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TITLE

THE USE OF GAMES TO ENRICH THE LEARNING OF ENGLISH LANGUAGE VOCABULARY AMONG NINTH-GRADE STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

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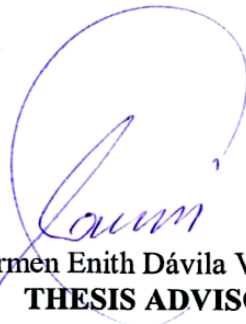
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ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL
DE LOJA,

C E R T I F I E S :

The present research work entitled THE USE OF GAMES TO ENRICH THE
LEARNING OF ENGLISH LANGUAGE VOCABULARY AMONG NINTH-
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THE AUTHOR

DEDICATION

I dedicate my thesis to God who gave me the strength to do all my work. Also, I have no words to express my gratitude to my mother Yolanda Criollo for being the mainstay in my life, for all her efforts and sacrifices throughout my career. Likewise, to my aunts, uncles, and especially to my cousins Walter, María, Nelly, Beatriz, and Cecilia who have supported me for my entire life.

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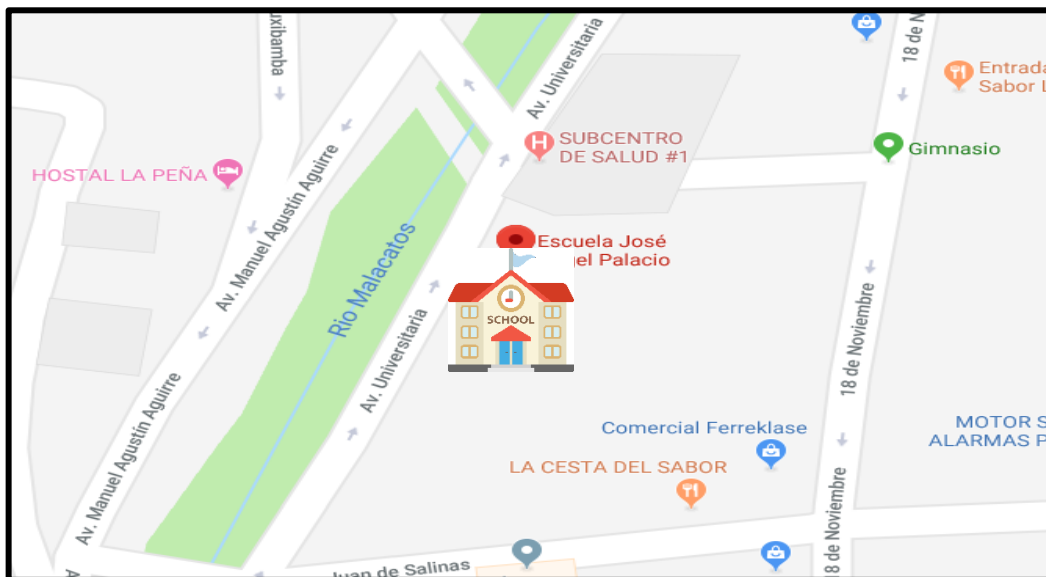|				ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN							
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THESIS OUTLINE

a. TITLE

THE USE OF GAMES TO ENRICH THE LEARNING OF ENGLISH LANGUAGE VOCABULARY AMONG NINTH-GRADE STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

b. RESUMEN

El objetivo principal de la investigación fue utilizar juegos para enriquecer el aprendizaje de vocabulario de los estudiantes de noveno año de la Unidad Educativa José Ángel Palacio en la ciudad de Loja durante el año escolar 2018-2019. Los métodos utilizados fueron; científico, descriptivo, estadístico, y sintético-analítico, los cuales sirvieron para recolectar información, describir las etapas de estudio, interpretar y representar los resultados obtenidos. Los datos fueron recolectados por medio de pruebas y cuestionarios aplicados a 26 estudiantes. Así mismo, hojas de observación y notas de campo fueron utilizadas para registrar las actitudes de los estudiantes durante el plan de intervención. Los estudiantes incrementaron su vocabulario notablemente a través del uso de juegos en los cinco indicadores: sustantivos, verbos, adjetivos, cuantificadores, y modismos. En conclusión, la investigación demostró que la aplicación de juegos ayudó a los estudiantes a superar sus dificultades en el aprendizaje de vocabulario, promovió la cooperación y los motivó a participar más activamente en el aula.

ABSTRACT

The main objective of the research was to use games to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year. The methods used were scientific, descriptive, statistical, and synthetic-analytical, which served to collect information, describe the stages of study, interpret and represent the results obtained in the research. Data was collected through tests and questionnaires applied to 26 students. Likewise, observation sheets and field notes were used to record the students' attitudes during the intervention plan. Students increased their vocabulary notably through the use of games in five indicators: nouns, verbs, adjectives, quantifiers, and idioms. In conclusion, the research demonstrated that the application of games helped students to overcome their difficulties in the learning of vocabulary, promoted cooperation, and motivated them to participate more actively in the classroom.

c. INTRODUCTION

Vocabulary is a vital element for the successful comprehension of any language. Learning vocabulary in English is even more important than grammar since it is the essential key that helps learners to understand what they hear and read to communicate successfully. Vocabulary influences the learning of the four language skills: speaking, listening, reading and writing; thus, it is considered that the more words a student knows, the more precisely the student can express or understand the exact meaning of a message.

According to the previous class observations carried out at Unidad Educativa José Angel Palacio, ninth-grade students face difficulties with the learning of English vocabulary. The main problem that limits the learning of vocabulary is that students do not have a broad understanding of nouns, verbs, adjectives, quantifiers, and idiomatic expressions to communicate effectively. These issues are the main motivating factor to seek how the use of games enriches the learning of English vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019.

The researcher chose this topic because of two main reasons. First, during the development of the pre-professional observation practices, the researcher noticed that students need to improve their learning of vocabulary to have a successful learning process. Second, the application of games to teach vocabulary gives students the opportunity to interact and collaborate among themselves. Similarly,

it reduces inhibition among shy students, calling them to actively participate in class.

The aim of this research is to enrich students' learning of English vocabulary by using games among ninth-grade students. To reach this goal, the researcher investigates the theoretical and methodological references about games to enrich the learning of English vocabulary. Then the issues that limit the learning of English vocabulary are determined.

Next, the researcher designs an intervention plan based on the use of games to enrich the learning of English vocabulary. After that, the most suitable games are applied as part of the classroom activities in order to enrich the learning of English vocabulary. Finally, the researcher reflects upon the effectiveness that games had on the learning of English vocabulary.

Different methods were used in this research. One of them was the scientific method, which provided the necessary theoretical framework about the two variables: games and English vocabulary. The descriptive method was used to describe the phenomenon being studied in this investigation, the population, the instruments, and the stages of the intervention plan which consisted of 40 hours of instruction throughout 10 consecutive weeks. The analytical-synthetic method was useful to make the quantitative analysis of the data obtained from the pre-post tests and the qualitative data collected from the pre-post questionnaires as well as from the observations sheets and field notes. Similarly, the researcher used the statistical method to represent the information collected from tests and questionnaires in tables and figures.

The current research has the following parts: first, the Abstract, refers to the general objective, methods, instruments, population, main result obtained from the data collection, and the main conclusion. Then, the Introduction, encompasses the problem, the reason why the theme was chosen, the specific objectives of the study, the methodology used and the contents of this thesis. Next, the Literature Review, covers detailed information about the two variables; games and English vocabulary.

Additionally, the Materials and Methods section contains the design of the research, the different techniques, materials and instruments that were used to collect the information as well as the population who participates in this research. Following this section, the results are presented through tables and figures with the corresponding interpretation and logical analysis. Finally, the Discussion section is comprised of a general analysis about the results obtained and the conclusions and recommendations are presented.

d. LITERATURE REVIEW

Games

Hadfield (1996) states that: A game is an activity with rules, a goal, and an element of fun… There are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And cooperative game is a game in which players or teams work together towards a common goal (p.13).

Lewis (1999) argued that games are popular among children because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings. According to Vernon (2009), "Games are an effective tool to teach vocabulary to young learners" (p.34).

Simpson (2015) expresses that there are seven best reasons why games should be part of the English Language classroom:

Games create meaningful communication

Certain games do this more obviously than others, but all games do this to a certain extent because learners need to process how to play the game, follow the instructions carefully as well as communicating before, during, and after the game to have a successful learning experience.

Games add interest to what learners find boring

Learning a language involves long-term effort and, as we all know from experience, maintaining interest can mean sustaining effort. This is difficult even for the most committed learner.

Games can be used with all the language skills

Games can be tailored so that there is a focus on listening, speaking, reading, or writing. They are therefore a great tool for appealing to different types of learners at the same time.

Games offer a fun experience

When we play games, we get excited; it is as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning.

Games encourage participation from all learners

The game format, due to the variety and intensity that it may offer, can do wonders in lowering anxiety and encouraging quieter learners to participate, especially when games are played in small groups.

Games promote cooperative learning

Most game formats work well with small groups, thereby creating a setting for learners to develop their skills in working with others.

Games fit in to multiple intelligences theory

Game activities which contain a hands-one element, such as cards, spinners, or pieces engage with bodily/kinesthetic intelligence; group games always require discussion and therefore involve interpersonal intelligence; game tasks with visual input engage with visual/spatial intelligence (Simpson, 2015, pp. 56-60).

Classification of games

Classifying games into categories can be difficult, because categories often overlap. Wright (2006) explains two ways of classifying language games. First,

she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike (p. 70). Wright (2006) classifies games as follows:

Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

Guessing games

This is a variety of 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.

Searching 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.

Memory 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.

Labeling games

These are a form of matching, in which participants match labels and pictures.

Board games

Board games refers to the games that are played using a board. They are usually contests in which students compete among themselves to reach a goal. The race board is one of the most popular board games that specifically highlights vocabulary (Wright, 2006, pp. 71-75).

Types of games

"Being aware of the essential character of a type of game and the way in which it engages the learner can be helpful in the adaptation of games or the recreation of new games" (Wright, A. Bettridge, D. Bucky, 2014, p. 52). They state that there are eight types of games.

Care and share

"Caring and sharing" games include all those games in which the learner feels comfortable while sharing personal information with other learner.

Do: move, mime, draw, and obey

The learner is expected to do something non-verbally in response to a reading or a heard text.

Identify: discriminate, guess, and speculate

The learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the facts.

Describe

The learner is expected to describe something to another learner by speaking or writing, so well that the other learner can do something, for example, draw a picture.

Connect: compare, match, and group

The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively.

Order

The learner is expected to put various bits of information into an order of quality and importance or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

Create

The learner is challenged or invited to make a story, a poem or produce some other kind of material using their imagination (pp. 66-69).

The essential elements of a game

According to Adams (2014), the essential elements of a game are play, pretending, a goal, and rules.

Play

Play is a participatory form of entertainment, whereas books, films and theater are presentational forms. When you read a book, the author entertains you; when

you play, you entertain yourself. A book doesn't change, no matter how often you read it, but when you play, you make choices that affect the course of events (Adams, 2014, p. 44). Play ultimately includes the freedom to act and the freedom to choose how you act. This freedom is not limited, however, your choices are constrained by the rules, and this requires you to be clever, imaginative, or skillful in your play.

Pretending

Pretending is the act of creating a notional reality in the mind, which is one element of our definition of a game. In single-player games, the player establishes the magic circle simply by choosing to play. In multiplayer games, players agree upon a convention, which in turn establishes the magic circle. In other words, they all pretend together, and more important, they all agree to pretend the same things – that is, to accept the same rules (Adams, 2014, p. 44).

A goal

A game must have a goal (*or object)* and it can have more than one. Even creative, noncompetitive play still has a goal: creation. The goal of the game is defined by the rules. The goal must be nontrivial because a game must include some element of challenge… If the object can be achieved in a single moment, without either physical or mental effort, then the activity is not really a game. The rules of a game frequently characterize the game's ultimate goal as a victory condition – an unambiguous situation in the game at which point one or more of the players are declared the winners.

The rule that determines when the game is over is called the *termination condition.* In two-player competitive games, the termination condition is usually taken for granted: the game ends when one player achieves victory. Note that victory does not necessarily end the game. However, in a game with more than two players, play can continue to determine who comes in second, third, and so on. Not all games include a victory condition. Some establish only a *loss condition,* a situation that indicates the end of the game by specifying which player has lost (Adams, 2014, p. 45).

The rules

Rules are definitions and instructions that the players agree to accept for the duration of the game every game has rules, even if these rules are unwritten or taken for granted. Rules serve several functions. They establish the object of the game and the meaning of the different activities and events that take place during the game. They also create a contextual framework that enables the players to know which activities are permitted and to evaluate which course of action will best help them achieve their goal (Adams, 2014, p. 45).

Rules of using games in the language classroom

The *Teach Them English* blog (as cited in Simpson, 2015) indicates that there are six golden rules of using games in the language classroom:

The "what" and the "which"

Establish what the learners are going to learn from the game and choose which game(s) will provide support to these learning objectives. For example, you might what to focus on one skill at a time and choose a game that reinforces that skill.

