the picture. <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out to new vocabulary presenting some flashcards. • Teacher applies the game called Pictionary. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Students’ notebook

<p>KEY WORDS: Draw, paint, glue, cut, paper, picture, paintbrush, scissors, crayon, black, white, yellow, and green.</p>	<ul style="list-style-type: none"> • Teacher presents and explains the grammar on the board using flashcards. • Teacher divides the class into pairs, student A and student B in order to make a role play • Teacher uses some flashcards to review the vocabulary and after that teacher asks them and asks to underline the taught vocabulary. <p>Affirming</p> <ul style="list-style-type: none"> • Students develop an assessment sheet about art class where they have to match, write and draw the vocabulary learned. 	
<p>MONITORING PLAN: Data source 1: Pre-test/ Pre-questionnaire Data source 2: Assessment Sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: December 10th to December 14th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 7

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”. **PARTICIPANTS:** 6th grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** Art class!

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?

GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.

LEARNING OBJECTIVES: By the end of this lesson student will be able:

- To talk about colors, shapes, and ask what is done and tell what one does.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do. • Statements with subject, verb, object. • Colors as adjectives. • Making suggestions using let’s. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to Make the longest words as warm up, then teacher presents the topic using flashcards about questions with do, and some colors <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out to new vocabulary presenting some flashcards. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Speakers

<p>KEY WORDS: Draw, paint, glue, cut, paper, picture, paintbrush, scissors, crayon, red, pink, black and purple.</p>	<ul style="list-style-type: none"> • Teacher applies the memory game. • Teacher divides the class into pairs, student A and student B in order to make a role play • Teacher uses some flashcards to review the vocabulary and after that teacher asks them and asks to underline the taught vocabulary. <p>Affirming</p> <ul style="list-style-type: none"> • Students develop an assessment sheet about art class where they have to answer some Wh-questions using the vocabulary that they found. • Students develop an assessment sheet about art class where they have to found a list of words in a letter soup and after they have to do a sentence which each word that they found. 	
<p>MONITORING PLAN: Data Source 1: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: December 17th to December 21th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 8

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío”
TEACHER: Lic. Ana Guillen
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo.

PARTICIPANTS: 6th grade “A”.
SCHOOL YEAR: 2018 – 2019.
TOPIC: What do you want to eat?

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing word classes such as: nouns, verbs, adjective, determiners and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To talk about lunch preferences and ordering food and drink. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do. • Uncountable nouns with some. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher invites students to play the hangman as warm up then teacher introduces the new topic <p>Connection</p> <ul style="list-style-type: none"> • Teacher reads and point out to new vocabulary presenting some flashcards. • Teacher applies the game called Jeopardy 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book

<p>KEY WORDS: Some, French fries, pizza, ice cream, fish, chicken, chocolate bar, grapes.</p>	<ul style="list-style-type: none"> • Teacher divides the class into pairs, student A and student B in order to make a role play • Teacher uses some flashcards to review the vocabulary and after that teacher asks them and asks to underline the taught vocabulary. • Teacher makes that students complete the activities the book. <p>Affirming</p> <ul style="list-style-type: none"> • Students develop an assessment sheet about food where they have to match, write and paint the vocabulary learned. • Students develop an assessment sheet about food where they have to unscramble the sentences and answer them using the vocabulary learned. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 02nd to January 4th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J.(2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 9

INFORMATION DATA

INSTITUTION:	Escuela de Educación Básica “Bernardo Valdivieso”.	PARTICIPANTS: 6th grade “A”.
TEACHER:	Lic. Ana Guillen	SCHOOL YEAR: 2018 – 2019.
TEACHER CANDIDATE:	Maria Soledad Achupallas Castillo.	TOPIC: I want some food.

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> • To talk about lunch preferences 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Wh-question with do. • Uncountable nouns with some. 	<p>Activation</p> <ul style="list-style-type: none"> • Warm up: Students play word sequence, which consist in show pictures and after they have to remember the correct order. <p>Connection</p> <ul style="list-style-type: none"> • Teacher makes a review about the vocabulary. 	<ul style="list-style-type: none"> • Classroom material • Flashcards • Students’ text book • Speakers

<p>KEY WORDS: Rice, strawberries, vegetables, noodles, bean, fruit, potatoes, carrots, tomatoes</p>	<ul style="list-style-type: none"> • Teacher ask students open the in order to work on it using audios. • Teacher apply a game Jeopardy. • Teacher ask students to look the pictures and match with their corresponding label. • Teacher divide the class into pairs, student A and student in order to make a role play. <p>Affirming</p> <ul style="list-style-type: none"> • Students develop an assessment sheet about food where they have to complete a crossword about the vocabulary learned. • Students develop an assessment sheet about food where they have to write sentences using uncountable nouns with some 	
<p>MONITORING PLAN: Data Source 1: Assessment sheet</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 07th to January 11th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3) Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

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INTERVENTION AND OBSERVATION PLAN WEEK 10

INFORMATION DATA

INSTITUTION: Escuela de Educación Básica “Miguel Riofrío” **PARTICIPANTS:** 6th grade “A”.
TEACHER: Lic. Ana Guillen **SCHOOL YEAR:** 2018 – 2019.
TEACHER CANDIDATE: Maria Soledad Achupallas Castillo. **TOPIC:** Phonics.

