



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major

AUTHOR

LIDA ZULEMA GONZÁLEZ CABRERA

THESIS ADVISOR

DRA. CARMEN AURORA OJEDA PARDO, MG. SC.

**LOJA – ECUADOR
2019**

CERTIFICATION

DRA. CARMEN AURORA OJEDA PARDO, MG. SC. PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

The present research work entitled **USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABUALRY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.,** under the responsibility of the undergraduate student **LIDA ZULEMA GONZALEZ CABRERA** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of thesis for the pertinent legal aims.

Loja, August 30, 2019



Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

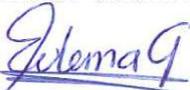
THESIS ADVISOR

AUTORÍA

Yo, LIDA ZULEMA GONZÁLEZ CABRERA exteriorizo ser la autora del presente trabajo de tesis y expresamente eximo a la Universidad Nacional de Loja y sus representantes jurídicos de posibles reclamos o acciones legales debido al contenido de la misma.

Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja la publicación del presente trabajo de titulación en el Repositorio-Biblioteca Virtual.

Autor: Lida Zulema González Cabrera

Firma: 

Cedula: 1900894930

Fecha: Loja, Noviembre 28, 2019

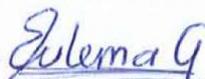
CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DE LA AUTORA, PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y PUBLICACIÓN ELECTRONICA DEL TEXTO COMPLETO

Yo, Lida Zulema González Cabrera declaro ser autora de la tesis titulada: USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "C" OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR. como requisito para obtener el grado de: Licenciada en Ciencias de la Educación, mención: Idioma Inglés; autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional (RDI):

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los 28 días de noviembre del dos mil diecinueve.

Firma: 

Autora: Lida Zulema González Cabrera

Cédula: 1900894930

Dirección: Electricista Bajo

Correo electrónico: lida.gonzalez@unl.edu.ec

Teléfono: 0990693348

DATOS COMPLEMENTARIOS

Director de tesis: Dra. Carmen Ojeda Pardo. Mgs, Sc.

Tribunal de grado

PRESIDENTA: Dra. M. Sc. Carmen Dávila Vega

PRIMER VOCAL: Lcda. M. Sc. María Patricia Rodríguez Ludeña

SEGUNDA VOCAL: Lcdo. M. Sc. Jhimi Bolter Vivinco Loaiza

ACKNOWLEDGMENTS

With great enthusiasm, I express my sincere thanks to Universidad Nacional de Loja, to the English Language Department, its coordinator and the faculty who were part of my learning process to complete my studies.

Similarly, my heartfelt thanks go to Unidad Educativa Manuel Ignacio Monteros Valdivieso, its principal Dr Franco Cobos, English teacher Mgs Victoria Aguilar, and her students for making possible this research work.

Likewise, I owe my deepest gratitude to Dr. Carmen Aurora Ojeda Pardo, Sc. Mg. whose contribution with stimulating recommendations and encouragement, helped and supported me to obtain a well written thesis.

THE AUTHOR

DEDICATION

This thesis work is dedicated to my lovely parents, Victor Gonzalez and Victoria Cabrera, for teaching me to work hard to achieve a goal in life. Thanks dear parents for being unconditional friends, guide and models. My lovely siblings Melva, Elsa, Maribel who taught me determination for getting a degree. And too Patricia, Ramiro, Kandy and Mayrobi because I want to be like an inspiration for you. All of them helped in different ways along this sacrificed but enjoyable journey. Finally, I dedicate my work to my partner in life for his unconditional love, patience and motivation.

LIDA ZULEMA

MATRIZ DE ÁMBITO GEOGRÁFICO
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

BIBLIOTECA: FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN.

TIPO DE DOCUMENTO	AUTORA / TÍTULO DE LA TESIS	FUENTE	FECHA / AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIO O COMUNIDAD		
TESIS	LIDA ZULEMA GONZÁLEZ CABRERA USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR "C" OF BASIC EDUCATION , AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGANCIO MONTEROS VALDIVIESO, DURING THE 2018-2019 SCHOOL YEAR.	UNL	2019	ECUADOR	ZONA 7	LOJA	LOJA	SUCRE	OBRAPIA	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN IDIOMA INGLÉS

MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN LOJA



CROQUIS DE LA INVESTIGACIÓN

UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El principal objetivo de esta investigación fue mejorar el vocabulario usando juegos como estrategia motivacional con los estudiantes de octavo año, paralelo "C". El método científico, descriptivo, estadístico y analítico-sintético, sirvieron para recopilar información teórica, describir la situación and las etapas de estudio, procesar información y representar en tablas y figuras e interpretar los datos recopilados. Los instrumentos como pruebas y cuestionarios fueron aplicados a dieciséis estudiantes para diagnosticar el nivel de conocimiento y actitud. Las hojas de observación y notas de campo fueron útiles para registrar el progreso de los estudiantes en vocabulario como también su comportamiento. Los resultados demuestran una excelente mejora en el aspecto de vocabulario, especialmente en sustantivos, adjetivos, antónimos, ortografía y modismos. En conclusión, el uso de juegos mejoró el aprendizaje de vocabulario en los estudiantes y ayudó a estar activos en su proceso de aprendizaje, trabajar colaborativamente y demostrar una actitud positiva hacia el idioma extranjero.