Suits you, sir

After selecting which skill you want to focus on, you also need to find a game that is suitable for the number of learners in the class, that matches their current level of English and that is also appropriate for their age group. Young learners, for instance, enjoy games involving plenty of movement around the classroom, where as older learners might – although not always – prefer to stay seated. Also, make sure the game is simple enough to explain and be understood by the learners; what is simple for adults might not be so for young learners.

It's all in the preparation

Gather all the equipment or necessary materials for your game. For instance, certain games may need dice or markers, while others require printed materials.

Make it as clear as possible

There is no such thing as explaining the rules of a game in too simple a way. Plan out the easiest possible way to explain how the game is played.

Involve, involve, involve

Make sure that you get the most out of learner involvement by guaranteeing that everyone in the class has a turn to participate.

Make it rewarding

End the game on a high, positive note… This is supposed to be fun and motivating. Get learners to congratulate each other and appreciate the efforts of others, while at the same time focus what the learning outcomes have been established *Teach Them English* blog (as cited in Simpson, 2015).

Games for vocabulary learning

Hangman

This is a word game in which one player must guess a word that other player or teacher has thought in advance, by saying the letters in it. Every time students say a wrong letter, part of a person being hanged is drawn, and if the picture is completed, the student has lost (British Council, 2010).

The race board

This game helps students to remember as many words as possible in a category previously established by the guide. It consists of dividing the board in two parts to challenge students compete among them (British Council, 2010).

The hot seat

The aim of the game is for the students in the teams to describe a word, using synonyms, antonyms, definitions etc. to their team mate who is in the hot seat - that person can't see the word. The student in the hot seat listens to their team mates and tries to guess the word (British Council, 2010).

The longest word

This game is a good activity for learning new words and for reviving some word knowledge and for giving a teacher time to prepare other tasks for students (British Council, 2010).

Odd One Out

This is a great game to play with students to help them differentiate between certain objects or word classes. This simple activity practices vocabulary and to some extent speaking (British Council, 2010).

Pass the ball

Playing this game helps students to remember different words like nouns, verbs, adjectives, etc. This is a simple but powerful activity to come up with the vocabulary previously taught in class (British Council, 2010).

Vocabulary bingo

Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card (British Council, 2010).

Benefits of using games

Language learning is a difficult task which can sometimes be frustrating.

> Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable, as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Kim (as cited in Simpson, 2015, p. 38).

Therefore, the role of games in teaching and learning vocabulary cannot be denied

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun for students, thus helping them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested… Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. (Simpson, 2015, p. 178).

However, to achieve the most from learning vocabulary games, it is essential that suitable games are chosen. "Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account" (Simpson, 2015, p.179).

Lengelin & Malarcher (as cited in Ali S.M. Al-Isa, 2009) have divided the benefits of using games in the English language classroom as follows:

Affective

- They encourage creative and spontaneous use of language

- Games are both motivating and fun

Cognitive

- Games reinforce learning

- Games focus on grammar in a communicative manner

Class Dynamics

- Games are extremely student centered

- The teacher acts only as a facilitator

- They can foster whole class participation

Adaptability

- Games can be easily adjusted for age, level and interests

- They utilize all four skills

- Games require minimum preparation after the initial development stage

Vocabulary

Graves (2000) defines vocabulary as the entire stock of words belonging to a branch of knowledge known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions (p. 23).

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmit (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 76).

Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: "knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge" (p. 87).

"In English as a foreign language learning vocabulary items plays a vital role in all language skills" (Nation, 2001, p. 103). Likewise, Nunan (as cited in R, R, Jordan 2012), argues that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Characteristics of effective vocabulary learning

Marzano (2004) wrote a short list in which he stated the most important characteristics of effective vocabulary learning:

- Effective vocabulary instruction does not rely on definitions.

- Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.

- Teaching words parts enhances students' understanding of terms.

- Different types of words require different types of instruction.

- Students should discuss the terms they are learning.

- Students should play with the words (pp. 60-62)

Classification

Vocabulary can be classified as receptive or productive. Vocabulary can also be classified as oral or written. Thus, each person has four vocabularies: Words which are understood when an individual hears them (receptive/oral), words which are understood when an individual read (receptive/written), words used in an individual's speech (productive/oral), and words used in an individual's writing (productive/written) (Graves, August and Mancilla-Martinez, 2013, p. 43).

Teaching vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practices in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne, J. I., & Blachowicz, C. L. Z. 2008, p. 89). Teaching words is a crucial aspect in learning a language as languages are based on words; even communication between human beings is based on words.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Walters (as cited in Long, Michael H & Doughty, Catherine, 2011). argues that "When the teaching and learning process takes place, problems

would appear to the teachers because of the lack of techniques to teach vocabulary in the classroom" Teachers should prepare and find out the appropriate up-to-date techniques, which will be implemented in the English classroom. In addition, teachers need to able to master the material in order to be understood by students and make them interested and happy in the teaching and learning process in the classroom (Graves, *et al.*, 2013, p. 55).

Word classes

Delahunty & Garvey (2010) state that all languages have a set of words and some grammatical characteristics in common. These groups are named "word classes", which corresponds to the current number of words that someone is required to know in a language. Nouns, verbs, adjectives, and adverbs are distinguished as the major parts of word classes; and pronouns, wh-words, articles, auxiliary verbs, prepositions, intensifiers, conjunctions, and particles as the minor parts of word classes (pp. 73- 77).

The major word classes promote more understanding of the "content" of a message; therefore, they are sometimes named content words, while the other parts of word classes are known as function words or structure words (Delahunty & Garvey, 2010, p. 73).

Nouns: traditionally, a noun is defined as a word that names "a person, place, thing, or idea" Weaver (as cited in Delahunty & Garvey 2010, p. 74).

Verbs: they can be subdivided into main and auxiliary verbs. We must first distinguish formally between main verbs and auxiliary verbs. The main verb can

appear by itself in a verb phrase; an auxiliary verb regularly appears only before a main verb (Delahunty & Garvey, 2010, p. 75).

Adjectives: a typical definition of adjective is "a word that modifies a noun or pronoun." Occasionally you will see adjectives defined as "words that describe nouns" (Delahunty & Garvey, 2010, p. 76).

Quantifiers / Measurement words: they are words or phrases which are used before a noun to indicate the amount or quantity. They can be used with both quantitative and no quantitative nouns (Delahunty & Garvey, 2010, p. 77).

Idioms

Dixson (2004) stated that idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication. The student may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms even the best student's speech will remain awkward and ordinary. Efforts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion (p. 34).

Aspects of vocabulary knowledge

The perception of a word can be defined in different ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation (2001) "The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix)" (p. 44).

Nation (2001) stated that meaning encompasses the way that form and meaning work together. In other words, the concept and what things it refers to, and the relations that come to mind when people think about a specific word or expression. The use of words involves the grammatical functions of the word, phrase, or collocations that normally go with it (p. 44).

Techniques to teach vocabulary

Teachers have some reasons for employing certain techniques when presenting vocabulary.

> Several techniques are concerned with the teaching of' vocabulary. These have to be remembered by most English teachers if they want to present new lexical items to their students. English vocabulary needs to be practiced, and revised frequently to prevent students from forgetting… Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. Alqahtani, *et al* (as cited in Jiménez, 2018, p. 7).

Here are some techniques of teaching vocabulary stated by Alqahtani, *et al.* (as cited in Jiménez, 2018).

Using objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as clues for remembering words. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.

Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards

and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

Using illustrations and pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. They are an excellent means of making the meaning of unknown words clear. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Contrast

Some words are easily explained to learners by contrasting them with their opposites. For instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is difficult to establish. When the word "white" is contrasted with the word "black", there is an in-between word "grey".

Mime, expressions and gestures

Mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in a reading passage, but also in a speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", " happy"; mime and taking a hat off your head to teach hat and so on Alqahtani, *et al.* (as cited in Jiménez, 2018, pp. 71-74).

Steps to teach vocabulary through games

According to Huyen, N. T., & Nga, K. (2003) there are five steps to teaching vocabulary through games:

- First is making motivation by greeting and doing warm-up activity. Strong motivation makes learners be interested in language learning.

- Next, the presentation of vocabulary is presented through the variety of materials such as pictures, songs or real object and situation. The various materials can attract learners to language learning.

- Then skill practice is used for evaluating learners' memorization and understanding.

- Finally, the assessment is started for checking progress of learners' understanding. The assignment can be worksheets, examination or presentation by learners (p. 60).

e. MATERIALS AND METHODS

Materials

To develop this research process successfully it was necessary to use human, material, and technical resources. The human resources needed were the ninth-grade students, the English teacher, and the thesis advisor who helped to give suggestions to develop and apply the intervention plan. The material resources were the English book A1.2, copies, folders, and games. Additionally, the technical resource used was a computer which was necessary to type the information needed to develop the project.

Design of the Research

Action Research in education involves finding out immediate solutions in the teaching-learning process. According to Burns (2010) the principal aim of Action Research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action Research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice (p. 55).

This Action Research aimed to enrich the students' vocabulary through the use of games. This research allowed the researcher to become a participant to study aspects in the problematic situation as well as to analyze and reflect on the results that were derived from the application of different games to enrich the ninth-grade

students English Language vocabulary at Unidad Educativa José Angel Palacio during the 2018 – 2019 school year.

This research work is based on Action Research because it included planning, acting and observing. The researcher started from a detected problem, created an action plan to solve that problem, the practitioner applied the strategy proposed, and reflected upon the possible outcomes after finishing the intervention stage which was reported.

Methods, techniques and instruments

Methods

To carry out this research it was important to consider the most appropriate methods, which guided the researcher to use and apply them in the different Action Research steps. They were the following:

The Scientific method facilitated the study of games to develop the English Language vocabulary. In addition, it helped the researcher to obtain the necessary theoretical framework about the two variables: Games and English vocabulary.

The Descriptive method enabled the researcher to describe the phenomenon being studied in this investigation, the population, the instruments and the stages of the intervention plan which consisted of 40 hours of instruction throughout 10 consecutive weeks.

The Statistical method through which the researcher collected and analyzed all the answers which were represented in graphics to indicate the percentages and results obtained in the questionnaires 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 Analytical/ Synthetic method helped the researcher to make the quantitative analysis of the data obtained from the pre-post tests and the qualitative data collected from the pre-post questionnaires as well as from the observations sheets and field notes.

Techniques and Instruments

Data Collection

Because this work was an Action Research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considered variables and statistics, whereas qualitative research considered an understanding of words and actions. Qualitative and quantitative instruments were self-developed by the researcher considering the principles of question construction. The researcher gathered the necessary information from paper and tests which were quantitative; meanwhile, qualitative data instruments came from questionnaires, observations sheets, and field notes.

Tests: The tests allowed students to perform cognitive tasks in relation to vocabulary. Therefore, tests yielded a numerical score by which the researcher calculated the mean to compare the pre and post-test results.

Pre – test / Post – test: These were given at the beginning and at the end of the intervention plan. The pre-test was designed with 3 open questions and 2 closed questions which were focused on the five indicators (Nouns, Verbs, Adjectives, Quantifiers, and Idioms). It was given at the beginning to measure the

performance of vocabulary that students had; and, at the end to measure the performance of the vocabulary achieved by the students after the intervention plan designed in this research project with the activities applied to make a pre and post-test comparison of ninth-grade students' performance.

Questionnaires: these were given to the participants to answer questions related to their attitudes and feelings toward the use of games in the English Language classroom. A pre and post questionnaire was given to make a comparison between the results. Furthermore, the data collected by the questionnaires supported the test results.

Observation: allowed the researcher to know the facts in a participatory and non-participatory way. The observation was developed through an observation sheet and a field note sheet. The observation was carried out in a natural environment with ninth-grade students at Unidad Educativa José Angel Palacio during their English classes. There were two types of observation as detailed below:

Non-participant observation

In non-participant observation, the researcher was not involved in the situation being observed. The researcher witnessed the students' behavior but did not participate in the setting under study. The objective of this non-participant observation was to identify the issue for this action research project which was supported through the participant observation. The instrument for the non-participant observation was the observation sheet.

Observation sheet: during the non-participant observation, the researcher needed an observation sheet to record the participants´ behaviors shown on the

performance of the vocabulary. This observation sheet was a self-developed instrument that described accurately and comprehensively the indicators of all the relevant aspects of the dependent variable.

Participant observation

In the participant observation, the researcher became a participant in the situation being observed. The researcher participated deliberately in the problematic situation by means of the use of games to develop the vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018 – 2019 school year. The instrument of this participant observation was the field notes sheet.

Field notes: the researcher recorded a description of the events, activities, and people. The researcher witnessed the participants´ behaviors, attitudes and feelings toward the implementation of games to improve the students' English vocabulary.