RESEARCH PROBLEM: How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to improve the learning of English vocabulary emphasizing on word classes such as: nouns, verbs, adjective, determiners, and pronouns.		
LEARNING OBJECTIVES: By the end of this lesson student will be able:		
<ul style="list-style-type: none"> To pronounce correctly the next phonics: sm, sn, sw, tw and str. 		
CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Phonics: sm, sn, sw, tw and str. 	<p>Activation</p> <ul style="list-style-type: none"> Teacher invites students to participate in a warm up which consist on unscramble the sentence on the board. <p>Connection</p> <ul style="list-style-type: none"> Teacher reads and point out to new vocabulary presenting some flashcards. 	<ul style="list-style-type: none"> Classroom material Flashcards Students’ text book

<p>KEY WORDS: smoke, small, sneakers, snacks, snake, smile, store, stop, list, posters, swim, sweep, twins, twist, scrub and strong</p>	<ul style="list-style-type: none"> • Teacher applies the game called Pictionary. • Teacher makes that students complete the activities the book using audios • Teacher asks students to complete the post-test and post questionnaire. <p>Affirming</p> <ul style="list-style-type: none"> • Students develop Post-test/ Post-questionnaire 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Post-test/ Post-questionnaire</p>		
<p>SUPPORT: Coaching and guidance from Thesis Project Advisor</p>		
<p>DATE /TIME: January 14th to January 18th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education. Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners on Poland, World scientific News.

Organization and Management of the Research

Resources

Human

- The teacher candidate
- The 6th year” students “A” of Basic Education afternoon session
- The thesis advisor

Material

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

Technical

- Computer
- Printer
- Internet
- Speakers

g. TIMELINE

ACTIVITIES	2018												2019																																							
	MONTHS												MONTHS																																							
	OCT			NOV			DIC			JAN			FEB			MAR			APRIL			MAY			JUN			JULY			AUG			SEP			OCT			NOV			DIC									
PHASE I: PROJECT	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project			X																																																	
Designation of the Project Advisor			X																																																	
Project revision and Approval				X																																																
Designation of Thesis Advisor			X																																																	
PHASE II: ACTION PLAN																																																				
Application of instruments				X	X	X	X	X	X	X	X																																									
Act and observe																																																				
PHASE III: THESIS PROCESS																																																				
Tabulation and elaboration of tables and Graphs											X	X																																								
a. Theme	X											X																																								
b. Introduction											X	X																																								
c. Summary											X	X																																								
d. Review of Literature		X		X							X	X																																								
e. Material and methods												X																																								
f. Results (interpretation and analysis)											X	X	X	X																																						
g. Discussion												X	X																																							
h. Conclusions												X																																								
i. Recommendations												X																																								
j. Bibliography and Annexes												X	X	X																																						
PHASE III: REVISION AND APPROVAL																																																				
Thesis revision															X																																					
Thesis presentation																X	X	X																																		
Thesis approval																	X																																			
PHASE IV: PHASE OF INCORPORATION																																																				
Presentation of documents																X	X	X	X	X	X	X																														
Private review																	X	X																																		
Corrections																											X	X																								
Public sustentation and incorporation																																									X	X	X	X								

h. BUDGET AND FINANCING

BUDGET

RESOURCES	COST
Internet connection	200
Print of reports	80
Print of the project	100
Print of the final report and thesis	90
Unexpected expenses	250
Total	720

FINANCING

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Maria Soledad Achupallas Castillo

Year: Sixth year "A" of Basic Education

Date:

Code:

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date/Time: Participants: Students of Sixth year "A" & The researcher			Role of the researcher: Nonparticipant observer Duration of the observation:	
Things to be observed	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Nouns					
Verbs					
Adjectives					
Determiners					
Pronouns					

Annex 2: Field notes



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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #:</p> <p>Topic:</p> <p>Objective of the session:</p>	<p>Date/Time:</p> <p>Class size:</p> <p>Participants: Students of Sixth year "A" & The researcher</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation:</p>
<p>Description of the event</p>		<p>Reflective Notes</p>

Annex 3: Pre and Posttest & Scoring Guide (Rubric)



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's code:

Date:

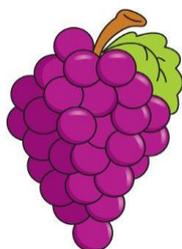
You have 40 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.