ABSTRACT

The main objective of the research was to enhance English vocabulary using games as a motivational strategy among students of eighth year “C”. The scientific, the descriptive, the statistical, and the analytical-synthetic method, assisted to collect theoretical information, describe the situation of the problem and stages of the study, to process and represent information into figures and tables, and interpret the data gathered. The instruments like tests and questionnaires were applied to sixteen students to diagnose the knowledge and attitude of their learning. The observation sheet and field notes were useful to record students’ progress in vocabulary as well as the participants’ behavior. The results demonstrated an excellent improvement in the field of vocabulary, especially in nouns, adjectives, antonyms, spelling and idioms. In conclusion, the use of games improved students’ vocabulary learning, and assisted them to be active members in their learning, work collaboratively and demonstrate positive attitude about learning a foreign language.

c. INTRODUCTION

Vocabulary is central to learning a second language because without sufficient words people cannot understand others or express their ideas. Vocabulary knowledge is the base for developing the four skills of a language (listening, speaking, reading and writing). Knowing vocabulary not only implies the definition of words but also it includes the appropriate usage of the words in real context. The more vocabulary learners have at their disposal, the more they effectively communicate their thoughts. In general, learners face problems in vocabulary understanding which involve the word idiomatic usage, the distinction between homophones and homographs, the use of words in different contexts (polysemy), the grammatical form of a word known as inflections, and the appropriate meaning of words.

An observation done at Unidad Educativa Manuel Ignacio Monteros Valdivieso, with students of eighth year “C” of Basic Education, afternoon session, 2018-2019 academic period revealed that those students had difficulties in spelling, recognizing the word classes, identifying antonyms and understanding the meaning of idiomatic expressions used in informal conversations. These issues motivated the researcher to wonder about how the application of games enhances English vocabulary.

Games are fun, which keep students as active members of their learning. They also create a friendly and positive atmosphere as well as give shy students opportunities to participate. Likewise, games are versatile so, teachers can use them

in varied ways meaning that they are used in speaking, writing, vocabulary, etc.

The specific objectives for this research work were: to research the theoretical and methodological references about using games as a motivational strategy and their application to enhance English vocabulary; to diagnose the issues that limit the vocabulary development in English language; to design an intervention plan based on using games as a motivational strategy in order to enhance vocabulary; to apply the most suitable games as a motivational strategy in order to enhance English vocabulary and to validate the results obtained after the application of games as a motivational strategy to enhance English vocabulary.

The methods used were: *The Scientific Method*, which allowed the researcher to get the essential and valuable information or theory about the two variables and support the results obtained from the data collection. *The Descriptive Method*, which was suitable to describe the different phases of the study, the results and the resources used. *The Statistical Method* was helpful to make the qualitative and quantitative examination obtained from test, questionnaires and observation sheet, and field notes. *The Analytic-Synthetic Method* was employed to make interpretations and logical analysis of data to draw up coherent conclusions.

The present research is structured as follows: at the beginning is *the Abstract*, which mentions the general objective, principal methods, techniques and materials, and results obtained from the data. *The Introduction* encompasses the contextualization of the central problem in general and specific, the reason why the theme was chosen, the specific objectives of the study, and the methodology used. *The Literature Review*, holds detailed information about the two variables; games

and English vocabulary. *The Materials and Methods* section contains the design of the research, material, method, instruments that were used to collect the information, and the population. Concluding with *the Results* that are presented through tables and figures with the corresponding interpretation and logical analysis. Next, there is *the Discussion*, which includes a general analysis about the results obtained, and finally *the Conclusions and Recommendations*.

d. LITERATURE REVIEW

GAMES

Definition of Games

Hadfield (2003) defines games as “A game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.”

Furthermore, The Longman dictionary defines the word “game” as;

Games in language teaching is a prepared activity that usually has the following properties; a particular task or objective, set of rules, competition between players and communication between players by spoken and written language. Games sometimes are used as a fluency activity in communicative language teaching and humanistic method (Richards & Schmidt, 2002).