Population

The population that was considered in this research were ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018 – 2019 school year. They were 26 students; most of them were 11 to 13 years old. They had English classes four hours a week for a period of forty minutes with the English teacher who was also involved in this project.

f. RESULTS

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

The first objective was achieved by reading several books about the use of games to enrich vocabulary, and by looking for meaningful information on the internet. This information was useful because it was the support and the basis of designing the intervention plan and the research instruments.

The second objective was fulfilled through the analysis of the pre-test results, which allowed the researcher to diagnose the students' limitations in English vocabulary.

The third objective was achieved through the design of the intervention plan, which included ten lessons using different games. This intervention plan was executed over two and a half months with ninth-grade students.

The fourth objective was accomplished through the application of games as part of classroom activities and the results obtained from the pre and post-questionnaires.

The fifth objective was reached through the analysis of the results obtained from the post-test, which were useful to corroborate the level of students' improvement and the effectiveness that games had on the learning of English language vocabulary.

Pre Test Results

Objective Two: To determine the issues that limit the learning of English Language vocabulary among ninth-grade students at Unidad Edcativa José Angel Palacio during the 2018-2019 school year.

a. **Table 1**

Pre-test Scores of the Ninth-Grade Students in Vocabulary Knowledge

Students' code	N /2	V /2	A /2	Q /2	I /2	Total /10
UEJAP001	1.0	1.0	2.0	0.0	0.0	4.0
UEJAP002	1.0	2.0	1.0	0.0	0.0	4.0
UEJAP003	1.0	1.5	0.5	0.0	0.0	3.0
UEJAP004	1.0	1.5	0.5	1.0	0.0	4.0
UEJAP005	0.5	1.0	0.5	0.5	2.0	4.5
UEJAP006	0.5	1.5	2.0	0.0	0.0	4.0
UEJAP007	1.0	1.0	0.5	0.0	2.0	4.5
UEJAP008	1.5	1.0	2.0	0.0	0.0	4.5
UEJAP009	1.5	1.5	1.0	0.0	0.0	4.0
UEJAP010	1.0	1.0	1.0	0.5	2.0	5.5
UEJAP011	1.0	1.5	0.5	0.5	0.0	3.5
UEJAP012	1.0	1.0	2.0	0.0	0.0	4.0
UEJAP013	1.0	1.0	2.0	0.5	0.0	4.5
UEJAP014	1.0	1.0	2.0	1.5	0.0	5.5
UEJAP015	1.0	0.5	0.5	0.0	0.0	2.0
UEJAP016	1.0	1.5	2.0	1.0	0.0	5.5
UEJAP017	0.5	2.0	0.5	0.5	0.0	3.5
UEJAP018	1.0	1.0	2.0	0.5	0.7	5.2
UEJAP019	0.5	0.5	2.0	0.5	0.7	4.2
UEJAP020	0.5	1.0	2.0	2.0	0.7	6.2
UEJAP021	1.5	1.0	0.5	0.5	0.7	4.2
UEJAP022	1.0	1.0	0.5	0.5	2.0	5.0
UEJAP023	1.0	0.0	0.5	2.0	0.7	4.2
UEJAP024	1.0	2.0	0.5	0.0	0.0	3.5
UEJAP025	1.0	1.0	1.0	1.5	0.7	5.2
UEJAP026	1.0	1.5	2.0	0.0	0.0	4.5
Mean	**1.0**	**1.1**	**1.7**	**0.4**	**0.4**	**3.7**

Note. **UEJAP**= Unidad Educativa José Angel Palacio; **001**= Students' code; **N**= Nouns; **V**= Verbs; **A**= Adjectives; **Q**= Quantifiers; **I**= Idioms.

b. Interpretation and Analysis

As shown in Table 1, students got a total mean score of 3.7/10, which corresponds to a below average level of knowledge about English language vocabulary (see grading scale, p. 122). The highest mean score gathered was 1.7/2 in "adjectives", which indicates that students knew the exact denotation of most of the given adjectives and could match them with their corresponding antonym. On the other hand, students obtained the lowest mean score of 0.4/2 in two indicators: "quantifiers and idioms". This reflects that students did not know the meaning of each measurement word in context, so they could not write them in the correct statements. Students did not match the idioms with their correct definition as they got confused with the connotation that each idiom has. In conclusion, it is evident that students faced limitations with the denotation, connotation, and meaning in context of English vocabulary, especially with nouns, quantifiers, and idioms.

According to Graves (2000) "Vocabulary is the entire stock of words belonging to a branch of knowledge known by an individual" (p. 23). That is to say, vocabulary plays a vital role in language learning because without an extensive vocabulary, an individual will not have a comprehensible communication. Likewise, Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: "knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge" (p. 87).

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable games as part of the classroom activities to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

Questions 1: How often does your English teacher use games to teach vocabulary in class?

a. **Table 2**

Use of Games to Teach Vocabulary in Class

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	7	27	20	77
Sometimes	5	19	6	23
Rarely	5	19	0	0
Never	9	35	0	0
Total	**26**	**100**	**26**	**100**

b. **Figure 1**
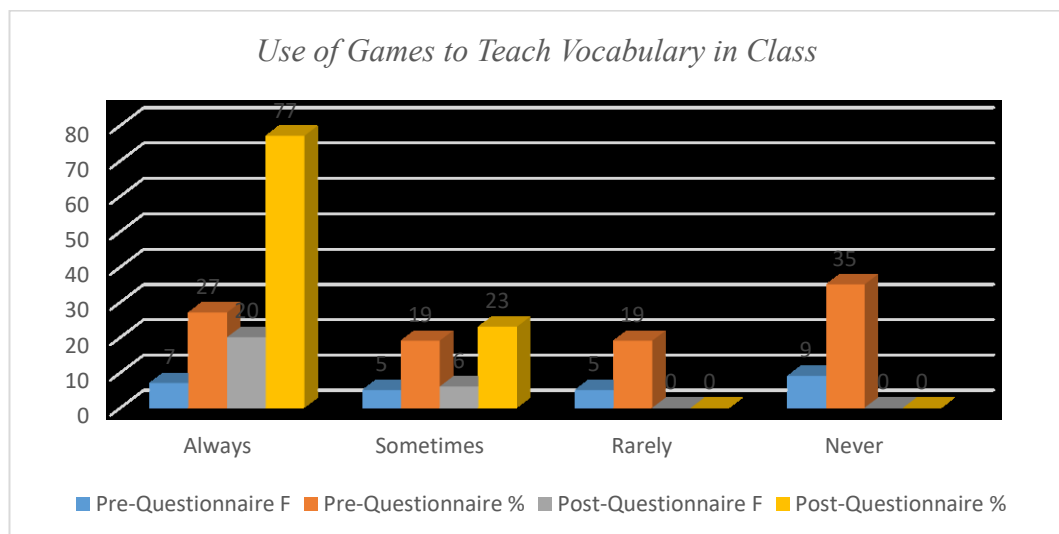
c. Interpretation and Analysis

The results obtained in Table 2 indicate that 35% of students said that the teacher never used games to teach vocabulary. On the other hand, 27% of students answered that games were always used in class. As it can be seen, students' opinions demonstrate that they were confused with the use of this kind of resource. They considered songs, worksheets, and flashcards as part of games because these are frequently implemented at the beginning of the class. This means that students are not familiar with the use of games in class, so their vocabulary does not allow them to have a comprehensible oral and written communication. However, after applying the intervention plan, 77% of students answered that they always used games in class to learn vocabulary. The frequent use of games as part of classroom activities helped learners increase their vocabulary, and promoted them to participate more actively in the classroom.

"Well-chosen games are invaluable in class, as they give students a break and at the same time allow students to practice language skills… Their constant application in class is meaningful and useful as they allow learners to use language in real contexts" Kim (as cited in Simpson, 2015, p. 38).
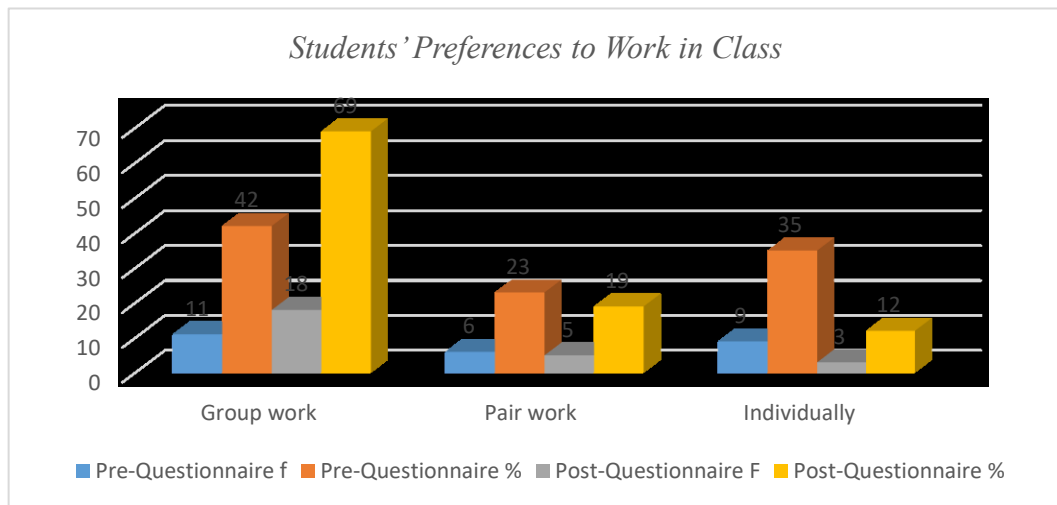
Question 2: How do you prefer to work in class?

a. Table 3

Students' Preferences to Work in Class

Options	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Group work	11	42	18	69
Pair work	6	23	5	19
Individually	9	35	3	12
Total	**26**	**100**	**26**	**100**

b. Figure 2.

Students' Preferences to Work in Class

c. Interpretation and Analysis

The results in Table 3 indicate that 42% of students prefer to work in groups. This shows that students feel comfortable and it is easier for them to learn and remember words when interacting with others. Although, 35% of students prefer working individually. This is because they like to participate by themselves and try to avoid any distraction that can impede the learning of new words. After the intervention plan, the amount of students increased up to 69%, which indicates that by working in groups students learn more vocabulary than by working on their own. Group work allows students to participate and interact with the rest of the class.

Games give students the opportunity to interact, participate, and make use of language in class. According to Simpson (2015), most game formats work well with small groups, thereby creating a setting for learners to develop their skills in working with others is significant (p. 56).
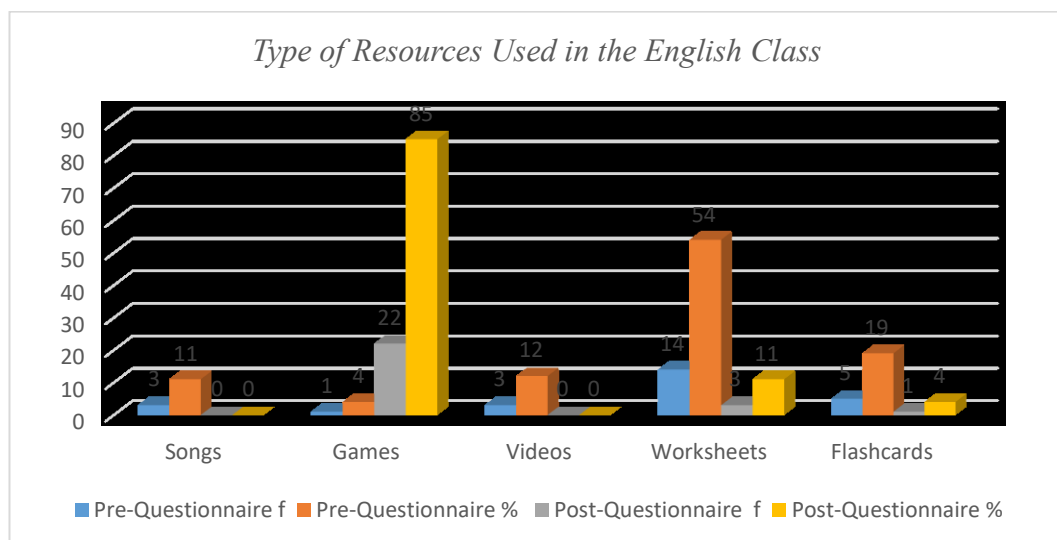
Question 3: What type of resources does the teacher use in the English class?

a. **Table 4**

Type of Resources Used in the English Class

Options	Pre-Questionnaire		Post-Questionnaire	
	f	***%***	**f**	***%***
Songs	3	11	0	0
Games	1	4	22	85
Videos	3	12	0	0
Worksheets	14	54	3	11
Flashcards	5	19	1	4
Total	**26**	**100**	**26**	**100**

b. **Figure 3**

Type of Resources Used in the English Class

c. **Interpretation and Analysis**

The results in Table 4 show that 54% of students chose worksheets as the type of resource most used in class. This indicates that students are more familiar with written activities like worksheets to learn new vocabulary. Nevertheless, after the application of the intervention plan, 85% of students said that games were the resource most used in class. Games allow students to become more active in class

and give them the opportunity to express themselves by using the vocabulary of each lesson.