1. Write the name of the next pictures. (2p) (Nouns)



a. _____

b. _____



c. _____

d. _____

2. Write the name of the next colors. (2p) (Adjectives)

- a. _____  b. _____ 
- c. _____  d. _____ 

3. Match the pictures with the corresponding sentence. (2p) (Verbs)



I like to draw



He reads a book



She uses a computer



I eat chicken

4. Write the correct determiner according to the picture. (2p) (Determiners)

The My Some A An

1. I want _____ apple, please!
2. _____ library is very nice.
3. I want _____ banana.
4. _____ name is Karla Ochoa.
5. I want _____ cold water.

5. Circle the correct answer. (2p) (Pronouns)



a. She /He plays a piano.



b. They / It dance very well.



c. She/He plays basketball.



d. We/ It runs very fast.

.....

Students Signature

THANK YOU FOR YOUR COLABORATION

Test Scoring Guide (Rubric)

- 1. Write the name of the next pictures (2p) (Nouns)**
 - a. Storybooks (0.50)
 - b. Flag (0.50)
 - c. Grapes (0.50)
 - d. Scissors (0.50)
- 2. Write the name of the next colors. (2p) (Adjectives)**
 - a. Blue (0,50)
 - b. Yellow (0,50)
 - c. Green (0,50)
 - b. Purple (0,50)
- 3. Match the picture with the corresponding sentence. (2p) (Verbs)**
 - a. I like to draw. (0.50)
 - b. He reads a book. (0.50)
 - c. She uses a computer. (0.50)
 - d. I eat chicken. (0.50)
- 4. Write the correct determiner according to the picture. (2p) (Determiners)**
 - a. An (0.40)
 - b. The (0.40)
 - c. A (0.40)
 - d. My (0.40)
 - e. Some (0.40)
- 5. Circle the correct answer. (2p) (Pronouns)**
 - a. She plays the piano. (0. 50)
 - b. They dance very well. (0. 50)
 - c. He plays basketball (0. 50)
 - d. It runs very fast. (0. 50)

Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACION
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code:

Date:

1. How often does you educator teach vocabulary?

- Always ()
- Often ()
- Sometimes ()
- Never ()

2. How frequently does you teacher use games in the classroom?

- Always ()
- Often ()
- Sometimes ()
- Never ()

3. How much do you learn when you play a game as part of the class?

- A lot ()
- Little ()
- Very little ()
- Nothing ()

4. How much does each member of the group participate during a game in the class ?

A lot ()

Little ()

Very little ()

Nothing ()

5. How motivated do you feel when your teacher makes you play a game to learn vocabulary?

A lot ()

Little ()

Very little ()

Nothing ()

THANK YOU FOR YOU COLLABORATION

Annex 5: Research Matrix

THEME: GAMES AS A MOTIVATIONAL STRATEGY TO IMPROVE THE LEARNING OF ENGLISH VOCABULARY AMONG STUDENTS OF SIXTH YEAR “A” AFTERNOON SESSION AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO IN THE CITY OF LOJA, DURING THE 2018-2019 SCHOOL YEAR.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General</p> <p>How does the use of games as a motivational strategy improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about games as a motivational strategy are 	<p>General</p> <p>To improve the learning of English vocabulary through games as a motivational strategy among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about 	<p>Independent variable</p> <p>Games as motivational strategy</p> <ul style="list-style-type: none"> • Characteristics of games. • Classification of games • Advantages of educational games. • How to choose a game. • Games. • Games as motivational strategy in the classroom • How effective are games in education 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field Notes

<p>adequate to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year? • What are the phases of the intervention plan that 	<p>vocabulary and games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To determine the issues that limit the improvement of the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year • To design an intervention plan based on games as a 	<p>Dependent variable</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Kinds of vocabulary • Types of vocabulary • Word Classes • Techniques in teaching vocabulary. • Teaching vocabulary using games 	<p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report. 	
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<p>address the current issues to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • Which games as a motivational strategy are suitable to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year? 	<p>motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To apply the most appropriate games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year. 			
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<ul style="list-style-type: none"> •How effective was the application of games as a motivational strategy to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year? 	<ul style="list-style-type: none"> •To validate the result obtained after the application of games as a motivational strategy as part of the classroom activities to improve the learning of English vocabulary among students of sixth year “A” afternoon session at Escuela de Educación Básica Miguel Riofrío in the city of Loja, during the 2018-2019 school year. 			
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Annex 6. Grading Scales

Vocabulary

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
4	Failing

Games as a motivational strategy

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of games as motivational strategy to improve the learning vocabulary
61-80	Expected level of effectiveness of games as a motivational strategy to improve the learning vocabulary
41-60	Moderate level of effectiveness of games as a motivational strategy to improve the learning vocabulary
21-40	Unexpected level of effectiveness of games as a motivational strategy to improve the learning vocabulary
01-20	Low level of effectiveness of games as a motivational strategy to improve the learning vocabulary

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