Games are interesting activities which encourage students in their learning. They are activities that must have a purpose even if it is for learning or practicing the language. Also they are governed by rules, otherwise it is not going to work and students will complain if it is fair or not. Competition is also an important feature to be considered because it gets student’s attention to win. Of course it should be a friendly competition. Finally, games should be considered as a strategy to be implemented as part of a class, in that way the teacher helps students to develop student’s fluency and communication.

Reasons to use games in classroom

Sigurðardóttir (2010) mentions some reasons why games need a place in the classroom: first, they are fun, which is extremely important to engaging students. Keeping students active is vital because they will never learn unless they can participate in their own language learning process. Secondly, games help participants build relationships among themselves and feel equal. Playing games also helps to create a friendly and positive atmosphere. Third, students use the language in real situations where they can reenact various settings from real life. Fourth, students need to be exposed to the language in a variety of situations which games make possible. In addition, games make students ready to take on the experience, open their minds and willing to participate. Fifth, language students need to be emotionally involved while they are exposed to the language. Emotions like happiness, excitement, amusement and suspense allow students to feel positive about their learning. Sixth, shy students increase their confidence, and this works especially in smaller groups because students get a chance to speak in front of a smaller audience rather than the whole class. Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest among students. Finally, they are important because many children do not get enough opportunities to play during their free time outside of their homes, because of the dangers of a vast city.

Analyzing the usefulness of games from the teacher's point of view, they are helpful to create real or imaginary situation where students require the language as a mean of expression. They are varied, which is why they can be used not only in

English, they can work perfectly for math, science or social studies. Moreover, they help teacher and students to escape from routine. On the other hand, games are useful for students in the manner that they are active members of their learning. The atmosphere among students is comfortable due to that learners develop bonds of friendship. As a final point, games increase students' confidence because they give students equal opportunities to participate.

Types of games

Classifying games into categories can be difficult, because categories often overlap. Hadfield (1999) explains two ways of classifying language games: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

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

- Sorting, ordering, or arranging games. For example, students have a set of cards with different words written on it, and they have to arrange those cards in order.
- Information gap games. In such games, the group of students have different information and they need to exchange their information to complete a task.
- Guessing games. These are a variation of information gap games. For instance,

one student who has the image cannot show it to the rest of the class but instead he/she can mime it to represent it so the rest of the class can guess what the word is.

- Searching games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. For instance, everyone is given a clue to find out who has the thing that they were looking for. They have to ask and then reply to their partners to solve any problem or issue.
- Matching games. As the name implies, participants need to find a match for a word, picture, or card.
- Labeling games. These are a form of matching, in that the participant matches labels and pictures.
- Exchanging games. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
- Board games. Scrabble is one of the most popular board games that specifically highlights language.
- Role-play games. Such kind of games involves students playing roles that they might not play in real life. They might also be employed to get students to practice dialogues.

Consequently, there are many games that focus on linguistics and communication, all of them should be analyzed and carefully selected by the teacher because the game should fit the content and purpose of lessons. Some games require more material, others require physical activity, others can be developed without

moving from the chair. As a good teacher, many factors should be considered for choosing a game.

Games to enhance English vocabulary

The games proposed for enhancing students vocabulary were chosen taking into account the student's characteristics. The ones that involve physical movement and critical thinking are suitable for them.

Pictionary

This game belongs to the guessing game type designed by Gary Everson and was first published in 1985 by Angel Games Inc. It is one of the most popular games to practice vocabulary (Ravulur, 1997). Pictionary is played with teams trying to identify specific words from their teammates' drawings. According to Hinebaugh (2009), the pictionary game can be used as an excellent teaching tool for developing communication and creative thinking skills; it is suited to reinforce ideas in other subject matters for those students who are visual learners. The same author gives benefits of using this game in classroom. The same author names the benefits of using them: (1) It develops and enhances creative thinking. Considering that to effectively communicate the hidden word or phrases, the students must think of ideas, facts related to the words to be guessed. (2) Development and enhancement of vocabulary and associations skills. Because pictionary requires players to associate and correlate related ideas, facts and concepts like a word or phrase, the more words and phrases a player has to choose from, the more effective he or she will be. For example, a word like "sick" a player may draw a person lying down but drawing more things like hospital, ambulance, needles (all associated vocabulary)

the rest of players increase their probability to get the idea. (3) In educational settings the game emphasis on visual learners. The game provides students most opportunities for the ones who are visual learners because concepts, facts or words that students struggle to memorize are suddenly understandable and memorable through the use of simple sketch and drawings.

The Pictionary game follows the following process: first, the students are divided into group of five or six. Secondly, each member of each group consecutively comes to the front of the class. The teacher shows a word to the representative of each group.