According to Lengelin & Malarcher (1997) "Games are extremely student centered, the teacher acts only as a facilitator, they can foster whole class participation, and games promote healthy competition among partners" (as cited in Ali S.M. Al-Isa, 2009).

Question 4: What time would you like your English teacher use games in class?

a. **Table 5**

Time that Students Like the Teacher Uses Games in Class

Options	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
At the beginning of the class	3	12	0	0
At the middle of the class	11	42	15	58
At the end of the class	12	46	11	42
Total	**26**	**100**	**26**	**100**

b. **Figure 4**

Time that Students Like the Teacher Uses Games in Class
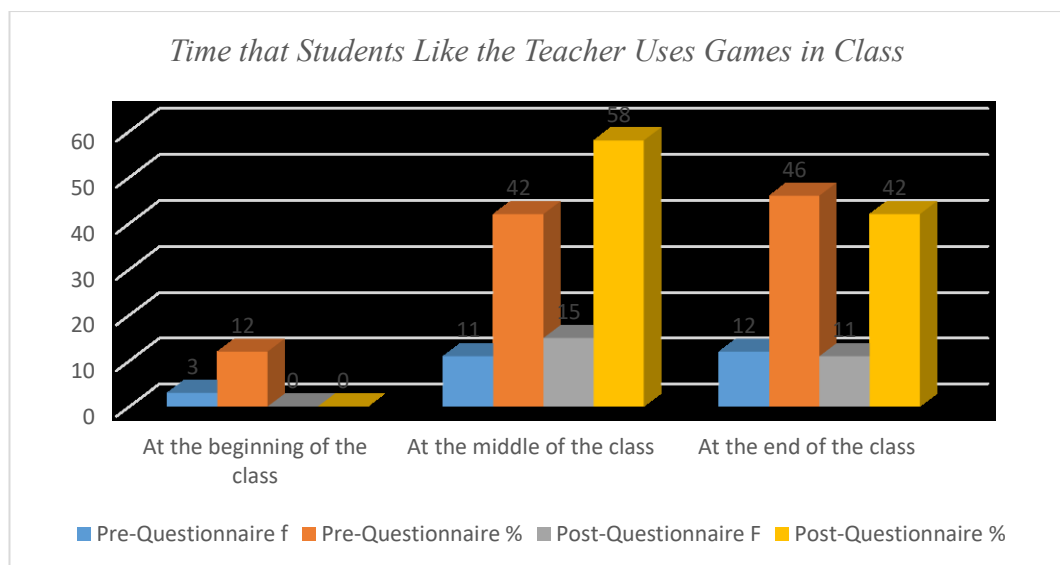
c. Interpretation and Analysis

The results in Table 5 indicate that 46% of students prefer to play games at the end, while 42% of students prefer to play at the middle of the class. This indicates that students like to have a break either at the middle or at the end of the class to have fun and distract their minds as they get bored easily when learning vocabulary.

However, after the intervention plan, 58% of students indicated that they prefer to play at the middle of the class. Students enjoy learning vocabulary while playing games to be focused on the topic and not to be distracted in class as well as to feel relaxed to continue learning new words.

According to Simpson (2015), learning a language involves long-term effort. This is difficult even for the most committed learner… When we play games, we get excited; it is as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning (p. 56).

Question 5: How do you feel using games to learn English language vocabulary in class?

a. Table 6

Students' Feelings About the Use of Games to Learn English Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	*%*	f	*%*
I feel motivated	12	46	21	81
I feel anxious	10	39	5	19
I feel bored	4	15	0	0
Total	**26**	**100**	**26**	**100**

b. Figure 5

Students' Feelings About the Use of Games to Learn English Vocabulary
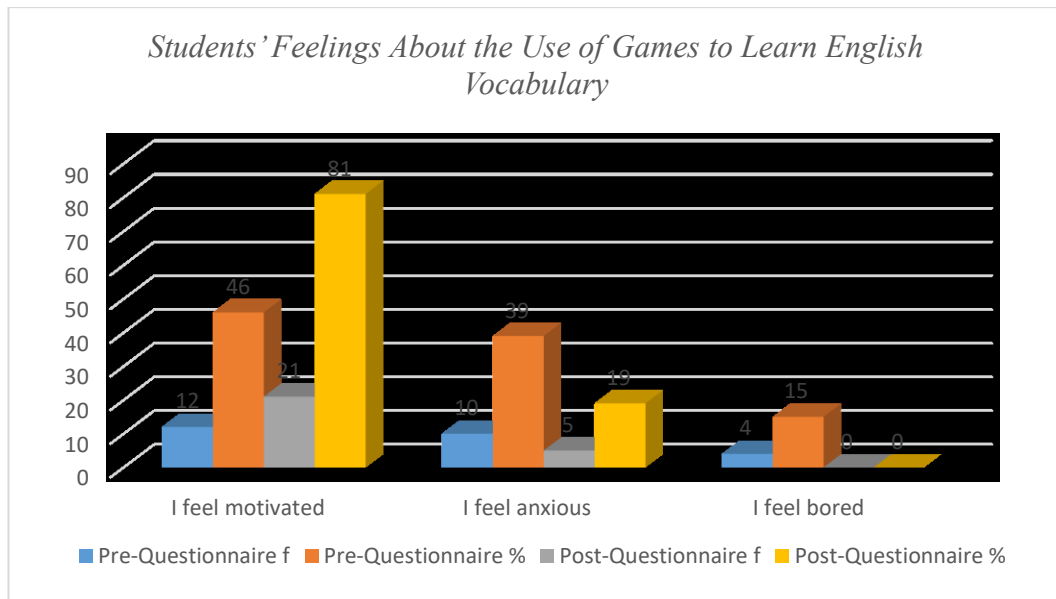
c. Interpretation and Analysis

The results in Table 6 show that 46% of students feel motivated and 39% of students feel anxious when playing games to learn vocabulary. This indicates that students like to play games, interact with the rest of their classmates, get more involved with the topic, and participate actively in class. However, after the intervention plan, 81% of students answered that they feel motivated when playing games. This means that students learn and retain more words by playing games than by writing them down on a notebook. According to Simpson (2015), games bring relaxation and fun for students, thus helping them to learn and retain new words more easily (p. 57).

Post-Test Results

Objective five: To reflect upon the effectiveness that games had on the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

Post-Test Scores of the Ninth-Grade Students in Vocabulary Knowledge

Students' code	N /2	V /2	A /2	Q /2	I /2	Total /10
UEJAP001	2.0	2.0	1.5	1.0	2.0	8.5
UEJAP002	1.5	1.5	1.5	0.5	2.0	7.0
UEJAP003	1.5	2.0	2.0	2.0	0.7	8.2
UEJAP004	2.0	2.0	2.0	2.0	2.0	10.0
UEJAP005	2.0	2.0	2.0	1.0	2.0	9.0
UEJAP006	1.5	2.0	2.0	1.5	2.0	9.0
UEJAP007	2.0	1.0	2.0	1.0	0.7	6.7
UEJAP008	2.0	2.0	1.5	1.0	2.0	8.5
UEJAP009	0.0	1.7	2.0	0.0	0.7	4.4
UEJAP010	1.5	2.0	2.0	2.0	2.0	9.5
UEJAP011	2.0	2.0	1.5	1.5	0.7	7.7
UEJAP012	1.5	2.0	2.0	2.0	0.7	8.2
UEJAP013	2.0	1.2	1.0	2.0	2.0	8.2
UEJAP014	1.5	0.5	0.5	1.0	2.0	5.5
UEJAP015	2.0	2.0	2.0	1.0	2.0	9.0
UEJAP016	2.0	2.0	2.0	2.0	2.0	10.0
UEJAP017	2.0	2.0	2.0	2.0	2.0	10.0
UEJAP018	1.5	2.0	2.0	0.5	2.0	8.0
UEJAP019	1.5	0.5	2.0	1.0	0.7	5.7
UEJAP020	2.0	2.0	2.0	2.0	0.7	8.7
UEJAP021	1.5	2.0	2.0	2.0	0.7	8.2
UEJAP022	1.5	1.5	2.0	2.0	2.0	9.0
UEJAP023	2.0	2.0	2.0	2.0	2.0	10.0
UEJAP024	1.5	2.0	2.0	2.0	2.0	9.5
UEJAP025	1.5	2.0	2.0	2.0	0.7	8.2
UEJAP026	2.0	2.0	1.0	1.0	2.0	8.0
Mean	**1.8**	**1.9**	**1.9**	**1.5**	**2.0**	**9.0**

Note. **UEJAP**= Unidad Educativa José Angel Palacio; **001**= Students' code; **N**= Nouns; **V**= Verbs; **A**= Adjectives; **Q**= Quantifiers; **I**= Idioms.

b. **Interpretation and Analysis**

The results in table 7 show the excellent level of English vocabulary that students achieved (see grading scale, p. 122), which is demonstrated with the mean score of 9/10. It indicates that students enriched their vocabulary in nouns,

verbs, adjectives, quantifiers, and idioms through the use of games in class. The highest mean score was in idioms 2/2, but they got also excellent scores in verbs 1.9/2, adjectives 1.9/2, and nouns 1.8/2. This shows the meaningful improvement that students gained after the intervention plan. However, the lowest mean score that students got was 1.5/2 in quantifiers. This points out that students continued making mistakes with the use of quantifiers in sentences.

In conclusion, the application of games in class helped students to enrich their knowledge significantly. Students overcame their difficulties in vocabulary and consequently supported the development of their writing, reading, listening and speaking skills satisfactorily.

Nation (2001) states that "In English as a foreign language learning vocabulary items plays a vital role in all language skills". He also describes the relationship between vocabulary knowledge and language use as complementary: "knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge" (p. 103).
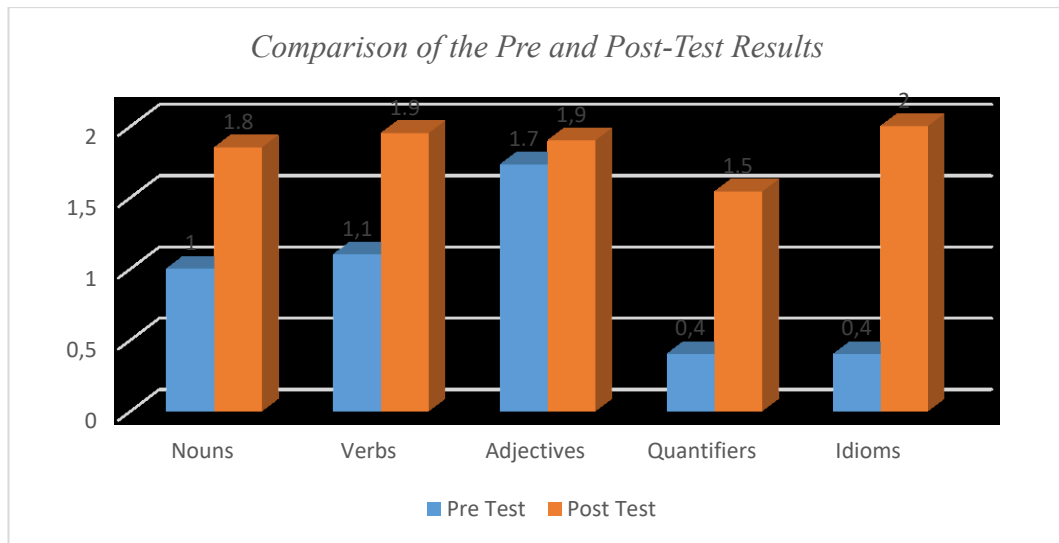
Comparing Pre and Post-Test Means

a. Table 8

Comparison of the Pre and Post-Test Results

Indicators	Pre-Test	Post-Test
Nouns	1.0	1.8
Verbs	1.1	1.9
Adjectives	1.7	1.9
Quantifiers	0.4	1.5
Idioms	0.4	2.0
Mean	**3.7**	**9.0**

b. Figure 6

Comparison of the Pre and Post-Test Results

c. Interpretation and analysis

The data obtained in Table 8 indicates the difficulties and progress that ninth-grade students at Unidad Educativa José Angel Palacio had before and during the intervention plan. They got an excellent enrichment in their lexicon as it is demonstrated in the total mean score of 9/10. The meaningful increase that students achieved was validated with the scores gotten in each indicator; in nouns from 1/2 to 1.8/2, in verbs from 1.1/2 to 1.9/2, in adjectives from 1.7/2 to 1.9/2, in quantifiers from 0.4/2 to 1.5/2 and in idioms from 0.4/2 to 2/2. The implementation of games in class was successful since it helped students to feel motivated to learn new words when playing games, enjoy working in groups, and participate more actively in class.

g. DISCUSSION

The use of games to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa Jose Angel Palacio in the city of Loja during the 2018-2019 school year had a significant impact on students' learning of English vocabulary. This is reflected in the increase of the students' total mean score of the pre-test that was 3.7/10 and over the average of the post-test which total mean score was 9/10. These results were consistent with Simpson (2015) who states that "Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. Games bring relaxation and fun for students, involve friendly competition, keep learners interested, and enhance students' use of English in a flexible, communicative way" (p. 38). Therefore, the role of games in teaching and learning vocabulary cannot be denied.

The aspects taken into account to assess students' vocabulary were: nouns, verbs, adjectives, quantifiers, and idioms. The pre-test showed that the majority of students had problems with vocabulary. In nouns, students wrote the nouns just the way they sound. In verbs, students were not able to unscramble the words. In adjectives, students did not know the exact antonyms of the given adjectives. In quantifiers, students got confused with their spelling. In idioms, students did not know their corresponding definition. After the intervention plan, the post-test results indicated that the problems previously mentioned were overcame successfully. Students wrote the nouns in the appropriate category, unscrambled the verbs appropriately, recognized the correct antonyms, identified the correct

measurement words in sentences, and understood the definition of idioms without translating them literally. In conclusion, it is noticeable that games caused a positive impact on students' learning of English vocabulary.

At the beginning of the intervention plan, the students' attitude towards the application of games in class was not as good as expected because they felt nervous, they did not pay attention to the instructions, and they did not show interest in playing the games. During the intervention plan, students started to work cooperatively with the rest of the class and they felt motivated to learn vocabulary when playing games. The students' progress was quite slow in the first lessons, but then they progressively showed an advance in their learning. They understood the game's instructions clearly. At the end, students felt confidence and freedom to perform all the vocabulary games in class. In the same way, students showed a significant enrichment in their vocabulary after the application of the set of games as it was confirmed in the post-test results.

Furthermore, the strengths that arose while the intervention plan was carried out were that students felt motivated to learn through games, were eager to participate in class, and worked cooperatively with the rest of their classmates. The period of time assigned for each lesson was enough to implement the planned activities. On the other hand, the limitations observed in class were the students' fear of making mistakes, they did not like to work in groups, and just preferred to work with close friends or even by themselves. In addition, the number of students was a negative factor that affected the implementation of games. There

were too many students, so it demanded more time than expected to control them and have a good classroom environment.

Games had a great contribution to enrich the learning of vocabulary in class. Students were provided with the most appropriate set of games to have a positive learning experience. To conclude, it is important to highlight the role that games played in students' vocabulary, although, it was something new for them as they had been never exposed before to this kind of resource in class. The use of this resource in class was successful as it is shown in the post-test results.

h. CONCLUSIONS

The results of this research showed that the issues detected among ninth-grade students were the interference of the mother tongue in writing the nouns and verbs and the incorrect translation of idioms from English to Spanish. Also, they got confused with the appropriate antonyms of adjectives and the correct use of quantifiers in sentences. The way students learnt vocabulary was only by writing words down on a notebook or highlighting them in the textbook. They did not practice or use the new vocabulary in class, so they forgot the words easily.

The use of games such as vocabulary bingo, hot seat, the race board, hangman, the longest word, and pass the ball helped students to overcome their difficulties in the learning of English vocabulary, promoted cooperation and good relationships among them. They got more involved with the content of the textbook and put into practice the vocabulary to express themselves in class.

The post-test results gotten validate the effectiveness that the use of games had among ninth-grade students to enrich their learning of English language vocabulary. Students increased their lexicon up to the point that they were able to communicate better either orally or in writing. They felt motivated to learn when playing games, enjoyed working in groups, and participated more actively in class. This proves that the application of games in class was excellent and had a positive effect on students' learning of vocabulary.

i. RECOMMENDATIONS

Teachers should continue using games in the classroom to help students to overcome their limitations in the learning of English vocabulary. Games offer students the opportunity to learn and retain new words and at the same time to use and practice the new vocabulary in class. Also, teachers should apply games to involve students with the topics and to avoid that they get bored in class.

It is important that educators implement the most appropriate set of games as part of classroom activities not only to enrich the students' vocabulary, but also to increase their motivation, encourage them to participate more actively in class, and create a good classroom environment.

Teachers ought to include games in their teaching plans to enrich students' lexicon. This resource allows students to learn vocabulary by having fun in class. Also, teachers had better be careful when implementing games in class since if the teacher does not control students while playing, this can cause distraction or even misbehavior in class.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE USE OF GAMES TO ENRICH THE LEARNING OF ENGLISH LANGUAGE VOCABULARY AMONG NINTH-GRADE STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR

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LOJA-ECUADOR

2018

a. THEME

THE USE OF GAMES TO ENRICH THE ENGLISH LANGUAGE VOCABULARY AMONG NINTH-GRADE STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANGEL PALACIO IN THE CITY OF LOJA DURING THE 2018 – 2019 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

To develop this research work it is necessary to describe the educational institution where it will be performed.

On October 8th, 1938, this elementary school was created under the name of Indo-America due to the efforts of Dr. Virgilio Abarca Montesinos. The first director of the school was Mr. Honorio Cabrera. In January 1940, Mr. Miguel Angel Carrión Cueva took over the direction of the school until September, 1941. At the time that Dr. Emiliano Ortega Espinoza acted as provincial Director of Education, the name Indo-America was changed to JOSÉ ÁNGEL PALACIO.

On October 22nd, 1955, the Municipality of the Canton of Loja donated 4,915 square meters to the government of Ecuador for the construction of the current school building and other services necessary for the operation of the educational establishment JOSÉ ÁNGEL PALACIO.

On March 1st, 1957, the illustrious Provincial Council, chaired by Dr. Adriano Ojeda and the counselors Mr. Carlos Cueva, Arturo Armijos, and Clotario Espinoza, donated for the first time the sum of 700 sucres for school furniture. In 1958, the Ministry of Education and Culture celebrated the signing of the contract for the construction of the school.

These days, the school is working with more than 140 students in the afternoon session. In addition, this educational institution has a complete staff covering all the subjects that the Ministry of Education requires.

Current situation of the research problem

A game is an activity with rules, a goal, and an element of fun. There are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And a cooperative game is a game in which players or teams work together towards a common goal (Adams, 2014). Moreover, the benefits of using games in language learning promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language and construct a cooperative learning environment (Simpson. 2015).

In teaching and learning English as a foreign language, there are many activities to develop listening, reading, speaking, and writing skills. One of these is games. Games have a purpose beyond the production of accurate speech because they serve as a good communicative activity. The aim of all games is to use the language as much as possible. However, during the game play learners also use the target language to persuade and negotiate their way to the desired result; thus, games offer students a fun and relaxing learning atmosphere (Adams, 2014).

Graves (1990) defines Vocabulary as the set of words within a language that are familiar to a person. A vocabulary usually develops with age and serves as a useful and fundamental tool for communication and acquiring knowledge. In addition, Graves (1990) stated that vocabulary is divided in two groups: receptive vocabulary, which includes words that are easily recognized when an individual

hears or see them, and productive vocabulary, which includes words that an individual uses when speaking or writing.

Subsequently, this research work will select the most appropriate games to enrich the students' English vocabulary, since students at Unidad Educativa José Angel Palacio do not have a broad knowledge of vocabulary and they have difficulties to understand what the teacher is explaining and asking during the class. Their limited vocabulary knowledge was discovered by the researcher who began working with the group of students when developing community practices.

To conclude, it is important that students learn the English language through useful, meaningful and effective games to cause motivation, relaxation and fun to learners in class.

Research problem

According to the previously mentioned issues, it is essential to research the following problem:

HOW DO GAMES ENRICH THE LEARNING OF ENGLISH LANGUAGE VOCABULARY AMONG NINTH-GRADE STUDENTS AT UNIDAD EDUCATIVA JOSÉ ANGEL PALACIO DURING THE 2018-2019 SCHOOL YEAR?

Delimitations of the research

Timing

The present research work about the use of games to enrich the learning of English Language vocabulary will be carried out during the 2018 -2019 school year.

Location

This research work will take place at Unidad Educativa José Angel Palacio, which is a public school located in the parish El Sagrario in the city of Loja.

Participants

The participants of this research work will be the students of ninth-grade at Unidad Educativa José Angel Palacio afternoon session, who are all about eleven to thirteen years old. They are 26 students. In addition, the teacher candidate will also take part in the intervention plan.

Sub problems

- What kind of theoretical and methodological references about games are useful to enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?

- What are the issues that limit the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?

- What are the phases of the intervention plan that address the effective enrichment of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?

- Which games are the most adequate to enrich the English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?

- How effective was the application of games to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The present research project entitled "The use of games to enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018 – 2019 school year" is essential due to the fact that the group of students who will be part of it need to enrich their learning of English vocabulary.

From the **scientific** point of view, this project is important because there is enough information that can be gathered to give some theoretical elements to establish a solution to teach students basic vocabulary in the English Language, so that they can improve the learning of new vocabulary and consequently they can feel motivated to be involved in the English language classroom.

From the **institutional** point of view, it is necessary to develop the present project because it will allow the teacher to become aware of the importance of games in the teaching - learning process with their students, keeping in mind that the mentioned resources can help students to perform in a better way the education in the future.

Regarding the **personal** perspective, this action research will allow the researcher to use games that will help students in the learning of English Language vocabulary. In addition, this research will provide the researcher experience with the implementation of games that will help him in his future professional career. Besides, it is vital since it is a requirement for the researcher

in order to obtain the bachelor's degree in Sciences of Education, English language specialization.

Finally, from the **operative** aspect, it is important to mention that the researcher has enough resources to carry out this project during the stated period of time.

d. OBJECTIVES

General

- To enrich the learning of English language vocabulary through the use of games among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

Specific

- To research the theoretical and methodological references about games in order to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

- To determine the issues that limit the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

- To design an intervention plan based on the use of games to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

- To apply the most suitable games as part of the classroom activities to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

- To reflect upon the effectiveness that games had on the learning of English anguage vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

Games

Hadfield (1996) states: "A game is an activity with rules, a goal and an element of fun. He also said that there are two kinds of games: competitive games and cooperative games. A competitive game is a game in which the player or teams race to be the first to reach the goal. And cooperative game is a game in which players or teams work together towards a common goal." Simpson (2015) expresses that there are seven best reasons why games should be part of the English Language classroom:

Games create meaningful communication

Certain games do this more obviously than others, but all games do this to a certain extent because learners need to process how to play the game, as well communicating about the game before, during, and after.

Games add interest to what learners find boring

Learning a language involves long-term effort and, as we all know from experience, maintaining interest can mean sustaining effort. This is difficult even for the most committed learner.

Games can be used with all the language skills

Games can be tailored so that there is a focus on listening, speaking, reading, or writing. Moreover, you will often find that a combination of skills is involved in the same game. They are therefore a great tool for appealing to different types of learners at the same time.

Games offer a fun experience

When we play games, we get excited; it is as simple as that. The emotions aroused when learners play games add variety to what is often a sterile, serious process of language learning.

Games encourage participation from all learners

The game format, due to the variety and intensity that it may offer, can do wonders in lowering anxiety and encouraging quieter learners to participate, especially when games are played in small groups.

Games promote cooperative learning

Most game formats work well with small groups, thereby creating a setting for learners to develop their skills in working with others.

Games fit in to multiple intelligences theory

Game activities relate well to a variety of intelligences. Here are a few examples: Game activities which contain a hands-one element, such as cards, spinners, or pieces engage with bodily/kinesthetic intelligence; group games always require discussion and therefore involve interpersonal intelligence; game tasks with visual input engage with visual/spatial intelligence.

The Essential Elements of a Game

According to Adams (2014) the essential elements of a game are play, pretending, a goal and rules.

Play

Play is a participatory form of entertainment, whereas books, films and theater are presentational forms. When you read a book, the author entertains you; when

you play, you entertain yourself. A book doesn't change, no matter how often you read it, but when you play, you make choices that affect the course of events.

Play ultimately includes the freedom to act and the freedom to choose how you act. This freedom is not limited, however, your choices are constrained by the rules, and this requires you to be clever, imaginative, or skillful in your play.

Pretending

Pretending is the act of creating a notional reality in the mind, which is one element of our definition of a game.

In single-player games, the player establishes the magic circle simply by choosing to play. In multiplayer games, players agree upon a convention, which in turn establishes the magic circle. In other words, they all pretend together, and more important, they all agree to pretend the same things – that is, to accept the same rules.

A goal

A game must have a goal (*or object)* and it can have more than one. Even creative, noncompetitive play still has a goal: creation.

The goal of the game is defined by the rules. The goal must be nontrivial because a game must include some element of challenge. (…) If the object can be achieved in a single moment, without either physical or mental effort, then the activity is not really a game.

The rules of a game frequently characterize the game's ultimate goal as a victory condition – an unambiguous situation in the game at which point one or more of the players are declared the winners.

The rule that determines when the game is over is called the *termination condition.* In two-player competitive games, the termination condition is usually taken for granted: the game ends when one player achieves victory. Note that victory does not necessarily end the game, however. Not all games include a victory condition. Some establish only a *loss condition,* a situation that indicates the end of the game by specifying which player has lost. Winning is perceived as a worthy achievement, and after the game is over, the players take pride in having won.