Thirdly, the representative has to draw pictorial clues of the word on the blackboard. Written words, verbal clues and gestures are forbidden.

Finally, the group members make guesses of the word in English within a certain amount of time.

This game does not need to much preparation, just a few items like paper/whiteboard, markers, eraser and markers.

Chopstick Take Game

This is a kind of matching game, in which students have to take cards from the floor with the chopstick and put in the bowl. The game is appropriate from beginner to lower intermediate (Lorenzutti, 2016).

The game follows a process as is detailed below:

1. Prepare three sets of laminated cards with words to review with your students; the same words are repeated on each set. Each set should be a different colour (e.g., white, yellow, blue).

2. Divide the class into equal teams. Ask students to form three lines in a U-shape in the class and assign a name for the group.
3. Spread the three sets of cards on the floor. The sets are the same, but white cards are worth 1 point, yellow cards are worth 2 points, and blue cards are worth 3 points. Each word appears three times (once on a white card, once on a yellow card, once on a blue card).
4. The teacher says a definition. The students of the groups must find the correct word, pick up the card, and put it in their group's bowl using only their chopsticks and they must pick only one card.
5. Once all the cards have been collected, the groups go to their desks and count their points. The team with the most points wins (Lorenzutti, 2016).

The materials need are bowls, cards in white, yellow and blue cards and chopsticks.

Spelling Bee

The game belongs to the category of sorting, ordering games because this game is related to saying a word but letter by letter. Macmillan (2012) defines the spelling bee as “a competition in which children, usually elementary school students, are asked to spell words in front of an audience”. He explains this game helps children improve their spelling, increase their vocabulary, and develop correct English usage. They also help build children's self-confidence and, more importantly, they are a lot of fun. There are three main points in playing SBG: (1) there must be participants, (2) judges are needed to take control of the competition, and finally (3) teachers are pronouncers; who are important characters of the spelling bee

activity.

The process for the activity is:

1. Students get familiar with the words
2. Divide the class in equal groups, and students number themselves.
3. Teacher calls a member of each group and show the words. after He/ she start spelling and when they misspell the teacher immediately touches the bell. And gives chance to another student.
4. Finally, all the members participate the teacher counts the points of the group, and announces the winner.

The materials for developing the game are; a bell, timer and set of words

Opposite Bingo Game

Opposite bingo belongs to the type of matching game in which students have to listen carefully to the words and put the chips on the antonym of the word heard.

The procedure to practice the antonyms with this game is;

1. Teacher reminds students the antonyms of some words.
2. Teacher gives students the bingo board and seeds.
3. Teacher indicated the row or shape to be completed and say the words aloud, while students listen careful and complete the shape.
4. Finally, when a student completes the row says aloud BINGO and she or he is the winner

The materials for playing it are; bingo board, chips or seeds

Consideration when applying games in class

Besides many advantages, there are some considerations that a teacher should

be aware of when applying games in EFL classrooms. Stojkovic and Jerotijevic (2011) mentions the following considerations:

- 1) Discipline issues, learners may get excessively noisy
- 2) Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning
- 3) If games are already familiar or boring, students might not get equally involved
- 4) Some learners, especially teenagers, may find games unnecessary and childish.

Teachers should analyze their students and consider their behavior before choosing games. Games are a good strategy, but they can also be a disaster in the class if they are not well prepared. The students' nature is to be noisy, a simple mistake makes them laugh. As a result, if a game is applied with these kinds of students it is not going to work unless teacher and students make an agreement to behave correctly and collaborate with the class rules. Moreover, the rules and demonstrations should be clarified before playing because students are clear on what is allowed and not allowed during the activity. Varying games is also an aspect to think about, sometimes students get bored of playing the same games and as a result they do not get motivated and reject games. Finally, analyzing which kind of game goes with the student's age and level is important, otherwise students will not participate.

Ways to play games in the classroom

There are many ways of playing games. Wright & Bucky (2006) mentions three types of grouping; (1) individual, in which students work in their own; (2) Pair work, which is easy and fast to organize, providing opportunities for intensive

listening and speaking practice. This kind of arrangement is better than group work whether there are problems controlling students' discipline. (3) Group work, which varies from four to six players. If there is some kind of competition in the games, students should be mixed to make it a fair competition. It is advisable to have a group leader. The leader is one of the most able learners and the role is to make sure the game is organized, and act as an intermediary between students and the teacher

The way the teacher organizes learners to play is an aspect to take into account when applying any game. Students working individually is a good idea, since they put into practice their real knowledge. This type of arrangement also contributes to control their discipline as well as a means to identify students' weaknesses. When working in pairs, make sure that students do not work with the same classmate every day, they should vary their classmates among themselves otherwise they will not construct a good relation with others. Working in bigger groups, make sure that students are mixed and if it is possible the teacher should create the groups, in that way, if it is some kind of competition it will be fair. In groups is advisable to delegate roles to control student's behavior and act as judge of the game. Considering these relevant arguments, the management of the class would be easier and faster to have a successful development of the activities.

VOCABULARY

What is vocabulary?

Klapwijk (2014) says that "vocabulary is the key to learn a language and excel in that language, even more than grammar. In fact, with only few useful words and

expressions, people manage a communication.”. Also the Merriam-Webster dictionary defines vocabulary as “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge” (Webster n.d.). Alqahtani (2015), adds “The more vocabulary students have at their disposal, the better they learn, regardless of their grammatical knowledge, although this is not to say that they should neglect grammar completely.” Moreover, Stahan (2005) states “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

According with the different definitions of vocabulary aforementioned have in common that vocabulary knowledge requires not only word meaning, but it requires the appropriate usage of the words in context in a natural way. Therefore, teachers in a classroom should make sure that the learners use newly learned words in relation to others and not in isolation. It is important to mention that vocabulary is the base for learning a language, even more relevant than grammar, because with simple words that a person uses they can be understood.

Reasons for learning English vocabulary

Many reasons are present why learning vocabulary in another language is so important. People communicate every day and vocabulary is central to everyone, students should possess a large list of vocabulary items in that way they act more confident when speaking. Klapwijk (2014) describes some reasons why people must learn vocabulary.

- A large vocabulary facilitates the performance of the four language skills. It improves effective communication, not only to understand but to be understood.

- It helps to understand the written word, because the previous vocabulary stock in a person's mind makes a link to the new ones.
- It helps to understand ideas and think more logically, in other words, it opens the mind because when people have sufficient words they are able to question what they read or hear.
- It helps to make a good impression on others because that shows your level of proficiency in the language.

Vocabulary is the core to dominate a language without sufficient lexis students cannot express themselves and understand others' ideas. Vocabulary is the base for developing the four skills, it also gives opportunities to interact with classmates for making questions or talking about different issues, in that manner they are interactive students rather than just listeners. Additionally, possessing a vast knowledge of words, the level of proficiency will be sophisticated, meaning that they can easily manage conversation, debates, and opinions, and as a result, people have a good perspective about their performance in the language. To conclude, vocabulary is an important aspect of language in which the students should learn and have in order to master a foreign language. By having a large amount of English vocabulary, it might be easier for the students to be able to speak, to read, to write, and to listen to the words which are related to the target language.

Types of vocabulary

Klapwijk (2014) emphasizes in the difference between the two kinds of vocabulary; receptive and productive vocabulary.

- Receptive vocabulary comprises those words that people understand when they

hear or read.

- Productive vocabulary are the words that people can use to express themselves in speech and writing. The teachers' goal should be increase the students' productive vocabulary levels.

Paraphrasing with Klapwijk the receptive vocabulary, deals with the words that we hear or receive, this vocabulary is vast in students due to they identify the vocabulary items said by another person even if they do not know how it is written. On the other hand, the productive vocabulary is the kind of vocabulary that students have more problems with since it deals with production of words that can be spoken or written in order to communicate ideas.

Sub-skills of vocabulary

Thornbury (2002) concludes that knowing a word meaning means to know:

1. the word's form (spoken and written)
2. the word's meaning
3. Connotation the words might have
4. register or styles
5. the word's grammatical characteristics like the parts of speech
6. the word's common collocation
7. the word's derivation
8. the word's relative frequency

The *word's form* that deals with the spelling of words vocabulary items since English spelling is notoriously difficult to many peoples due to many words in English are spelt differently from how they sound.

The *word's meaning* refers to a complex aspect of vocabulary since it is related to the different meaning that a word or phrase may have used in sentences. English vocabulary is complex due and makes different from other languages since the vocabulary can have different sense.

Connotation refers to a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings, in addition to their literal meanings or denotations. For instance, "Wall Street" literally means a street situated in Lower Manhattan, but connotatively it refers to wealth and power.

The *register or style*, which refers to the language used for a particular purpose or a particular social setting so idioms are included in this because it will depend on the people who are dealing with and when to use them

The *words grammatical characteristic* that refers to the use of parts of speech. This means whether the word is a noun, verb, adjective or adverb students must know and identify it clearly because without this information it will be difficult to use the word accurately in speaking or writing.

The *word's collocation* refers when two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong".

The *word's derivation* which is related to the use of affixes to make new words. Using affixes learners can establish new words like antonyms that only adding prefixes can be formed.