The rules

Rules are definitions and instructions that the players agree to accept for the duration of the game every game has rules, even if these rules are unwritten or taken for granted. Rules serve several functions. They establish the object of the game and the meaning of the different activities and events that take place during the game. They also create a contextual framework that enables the players to know which activities are permitted and to evaluate which course of action will best help them achieve their goal.

Rules of using games in the language classroom

The *Teach Them English Blog* (cited by Simpson, 2015) indicates that there are six golden rules of using games in the language classroom:

The "what" and the "which"

Establish what the learners are going to learn from the game and choose which game(s) will provide support to these learning objectives. For example, you might what to focus on one skill at a time (speaking and listening, reading and writing

are skill are as that a particular game might target) and choose a game that reinforces that skill.

Suits you, sir

After selecting which skill you want to focus on, you also need to find a game that is suitable for the number of learners in the class, that matches their current level of English and that is also appropriate for their age group. Young learners, for instance, enjoy games involving plenty of movement around the classroom, where as older learners might – although not always – prefer to stay seated. Also, make sure the game is simple enough to explain and be understood by the learners.

It's all in the preparation

Gather all the equipment or necessary materials for your game. For instance, certain games may need dice or markers, while others require printed materials.

Make it as clear as possible

There is no such thing as explaining the rules of a game in too simple a way. Plan out the easiest possible way to explain how the game is played. If possible, give a practical, hands-on demonstration of how to play.

Involve, involve, involve

Make sure that you get the most out of learner involvement by guaranteeing that everyone in the class has a turn to participate.

Make it rewarding

End the game on a high, positive note (...). This is supposed to be fun and motivating. When possible, give simple prizes, such as candies, or even other

forms of recognition such as praise applause or a special privilege such as choosing the homework for the losing team(s). Get learners to congratulate each other and appreciate the efforts of others, while at the same time focus what the learning outcomes have been established.

The Teacher's Role

The teacher's role, once the groups or pairs are in action, is to go from group to group listening in, contributing and, *if necessary,* correcting. (Wright, Betteridge, & Buckby, 2014)

If you have not organized group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to this games in which rows of learners play against you or between themselves. Finally, after perhaps several weeks, ask the rows of learners to group themselves together to play a game between them (Wright et al., 2014). Once the learners are familiar with group work, new games are normally introduced in the following way:

- Explanation by the teacher

- Demonstration of parts of the games by the teacher and one or two learners

- Trial by a group in front of the class

- Any key language and/or instructions written on the board

- First 'try out' of the game, by groups

- Key language, etc., removed from the board

- The game continues.

Benefits of using games

"Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills.   Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation." Kim (as cited in Simpson, 2015).

"Games have shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested (…) Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from learning vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account" (Simpson, 2015).

Lengelin & Malarcher (1997) have divided the benefits of using games in the English language classroom as follows:

Affective

They encourage creative and spontaneous use of language

Games are both motivating and fun

Cognitive

Games reinforce learning

Games focus on grammar in a communicative manner

Class Dynamics

Games are extremely student centered

The teacher acts only as a facilitator

They can foster whole class participation

Adaptability

Games can be easily adjusted for age, level and interests

They utilize all four skills

Games require minimum preparation after the initial development stage

Types of game

"Being aware of the essential character of a type of game and the way in which it engages the learner can be helpful in the adaptation of games or the recreation of new games" (Wright et al., 2014). They state that there are eight types of game.

Care and share

"Caring and sharing" games include all those games in which the learner feels comfortable while sharing personal information with other learner. These games relate more to invitation than to challenge.

Do: move, mime, draw, and obey

The learner is expected to do something non-verbally in response to a read or a heard text.

Identify: discriminate, guess, and speculate

The learner is challenged to identify something which is difficult to identify or to hypothesize about something which is then compared with the facts.

Describe

The learner is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something, for example, draw a picture. The learner may describe something objectively or subjectively, communicating his or her own feelings and associations.

Connect: compare, match, and group

The learner is challenged to connect, compare, match or group various items of information, perhaps pictures or texts, objectively or subjectively. He or she uses language to describe or comment on the pairs or groups of information.

Order

The learner is challenged to put various bits of information into an order quality and importance or to put texts, pictures, objects, into a developmental sequence, also subjectively or objectively.

Create

The learner is challenged or invited to make a story, a poem or produce some other kind of material using their imagination. Here the distinction between 'challenged' and 'invited' is worth making. 'Challenged' might include those story-making starters in which you stipulate certain features (…); on the other hand, 'Invited' because sometimes the best way to stir the creative forces is to 'invite', 'encourage', 'show interest', and so on.

Classification of Games

Classifying games into categories can be difficult, because categories often overlap. Wright (2006) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike. Then, Wright (2006) classifies games as follows:

Information gap games

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games involve a two-way information gap, in which each person has unique information, such as in a Spot-the-

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.

Searching 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 walk around, asking and answering questions to complete their own grid and help classmates complete theirs.

Memory 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.

Labeling games

These are a form of matching, in which participants match labels and pictures.

Board games

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

Games for Vocabulary Learning

Hangman

It is a word game in which one player has to guess a word that the other player has thought of, by guessing the letters in it. Every time they guess a wrong letter, part of a picture of a person being hanged is drawn, and if the picture is completed the person guessing has lost (British Council, 2010).

The race board

This game helps students to remember as many words as possible into a category previously established by the guide. It consists on dividing the board in two parts to challenge students compete among them (British Council, 2010).

The flashcard bag

This is a creative game in which most of students have fun by choosing a picture and saying what they think about it. Furthermore, by playing this game, students not only improve their vocabulary, but their speaking because they express their ideas in front of the class (British Council, 2010).

The hot seat

The aim of the game is for the students in the teams to describe that word, using synonyms, antonyms, definitions etc. to their team mate who is in the hot seat - that person can't see the word! The student in the hot seat listens to their team mates and tries to guess the word (British Council, 2010).

The longest word

This game is a good activity for learning new words and for reviving some word knowledge and for giving a teacher time to prepare other tasks for students (British Council, 2010).

Odd One Out

This is a great game to play with students to help them differentiate between certain objects or word classes. This simple activity practices vocabulary and to some extent speaking (British Council, 2010).

Pass the ball

Playing this game helps students to remember different words like nouns, verbs, adjectives, etc. This is a simple but powerful activity to come up with the vocabulary previously taught in class (British Council, 2010).

Vocabulary bingo

Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card (British Council, 2010).

Vocabulary

Graves (1990, as cited in Taylor, 2000) defines vocabulary as the entire stock of words belonging to a branch of knowledge known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker 's mind. An individual 's mental lexicon is that person 's knowledge of vocabulary (Krashen, 1998, as cited in Herrel, 2004).

Classification

Vocabulary can be classified as receptive or productive. Vocabulary can also be classified as oral or written. Thus, each person has four vocabularies: Words which are understood when an individual hears them (receptive/oral), words which are understood when an individual read (receptive/written), words used in

an individual's speech (productive/oral), and words used in an individual's writing (productive/written) (Graves, August and Mancilla-Martinez, 2013).

Importance

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmit (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language".

Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: "knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge".

In English as a foreign language learning vocabulary items plays a vital role in all language skills (Nation, 2001). Rivers and Numan (1991) argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

A recent Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and largest obstacle for L2 learners to overcome. (Graves, et al, 2013).

Many researchers argue that vocabulary is one of the most important-if not the most important components in learning a foreign language, and foreign language curricula must reflect this.

Teaching vocabulary

Recent researches indicate that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words; even communication between human beings is based on words.

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers because of the lack of techniques to teach vocabulary in the classroom (Walters, 2004).

Teachers should prepare and find out the appropriate up-to-date techniques, which will be implemented in the English classroom. In addition, teachers need to able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom (Graves, et al, 2013).

Word Classes

In 2010, Delahunty & Garvey state that all languages have a set of words that has some grammatical characteristics in common. These groups are named word classes, some linguists mention eight word classes (e.g. Weaver, 1996 as cited in Delahunty & Garvey, 2010), the current number of word classes that someone requires to know in a language is established by how great our capacity of analysis of the language is, its result is the more investigation about any language

the greatest number of word classes it has. Nouns, verbs, adjectives, and adverbs are distinguished as the major parts of word classes; and pronouns, wh-words, articles, auxiliary verbs, prepositions, intensifiers, conjunctions, and particles as the minor parts of word classes.

The major word classes promote the more "content" of a message; therefore, they are sometimes named content words, while the other parts of word classes are known as function words or structure words (Delahunty & Garvey, 2010).

Nouns: traditionally, a noun is defined as a word that names "a person, place, thing, or idea" (Weaver, 1996 as cited in Delahunty & Garvey, 2010).

Verbs: they can be subdivided into main and auxiliary verbs. We must first distinguish formally between main verbs and auxiliary verbs. The main verb can appear by itself in a verb phrase; an auxiliary verb regularly appears only before a main verb (Delahunty & Garvey, 2010).

Adjectives: a typical definition of adjective is "a word that modifies a noun or pronoun." Occasionally you will see adjectives defined as "words that describe nouns" (Delahunty & Garvey, 2010).

Quantifiers / Measurement words: they are words or phrases which are used before a noun to indicate the amount or quantity. They can be used with both quantitative and non-quantitative nouns (Delahunty & Garvey, 2010).

Idioms

Dixson (2004) stated that idiomatic expressions have long played an important role in the English language. In fact, the use of idioms is so widespread that an understanding of these expressions is essential to successful communication,

whether in listening, speaking, reading, or writing. The student may learn grammar and, with time, acquire adequate vocabulary, but without a working knowledge of such idioms even the best student's speech will remain awkward and ordinary.

Teachers of English have long recognized that idiomatic expressions add elegance and exactness to the language. The alert teacher will make their study an integral part of the teaching process.

Efforts to translate literally from the student's native tongue usually lead to roundabout expression of meaning and, more often, to confusion (Dixson, 2004).

Aspects of Vocabulary knowledge

The perception of a word can be defined in different ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation (2001) the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what things it refers to, and the relations that come to mind when people think about a specific word or expression. Use, it, involves the grammatical functions of the word or phrase, collocations that normally go with it.

Techniques to teach vocabulary

According to Ajqahtani, Kind, & Arabia (2015) commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few

things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting.

Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners Takac (2008) as cited in Alqahtani (2015). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique.

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992) as cited in Ajqahtani, Kind, & Arabia (2015).

Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering word Takac (2008) as cited in Alqahtani (2015). In addition, Gairns & Redman (1986) as cited in Alqahtani (2015) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization

Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom Alqahtani (2015).

Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible.

The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words.

Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a difference,

like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

Mime, Expressions and Gestures

Klippel (1994) as cited in Alqahtani (2015) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", " happy"; mime and taking a hat off your head to teach hat and so on.

Steps to teach vocabulary through games

According to Huyen & Nga (2003) there are five steps in teaching vocabularies through games:

First is making motivation by greeting and doing warm-up activity. Strong motivation makes learners be interested in language learning.

Next, the presentation of vocabulary is presented through the variety of materials such as pictures, songs or real object and situation. The various materials can attract learners to language learning.

Then, skill practice is used for evaluating learners' memorization and understanding.

Finally, the assessment is started for checking progress of learners' understanding. The assignment can be worksheets, examination or presentation by learners (Huyen & Nga, 2003).

f. METHODOLOGY

Design of the Research

Action research in education involves finding out immediate solutions into the teaching-learning process. According to Burns (2010) the principal aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action Research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This action research aims to enrich the students' vocabulary through the use of games. This research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of different games to enrich the ninth-grade students English Language vocabulary at Unidad Educativa José Angel Palacio during the 2018 – 2019 school year.

This research work is considered as an action research because it includes planning, acting and observing, and reflecting suggests. The researcher starts from a detected problem, plans an action in order to solve that problem, the practitioner applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

Methods, techniques and instruments

Methods

To carry out this research 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 will facilitate the study of games to develop the English Language vocabulary. It will help the researcher to develop the phases in the observations before and during the intervention. In addition, this method will also assist the researcher during the prediction of the possible solution of the research problem.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The statistical method through which the researcher will collect and analyze all the answers which will be represented in graphics to indicate the percentages and results obtained in the questionnaires 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 analytic/ synthetic method will help the researcher to analyze all the information gathered through the observation sheet, filed notes, questionnaires and the pre and posttest, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

Techniques and Instruments

Data Collection

Because 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 tests which are quantitative; meanwhile, qualitative data instruments will come from questionnaires observations sheets, and filed notes.

Tests: The test will allow students to perform cognitive tasks in relation to vocabulary. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre and post-test results.

Pre – test / Post – test: They will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of vocabulary that students have; and, at the end to measure the performance of the vocabulary achieved by the students after the intervention plan designed in this research project with the activities applied in order to make a pretest-posttest comparison of ninth-grade students' performance.