The *word relative frequency* which refers to the frequency of their recurrence has been referred to as the "vocabulary frequency," which quantifies the number of times a learner comes into contact with specific terms. It is suggested that increasing the number of times a learner encounters a term will deepen his or her learning of that term

Steps to teach vocabulary

Putri (2010) establishes that there are some stages the vocabulary learning process must go through: First step: encountering new words. If learners are inspired to learn certain words of interest or need, they are likely to learn faster. The way or context in which words are presented, as well as the number of encounters with this, will affect if it is learned or not. So, it is a good idea have different encounters with the same word in multiple sources. Second step: getting a clear image of the form of the vocabulary item. This image may be visual or auditory. Very often learners tend to associate the words learned with the words of their mother tongue. Third step: getting a word meaning. The level of distinction of the words varies across situations and learner levels. For example, low level learners may be satisfied with grasping quite general meanings, while advanced learners need specific definitions in order to differentiate the word from its synonyms. Fourth step: consolidation of form and meaning in memory. Various memory strategies are needed here like; creating mental linkages, applying images and sounds, reviewing well and employing actions (Oxford, 1990). Fifth step: using the words. Ensure that the learners gain confidence and autonomous, but at the same time refine their language knowledge in general.

This process highlights the importance of following these steps for successfully teaching the vocabulary items. Following these steps, a proper acquisition of the new vocabulary items and an adequate use of them in real context in order to store in the long term memory.

Techniques for presenting vocabulary

There are many techniques concerning vocabulary presentation. According to Gairns and Redmand (as is cited in Tuan, 2012), there are three techniques which may be used in the presentation of new vocabulary items.

1. Visual techniques
2. Verbal techniques
3. Translation

Visual techniques for the presentation of new lexical items match to visual memory, which is considered helpful for vocabulary retention. Learners can remember the set of words more effectively if they have been presented by means of visual aids. This material helps students to associate a picture with a specific word, and in that way they incorporate them into their knowledge. Visual techniques include: mime, gesture and visual such as flashcards, photographs, blackboard drawing, wall chart and realia.

Verbal techniques refer to the teaching process in which the words are mainly used to communicate. In other words, to teach the new words in a context where they can be used. This technique includes; the use of illustrative situations, synonyms and definitions, contrasts and opposite, scales and examples.

Translation, which is considered a quick, easy and effective way of conveying

the meaning of the vocabulary. Analyzing translation as a technique of presenting vocabulary, it could be taken into account when the words are hard to explain or have an abstract meaning, but when they are common words the best option is visual technique because kids tend to link one word with a referent. The verbal technique could be considered when students have an adequate level of proficiency in the language because learners are able to understand explanation and examples.

Thornbury (2002), in his book *How to teach vocabulary* explains some means of presenting vocabulary focusing on meaning through:

Translation

Real things

Pictures

Actions/gestures

Definition

Situations

And presenting the form of words can be done in its;

Spoken form or

Written form

How is vocabulary learned?

Thornbury (2002) states different ways in which the students can easily learn vocabulary. The most common method used is labelling, which is used with children. Labelling consists of mapping words with concepts, so students have to see the picture and write the name. Categorizing is another way to learn vocabulary, it consists of knowing the variations to present the same word but in different ways.

For example, the word dog; not just the animal, also a people's dog, toy dog, and even pictures of dogs. The last one is network building, that is constructing a complex web of words, so that the items like black and white, finger and hand, or family and brother are interconnected. Network building serves to link all the label and packages, and lays the groundworks for a process that continues for as long as we are exposed to new words.

Practicing the vocabulary learned

Thornbury (2002) identifies two types of making students work on the vocabulary: production tasks and games.

Production tasks are the ones that learners are required to incorporate the newly studied words into some kind of speaking or writing activity. These are classified in to main types.

- Completion –of sentences and texts
- Creation- of sentences and texts

Sentence and text completion task are the ones generally known as gap-fills. They are usually writing tasks and used on tests because of its ease of designing and marking. They have many variations; open and closed gap-filling. The open type is one where the learners fills the gaps with by drawing in their mental lexicon. In a closed gap-fill, the words are provided in the form of a list at the beginning of the exercise.

Sentence and text creation tasks, require learners to create the context for given words. In this kind of task students need their creativity to fit the words learned in a given situation. These kind of tasks lead naturally into speaking activities, either

reading aloud or performing dialogues for the class, or comparing and explaining sentences. These tasks give students benefits in promoting retention in long-term memory, such as rehearsal, repetition and explanation.

Games are useful because they encourage learners to recall words. Too often games are used to plug holes in lessons which could more usefully be filled with language-rich talk. Nevertheless, the fun factor may help make words more memorable and when a competitive element often serves to animate even the most lethargic students.