Questionnaires: they will be given to the participants to answer questions related to their attitudes and feelings toward the use of games in the English Language classroom. A pre and post questionnaire will be given to make a comparison

between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation: it will allow the researcher to know the facts in a participative and no participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by ninth-grade students at Unidad Educativa José Angel Palacio during their English classes. There will be two types of observation as detailed below:

Nonparticipant observation

In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher will observe and record students' behaviors but will 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 will be the observation sheet.

Observation sheet: during the nonparticipant observation, the researcher will need an observation sheet to record the participants´ behaviors shown on the performance of the vocabulary. This observation sheet will be a self-developed instrument that will describe accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation

In the participant observation, the researcher will become a participant in the situation being observed. The researcher will participate deliberately in the

problematic situation by means of the use of games in order to develop the vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018 – 2019 school year. The instrument of this participant observation will be the field notes sheet.

Field notes: the researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will evidence the participants´ behaviors, attitudes and feelings toward the implementation of games to improve the students' English vocabulary.

Population

The population that will be considered in this research will be ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja, during the 2018 – 2019 school year. They are 26 students; most of them are 11 to 13 years old. They have English classes four hours a week for a period of forty minutes during ten weeks with the English teacher who will also take part in this project.

Intervention plan description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during) and Affirming (after) (Herrera, Holmes, & Kavimandan, 2012). These lesson plans will cover 40 hours of Instruction in 8 consecutive weeks of treatment.

Activation

In the Activation phase, the teacher candidate's main goal will be creating a safe environment for students which let them activate their knowledge by applying a warm

up activity. In this part of the lesson is where the teacher candidate will apply games to make students feel comfortable with the class.

Connection

In the Connection phase, the teacher candidate will act as facilitator helping students in the construction of meaning and knowledge. During this phase the teacher candidate must be clear and transparent explaining the purpose of the lesson. Here students will be able to make connections between their prior knowledge and the content that will be taught in class.

Affirming

In the last phase teacher candidate will encourage students to put into practice what they learned in class by applying authentic assessment sheets as a means of evaluation.

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INTERVENTION AND OBSERVATION PLAN WEEK 1

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio
TEACHER: Lic. Diana Cevallos.
TEACHER CANDIDATE: Pablo Israel Correa Criollo.

PARTICIPANTS: 9th EGB
SCHOOL YEAR: 2018-2019
TOPIC: Multiple Intelligences.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To describe, compare and asks questions about people's abilities. • To use expressions like *quickly*, *very well* and *easily* to talk about people's abilities.		
CONTENTS	**IMPLEMENTATION PLAN**	**RESOURCES AVAILABLE / NEEDED**
STRUCTURES • Adverbs of manner **VOCABULARY**	**ACTIVATION** • Warm up activity: A song. Students listen to the song and pay attention to the word bank given to fill in the blanks with the appropriate adverb of manner. **CONNECTION** • First, teacher candidate presents some flashcards to make students	• Teacher's book • Students' book • Flashcards • Worksheets

• Words related to multiple intelligences	comprehend the different types of intelligences. • Second, he asks students to relate the little drawing icons to the multiple intelligences on their books. • Next, teacher candidate centers students' attention on the Vocabulary Strategy. • Then Teacher candidate explains students the use of adverbs of manner. • TIME TO PLAY! Teacher invites students to fill in a crossword with words related to multiple intelligences. • Finally, he has students read the word order for the interrogative form of the verb *can* to ask about people's abilities. **AFFIRMING** • Students develop activities from the workbook • Work in pairs to ask each other about their own abilities. • Write 10 sentences using the vocabulary learned to talk about their own abilities. • Students are given a worksheet. Fill in the blanks with the modal verb can.	

MONITORING PLAN:
Data source 1: Pre Test
Data Source 2: Pre Questionnaire
Data source: Students' written tasks.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: November 5th to November 9th, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

INTERVENTION AND OBSERVATION PLAN WEEK 2

INFORMATION DATA

INSTITUTION: Unidad Educativa José Angel Palacio **PARTICIPANTS:** 9th EGB

TEACHER: Lic. Diana Cevallos. **SCHOOL YEAR:** 2018-2019

TEACHER CANDIDATE: Pablo Israel Correa Criollo. **TOPIC:** Unique People.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To compare people's abilities • To express personal opinions about people's attributes and abilities.		
CONTENTS	**IMPLEMENTATION PLAN**	**RESOURCES AVAILABLE / NEEDED**
STRUCTURES • Comparatives and superlatives **VOCABULARY** • Adjectives related to	**ACTIVATION** • Warm up activity: Pass ball. Teacher candidate gives a ball to the students and says *PASS, PASS, PASS*, if he says "*PUN*" the student who has the ball in his hands has to say 2 adjectives related to physical condition. **CONNECTION**	• Teacher's book • Students' book • Worksheets • A ball

physical description	• First, teacher candidate invites students to quickly match the photographs with the names of the three athletes on the book.	
• Irregular adjectives	• Second, teacher candidate explains the comparative and superlative form of short adjectives.	
	• Next, teacher candidate has students describe some famous artists with the adjectives from the book.	
	• Then teacher candidate explains how to write the comparative and superlative form of long adjectives.	
	• Finally, teacher candidate directs students' attention to the irregular adjectives *good* and *bad (*page 38).	
	• TIME TO PLAY! Teacher candidate invites students to choose a card with a picture and an adjective on it. Then students have to say loudly the appropriate form of the adjective according to the picture given.	
	AFFIRMING	
	• Students work with a partner and develop the exercise 3 from the workbook.	
	• Students write 10 sentences using the comparative and superlative form of common adjectives.	
	• Students are given a worksheet to complete the sentences with the correct form of the comparatives and superlatives.	

MONITORING PLAN:

Data source 1: Assessment sheet about the comparative and superlative form of short/long adjectives.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: November 12th to November 16th, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

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INTERVENTION AND OBSERVATION PLAN WEEK 3

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** Outstanding People.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To scan to identify details in a reading.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
VOCABULARY • Words related to mental and physical activities, and multiple intelligences	**ACTIVATION** • First, teacher candidate gives 5 different pictures related to mental and physical abilities. Second, he explains the game procedure and instructions. Players obey him only if teacher says "O´Grady says…." But take no notice if he gives instruction without saying this. Players who make a mistake are penalized.	• Teacher's book • Students' book • Flashcards • Worksheets

	CONNECTION • First, teacher candidate centers students' attention on the first activity from the book. • Second, teacher candidate has students read the three texts and guess the title for each one. • Students read the text as many times as they need to come up with the best title. • Next, teacher candidate presents students a chart on the board with 6 statements to make them check TRUE or FALSE. • Then he directs students' attention to the activity number 4 on the book. Students read the text again to answer the given questions. • After that, teacher candidate explains the use of the connector *Because.* • Finally, teacher candidate asks students why questions to have students use the connector because at the moment they give their answers. **AFFIRMING** • Students develop activities from the workbook. • Students are given a worksheet. Read and match the pair of sentences.	

MONITORING PLAN:
Data source 1: Assessment sheet about connectors.
Data source 2: Students' written tasks.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: November 19th to November 23rd, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

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INTERVENTION AND OBSERVATION PLAN WEEK 4

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** It's a piece of cake!

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?	
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.	
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To use informal language to make comments about people's abilities.	

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
VOCABULARY • It's a piece of cake • Get out of here • It's mind blowing • To know by	**ACTIVATION** • Teacher candidate presents different flashcards to make students guess the meaning of each idiomatic expression. **CONNECTION** • First, teacher candidate has students listen to the recording to pay attention to the specific skills mentioned and fill in the blanks in the second column on the book.	• Teacher's book • Students' book • Flashcards • Worksheets

heart	• Second, teacher candidate asks students associate the idioms with the comments about the abilities on the workbook, and then complete the definitions. • Finally, teacher candidate does some choral and individual drills of the idioms to check pronunciation and intonation. • TIME TO PLAY! Teacher candidate divides the class in two teams. One student from the first team stands facing the front of the class as the teacher writes an idiomatic expression on the board. Students on that team take turns providing a definition or explanation of the word in an effort to have the student guess the idiomatic expression within one minute. **AFFIRMING** • Teacher candidate has students complete the activities on the book. • Teacher candidate divides the class in 5 groups. Each group choose a talent and the members explain this talent by using pictures in an oral presentation. • Students are given a worksheet to match each idiom with its corresponding meaning.	
MONITORING PLAN: Data source 1: Assessment sheet about idioms		
SUPPORT: Coaching and guidance from Thesis Project Advisor		
DATE /TIME: November 26th November 30th, 2018		

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

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INTERVENTION AND OBSERVATION PLAN WEEK 5

INFORMATION DATA

INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** The Food Pyramid.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To describe food that people have for breakfast, lunch and dinner.   • To express agreement.   • To ask questions about countable and uncountable food.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
STRUCTURES • Countable and uncountable nouns • *Some* and *any* for	**Activation** • Warm up activity: Memory game Teacher candidate presents a set of flashcards with pictures related to daily food. One card should have the target vocabulary word and another	• Teacher's book • Students' book • Flashcards • Real food

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undetermined quantities	card should have the definition of the word.	
	CONNECTION	
VOCABULARY	• First, teacher candidate asks students to work individually to label the food on exercise 1.	
• Words related to food	• Second, teacher candidate has students play a game called "*My 5 senses*".	
	Invites students to close their eyes. Teacher candidate has students touch a carrot/tomato; then have them smell an apple, a banana. After that, cut out some pieces of fruit and invite them to taste them to confirm their mental guesses.	
	• Then teacher candidate centers students' attention on the Reflect on Grammar box "Countable and Non countable nouns".	
	AFFIRMING	
	• Students develop activities from the workbook	
	• Work in pairs to ask each other about their favorite food.	
	• Write 10 sentences using the vocabulary learned to talk about their own likes.	

MONITORING PLAN:
Data Source 1: Assessment sheet about daily food.
Data source 2: Students' oral presentations.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: December 3rd to December 7th, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.
Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

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INTERVENTION AND OBSERVATION PLAN WEEK 6

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** Healthy Recipes.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To describe healthy recipes using measurement words and containers. • To ask and answers questions about food quantities. • To use imperatives to give instructions or warnings.		
CONTENTS	**IMPLEMENTATION PLAN**	**RESOURCES AVAILABLE / NEEDED**
STRUCTURES • How much/How many • Imperatives	**ACTIVATION** • Warm up activity: Broken Telephone The teacher candidate first thinks of a sentence using quantities and whisper it to the classmate beside him. That student will then whisper	• Teacher's book • Students' book • Worksheets

VOCABULARY	what she/he heard to the next person.	
• Food quantities, measurement words and containers, and ways of cooking	**CONNECTION** • First, teacher candidate invites students to take a look at the Reflect on Grammar box and explains the use of *how much* for *uncountable* nouns and *how many* for *countable* ones. • Next, teacher candidate explains the use of imperatives. • Then, teacher candidate invites students to work with a partner to order the instructions on how to make oatmeal bars by using both pictures and prior knowledge. • TIME TO PLAY! Teacher candidate invites students to pick up a card with different images. Then he has students read and understand the meanings written on the board. The first student to get bingo by matching the definition given with the image on the cards win the game. **AFFIRMING** • Students develop activities from the workbook. • Students are given a worksheet. Write the correct form of the verb in the following sentences. • Students write 10 sentences using imperatives.	

MONITORING PLAN:

Data source 1: Assessment sheet about imperatives.

Data source 2: Students' written tasks.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: December 10th to December 14th, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

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INTERVENTION AND OBSERVATION PLAN WEEK 7

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** Eating Well.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To recognize the main ideas and details of a text. • To describe how to make a healthy recipe.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
VOCABULARY • Words related to food groups and quantities	**ACTIVATION** • Teacher candidate hands out an A4-sized paper to each group of six students and ask them to divide it into two columns named A and B. In column A they list healthy food; in column B they list the organs or the body's systems that benefit from those foods. **CONNECTION** • First, teacher candidate encourages students to carefully look at the	• Teacher's book • Students' book • Pictures • Worksheets

<table>
<tr>
<td></td>
<td>
pictures on the right (a-b-c) and name them.

- Next, teacher candidate invites students to close their books and play the audio for them to listen about the types of food.
- Then, teacher candidate explains the use of connectors of sequence like: *first, next, after that, then, finally.*
- After that, teacher candidate asks students to work in pairs to listen to the audio and identify the ingredients of the recipe.
- Finally, teacher candidate has students listen to the audio to complete the preparation of the recipe and encourages them to socialize the answers with their partners.

AFFIRMING

- Students develop activities from the workbook
- Students are given a worksheet to fill in the blanks of the recipe using the connectors of sequence.
</td>
<td></td>
</tr>
</table>

MONITORING PLAN:

Data source 1: Students' written and oral tasks.

Data source 2: Assessment sheet about connectors of sequence.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: December 17th to December 21st, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

INTERVENTION AND OBSERVATION PLAN WEEK 8

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** It's Finger-Licking Good!