Different word games like word clap, categories, noughts and crosses, coffee pot, back to board, Pictionary, word snap, word class, word race and spelling race, teacher should try to practice the vocabulary items learned.

How to assess vocabulary

Thornbury (2002) explains two ways of testing vocabulary; informal and formal.

Informal testing is done on a regular basis. Meaning that vocabulary covered in the previous lesson should be assessed at the beginning of class, by just asking questions to prove if students are retaining the new vocabulary. Another informal way of testing is to get learners to test each other, using their vocabulary notebooks.

The formal testing forms part of placement test which places learners in the different levels or the diagnostic test in advance of a course program which identifies the students' weaknesses on the language. Achievement test are carried out at the end of the course while the proficiency test, done by external examinations such as TOEFL or Cambridge First certificate to know your level in the language.

For evaluating students, the researcher used the informal and formal methods. The informal manner was developing the games with learners, which their expressions or attitude confirmed their understanding. While, the formal assessment was held at the end of the class using an achievement test which learners completed different questions related to the presented topic. The formal assessment gives more reliable information and provides the teacher an objective score.

Types of test

Thornbury (2002) classifies vocabulary tests into three categories.

Multiple choice tests are popular in the manner that they are easy to grade and the facility to be designed. Likewise, this type can be employed with isolated words, word in a sentence or words in whole context.

Gap-fill: Gap-fill tests require learners to remember words from their memory in order to complete a sentence or test. An example of gap-fill tests is close test in which the gaps are regularly spaced to write just one word.

C-test: In a C-test, the second half of the words is deleted, just the first letter is shown

According to the aforementioned, the most suitable kind of test for learners are gap-fill. This type allows students to recall previous vocabulary items as well as reinforce word's form that refers to spelling. The C-test makes students challenge themselves because it provides a clue and they have to discover the word.

e. MATERIALS AND METHODS

Materials

The research work was successfully carried out with the support of human, technical, and material resources. Among the human resources, the researcher counted with the valuable participation of the students of eighth grade “C” who took part in all the games implemented, the teacher in charge of the subject who provided constructive comments about the lesson plans, and the thesis advisor who was always giving feedback to improve this work. Referring to technical sources, a computer, the internet, and a printer were very helpful to get valid information and print all the material needed for the research work. Additionally, material resources created by the researcher were essential for getting students’ attention. It involved bingo cards, images, written words, definitions, and assessment sheet.

Design of the research

The design of this research work was Action Research, which according to Ferrance (2000), “is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” The author described the following steps: identification of the problem area, collection and organization of the data, interpretation of data, action based on data and reflection. Based on what Ferrance said, this research work was developed as follows: first the researcher observed students of eighth year “C” and identified their weaknesses in learning English vocabulary. After, the data was collected to design and implement an action plan applying games for enhancing students in the learning English

vocabulary. Finally, the application of games was evaluated and the results served to reflect on the student's progress in English vocabulary learning.

Methods, Techniques and Instruments

Methods

During the development of this research work different methods were used. They were applied in the following way:

The Scientific Method provided the researcher with valuable theoretical information about both variables: games and English vocabulary. The information collected helped to design the research instruments like tests, questionnaires, observation sheet and field notes as well as the intervention plan. *The Descriptive Method* was convenient to describe what happened in the classroom, the students' action and the different stages before, during and after the intervention plan. It assisted to explain and analyze how the use of games motivated students to improve the vocabulary learning. *The Statistical Method* provided support to process the information received from the tests and the questionnaires to consequently represent quantitatively into tables and qualitatively into figures. *The Analytic-Synthetic Method* was employed to analyze and interpret all the data gathered through the tests and questionnaires, observation sheet and field notes. With the gathered data the researcher was able to establish coherent conclusions.

Techniques and instruments

With the purpose of gathering worthwhile information it was necessary to design different instruments like pre-post tests, pre-post questionnaires, field notes and observation sheet that were used before, during and after the intervention plan.

These kinds of instruments provided the researcher bases to make appropriate quantitative and qualitative interpretations.

Test

Two kinds of tests were applied to the participants. A pre/test was employed before the intervention, with the aim to diagnose and measure students' knowledge in vocabulary learning, furthermore the post/tests was applied when the process of the intervention was finished. The pre-post /test contained ten questions, which were matching, gap filling, labeling and completing questions related to the subskills of lexis.

Questionnaire

Two questionnaires were implemented; the pre and post. The questionnaires were composed of five multiple choice questions related to different games proposed by the researcher. The pre and post questionnaires were applied consequently at the beginning and end of the intervention plan with the purpose to know students' attitude, feelings and perception towards the application of games as motivational strategy.