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?		
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.		
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To recognize and use informal language to describe food preferences.		
CONTENTS	**IMPLEMENTATION PLAN**	**RESOURCES AVAILABLE / NEEDED**
VOCABULARY • It is not my cup of tea • It makes my mouth water • It's finger-licking good!	**ACTIVATION** • Warm up activity: Can you remember? Students find cards that are laid face down on the table. Students collect pairs of words and picture cards which go together. **CONNECTION** • First, teacher candidate centers students' attention on the Listening Strategy and calls on a volunteer to read it.	• Teacher's book • Students' book • Flashcards

	• Second, teacher candidate plays the audio to make students fill in the blanks with the foods, and then decide if the speakers like or dislike the food from the audio.	
	• Next, teacher candidate encourages students to listen to the idioms and do some individual and choral drills.	
	• Then teacher candidate shows students some flashcards to make them come up with the meaning of each idiomatic expression.	
	• After that, teacher candidate has students fill in the blanks on the book by relating the teacher's facial gestures with the idiomatical expressions.	
	• Finally, teacher candidate invites students to look for a partner and practice the idioms in informal interactions like the one from the book.	
	• TIME TO PLAY! Students play the game THREE QUESTIONS in which they have to walk around the classroom to look for the person who fits with the questions given.	
	AFFIRMING	
	• Students work in pairs. Prepare a dialogue using the idiomatic expressions.	
	• Write 3 sentences using the idioms from the lesson.	

MONITORING PLAN:

Data source 1: Students' written reports.

SUPPORT: Coaching and guidance from Thesis Project Advisor

DATE /TIME: January 7th to January 11th, 2018

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

INTERVENTION AND OBSERVATION PLAN WEEK 9

INFORMATION DATA

INSTITUTION: Unidad Educativa José Angel Palacio	**PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.	**SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.	**TOPIC:** Unit 3 revision.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?	
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.	
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To reinforce students' knowledge by playing games.	

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
VOCABULARY • Words related to multiple intelligences. • Modal verb can. • Adjectives	**ACTIVATION** • Warm up activity: teacher invites students to play The hot seat to remember adjectives. **CONNECTION** • First, teacher candidate draws a chart on the board and explains the use of the modal verb can. • Second, teacher candidate has students play the Longest Word game in which they must write the name of an intelligence on a sheet of paper	• Teacher's book • Students' book • Flashcards

• Idioms	and then they write words with each letter to make a long word. The student who finish first will become the winner. • Next, teacher candidate encourages students to listen to the idioms and do some individual and choral drills. • Then teacher candidate shows students some flashcards to make them come up with the meaning of each idiomatic expression. • Finally, teacher candidate invites students to look for a partner and practice the idioms in informal interactions like the one from the book. **AFFIRMING** • After that, teacher candidate has students fill in the blanks on the book by relating the teacher's facial gestures with the idiomatical expressions. • Teacher delivers students a worksheet to complete the sentences with the most appropriate words.	
MONITORING PLAN: Data source 1: Students' written reports		
SUPPORT: Coaching and guidance from Thesis Project Advisor		
DATE /TIME: January 14th to January 18th, 2018		

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 10

INFORMATION DATA
INSTITUTION: Unidad Educativa José Angel Palacio   **PARTICIPANTS:** 9th EGB
TEACHER: Lic. Diana Cevallos.   **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Pablo Israel Correa Criollo.   **TOPIC:** Unit 4 revision.

RESEARCH PROBLEM: How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year?
GOAL: By the end of the intervention plan students will be able to enrich the learning of vocabulary which refers to nouns, verbs, adjectives, quantifiers and idioms through the use of games.
LEARNING OBJECTIVES: By the end of this lesson students will be able: • To reinforce their knowledge by reviewing grammar through games.

CONTENTS	IMPLEMENTATION PLAN	RESOURCES AVAILABLE / NEEDED
VOCABULARY • Countable and uncountable nouns. • Some and any • Imperatives	**ACTIVATION** • Warm up activity: teacher candidate plays a song and invites students to sing it. **CONNECTION** • First, teacher candidate draws a chart on the board and explains the use of countable and uncountable nouns. • Second, teacher candidate has students work in pairs and have a short conversation using imperatives.	• Teacher's book • Students' book • Flashcards

Idioms	• Next, teacher gives students the post-test and post questionnaire. • Teacher encourages students to play The Race Board. Teacher divides the class in two teams, then one students per group must write as many words as possible according to the given category by the teacher. The group with most correct words will be the winner. • Then teacher candidate shows students some flashcards to make them remember the meaning of each idiomatic expression. • Finally, teacher candidate invites students to write sentences using measurement words to talk about food. **AFFIRMING** • Teacher candidate has students play the Longest word. Students are given a word and they must write a different word for each letter. The student who finishes first will be awarded with an extra point. • Teacher delivers students a worksheet to complete the sentences with the most appropriate words.	
MONITORING PLAN: Data source 1: Post test Data source 2: Post questionnaire		
SUPPORT: Coaching and guidance from Thesis Project Advisor		
DATE /TIME: January 21st to January 25th, 2018		

Adapted from Herrera, S.G., Holmes, M. A., & Kavimandan, S. K. (2015). *Effect of Transnational Standards on U.S. Teacher Education*. New York, USA: Teacher College Press.

Wright, A. Bettridge, D. Bucky, M. (Ed.). (2014). *Games for Language Learning.* Ney York, USA: Cambridge Handbooks for Language Learning.

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The teacher candidate

- Ninth-grade students EGB afternoon session

- The thesis advisor

Material

- Flashcards

- Book

- Sheets of paper

- Notebook

- Real objects

Technical

- Computer

- Projector

- Printer

- Internet

g. TIMELINE

Year groupings: **2018** covers OCT–DIC; **2019** covers JAN–DIC. Each month is divided into weeks 1–4.

ACTIVITIES	OCT-1	OCT-2	OCT-3	OCT-4	NOV-1	NOV-2	NOV-3	NOV-4	DIC-1	DIC-2	DIC-3	DIC-4	JAN-1	JAN-2	JAN-3	JAN-4	FEB-1	FEB-2	FEB-3	FEB-4	MAR-1	MAR-2	MAR-3	MAR-4	APR-1	APR-2	APR-3	APR-4	MAY-1	MAY-2	MAY-3	MAY-4	JUN-1	JUN-2	JUN-3	JUN-4	JUL-1	JUL-2	JUL-3	JUL-4	AUG-1	AUG-2	AUG-3	AUG-4	SEP-1	SEP-2	SEP-3	SEP-4	OCT-1	OCT-2	OCT-3	OCT-4	NOV-1	NOV-2	NOV-3	NOV-4	DIC-1	DIC-2	DIC-3	DIC-4
PHASE I: PROJECT																																																												
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

RESOURCES	COST
Internet connection	$180.00
Print of reports	$50.00
Print of the project	$20.00
Print of the final report and thesis	$30.00
Unexpected expenses	$420.00
Total	$700.00

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

i. BIBLIOGRAPHY

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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: Pablo Israel Correa Criollo.
Year: Ninth year EGB (eleven – thirteen years old)
Date:

OBSERVATION SHEET					
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Participants:** Ninth-grade students & 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					
Quantifiers					
Idioms					

Annex 2: Field notes

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DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: **Topic:** **Objective of the session:**	**Date/Time:** **Class size:** **Participants:** Ninth-grade students & The researcher	**Role of the researcher:** Participant observer **Duration of the observation:**
Description of the event		**Reflective Notes**

Annex 3: Pre and Post-test& Scoring guide (Rubric)

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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE/POST TEST

Student code: **Date**

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

1. **Write a noun for each category. (NOUNS) (2P)**

Fruits	…………………………….
Vegetables	…………………………….
Grains	…………………………….
Milky	Yogurt

2. **Unscramble the following verbs related to cooking and find them in the puzzle. (VERBS) (2P)**

   RESVE **………………..**   MXI **………………..**

   TCU **………………..**   RUNB **………………..**

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

3. Match the following adjectives with their antonyms. (ADJECTIVES) (2P)

a. thin   **b.** young   **c.** short   **d.** fast

1. tall   **2.** slow   **3.** old   *a* **4.** fat

4. Complete the following sentences with the correct measurement words from the word bank. (QUANTIFIERS) (2P)

Slices of   Loaf of   Tablespoons of   Pinch of

a. Add a …………………….. salt to the mixture.
b. There are five …………………. Cheese on the fridge.
c. Can you pass me two ………………………… sugar please?
d. I just want a …………….. bread for breakfast.

5. Match the idiomatic expressions with their meanings. (IDIOMS) (2P)

a. It's finger-licking good.   **b.** It's not my cup of tea.   **c.** It makes my mouth water.
1. It's not my favorite.   **2.** It looks or smells really good.   **3.** It's very delicious.

…………………………………………………

Students' signature

Test Scoring Guide (Rubric)

1. **Write a noun for each category. (2P)**
   1. Fruits   Answers may vary (0.5)
   2. Vegetables   Answers may vary(0.5)
   3. Grains   Answers may vary(0.5)
   4. Milky   Answers may vary(0.5)

2. **Unscramble the following verbs related to cooking and find them in the puzzle. (2P)**
   1. Cut   (0.5)
   2. Mix   (0.5)
   3. Serve   (0.5)
   4. Burn   (0.5)

3. **Match the following adjectives with their antonyms. (2P)**
   1. C   (0.5)
   2. D   (0.5)
   3. B   (0.5)
   4. A   (0.5)

4. **Complete the following sentences with the correct measurement words from the word bank. (2.P)**
   A. PINCH OF   (0.5)
   B. SLICES OF   (0.5)
   C. TABLESPOONS OF   (0.5)
   D. LOAF OF   (0.5)

5. **Match the idiomatic expressions with their meanings. (2P)**
   A. 3   (0.7)
   B. 1   (0.7)
   C. 2   (0.7)

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ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE/POST QUESTIONNAIRE

Dear students answer the following questions with sincerity about the English subject. Your answers will be anonymous and confidential.

1. **How often does your English teacher use games to teach vocabulary in class?**

ALWAYS	(……..)
SOMETIMES	(……..)
RARELY	(……..)
NEVER	(……..)

2. **How do you prefer to work in class?**

GROUP WORK	(……..)
PAIR WORK	(……..)
INDIVIDUALLY	(……..)

3. **What type of resources does the teacher use in the English class?**

SONGS	(……..)
GAMES	(……..)
VIDEOS	(……..)

WORKSHEETS   (……..)

FLASHCARDS   (……..)

4. **What time would you like your English teacher use games in class?**

   AT THE BEGINNING OF THE   (……..)
   CLASS

   AT THE MIDDLE OF THE CLASS   (……..)

   AT THE END OF THE CLASS   (……..)

5. **How do you feel using games to learn English Language vocabulary in class?**

   I FEEL MOTIVATED   (……..)

   I FEEL ANXIOUS   (……..)

   I FEEL BORED   (……..)

Thanks for your collaboration.

Annex 5: Research Matrix

Theme: The use of games to enrich the English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018 – 2019 school year.

Problem	Objectives	Theoretical Framework	Methodological Research (Action Research)	Techniques and Instruments
General How do games enrich the learning of English Language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year? **Specific** • What kind of	**General** To enrich the learning of English language vocabulary through the use of games among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year. **Specific** • To research the theoretical and	**Dependent variable** • Definition • Essential elements of a game • Rules of using games in the language classroom • The teacher's role • Benefits of using games • Types of games • Classification of	**Preliminary investigation** • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the	• Observation sheet • Pre and Post test • Pre and Post questionnaires • Field notes

theoretical and methodological references about games are useful to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year? • What are the issues that limit the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja	methodological references about games in order to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year. • To determine the issues that limit the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-	games • Games for learning vocabulary. **Independent variable** • Definition • Classification • Importance • Teaching vocabulary • Word classes • Aspects of vocabulary knowledge • Techniques to teach vocabulary • Steps to teach vocabulary through games	research • Designing and intervention plan **Intervention and observation** • 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	

during the 2018-2019 school year?	2019 school year.			
• What are the phases of the intervention plan that address the effective enrichment of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?	• To design an intervention plan based on the use of games to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.			
• Which games are the most adequate to enrich the English language vocabulary among ninth-grade students at Unidad Educativa José	• To apply the most suitable games as part of the classroom activities to enrich the learning of English language vocabulary among			

Angel Palacio in the city of Loja during the 2018-2019 school year? • How effective was the application of games to enrich the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio in the city of Loja during the 2018-2019 school year?	ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year. • To reflect upon the effectiveness that games had on the learning of English language vocabulary among ninth-grade students at Unidad Educativa José Angel Palacio during the 2018-2019 school year.			

Annex 6: Grading Scales

Games

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7-8	Average
5-6	Below average
1-4	Failing

English Language Vocabulary

Quantitative score range	Qualitative score range
81-100	High level of English language vocabulary
61-80	Expected level of English language vocabulary
41-60	Moderate level of English language vocabulary
21-40	Unexpected level of English language vocabulary
01-20	Low level of English language vocabulary

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