Observation sheet

Through the observation sheet, the researcher wrote down the achievements of students in each class. It was also used to keep an evidence of the students' progress in each subskill of vocabulary.

Field notes

The field notes were instruments in which the researcher wrote down about every aspect that happened in each lesson. Completing the field notes was a daily activity

which allowed the researcher to take notes about the students' behavior, and their attitude towards the games implemented. It was also considered as an evidence of the work done by the researcher to support the interpretations and analysis of the study.

Population

Sixteen students of eighth year "C" of Basic Education at Unidad Educativa Manuel Ignacio Monteros Valdivieso took an active role in the development of this work. The participants were 8 boys and 8 girls who were all aged about 12-13 years old.

f. RESULTS

This section details how the objectives proposed in this action research were accomplished

The first objective was fulfilled researching the theoretical and methodological references about using games to enhance English vocabulary. The theoretical references were helpful to design the intervention plan as well as instruments like test and questionnaires. Likewise, the theoretical references were beneficial to support the different interpretations and set up the corresponding recommendations.

To diagnose the issues that limit the vocabulary development was the second objective and it was achieved through the results, which are displayed in Table 1. The pre-test was applied at the beginning of the intervention plan and consisted of ten questions which guided the researcher to diagnose the students' level in vocabulary.

The third objective was accomplished by designing an intervention plan which was based on the use of games to enhance English vocabulary. The intervention plan included lesson plans, which contained three stages: activation, connection and affirming. Each lesson was planned using the different games that were addressed to improve subskills of vocabulary.

The fourth objective was reached through the comparison of the pre and post questionnaire results, which are illustrated in tables 2, 3, 4, 5 and 6.

The fifth objective was attained with the post-test findings that validated and confirmed the students' improvement in English vocabulary through the use of

games. These findings are shown in Table 7.

Pre-test Results

Objective two: To diagnose the issues that limit the vocabulary development in English language among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-Test Scores of Eighth Year "C" Students in English Vocabulary

Students' Code	N	A	AN	S	I	SCORE
	/2	/2	/2	/2	/2	/10
UEMIMV8C01	1.2	0	0	0.8	1.5	3.5
UEMIMV8C02	1.2	0.8	1.2	1.2	1.5	5.9
UEMIMV8C03	1.2	0	0.8	0.8	1.0	3.8
UEMIMV8C04	1.2	0	0	0.4	0.5	2.1
UEMIMV8C05	1.2	0	0.4	0	1.0	2.6
UEMIMV8C06	1.2	0.4	0	0.8	1.5	3.9
UEMIMV8C07	0.8	0	0.4	0.8	1.0	3.0
UEMIMV8C08	1.2	0	0	1.6	0.5	3.3
UEMIMV8C09	1.2	0	1.6	1.2	1.0	5.0
UEMIMV8C10	1.6	0.4	0.8	0.8	0.5	4.1
UEMIMV8C11	1.2	0	0.4	1.6	1.5	4.7
UEMIMV8C12	1.2	0.4	0.4	2.0	1.0	5.0
UEMIMV8C13	0.8	0	0.8	0.8	1.5	3.9
UEMIMV8C14	1.2	0.4	0	0.4	0.5	2.5
UEMIMV8C15	0.4	0	0.4	0.4	1.0	2.2
UEMIMV8C16	1.2	0.4	1.2	1.2	1.5	5.5
MEAN	1.13	0.18	0.53	0.93	1.06	3.83

Note. UEMIMV= Unidad Educativa Manuel Ignacio Monteros Valdivieso, 8C= eighth year "C", 01= Students' code, N= Nouns, A=Adjectives, AN= Antonyms, S= Spelling, I= Idioms.

b. Interpretation and Analysis

As it is detailed in Table 1, the general mean score that students obtained was 3.83/10 in English vocabulary, which means that students are placed in a failing qualitative score range (see grading scale on page 129). The highest mean score that learners obtained was 1.13/2 in nouns in relation to places of the city. It means that it was easy for learners to guess the meaning of nouns looking at the pictures. Even though, they knew the meaning of the word, the spelling of the nouns was not appropriate. On the other hand, the lowest mean score was 0,18/2 in adjectives, meaning that students faced a lot of problems in recognizing the function of adjectives in sentences. That is modifying or describing nouns. Students could not identify which adjective to describe a person. Consequently, students faced serious limitations in English vocabulary learning. Thus, learners knew the meaning of nouns but the function of adjective in sentences was not clear for them. Furthermore, they struggled identifying antonym pairs, spelling lexical items and using idioms in context. According to Thornbury (2002), knowing a word meaning includes the word form (written and spoken), register or style, word grammatical characteristics (parts of speech) and word derivation.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the most suitable games as a motivational strategy in order to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

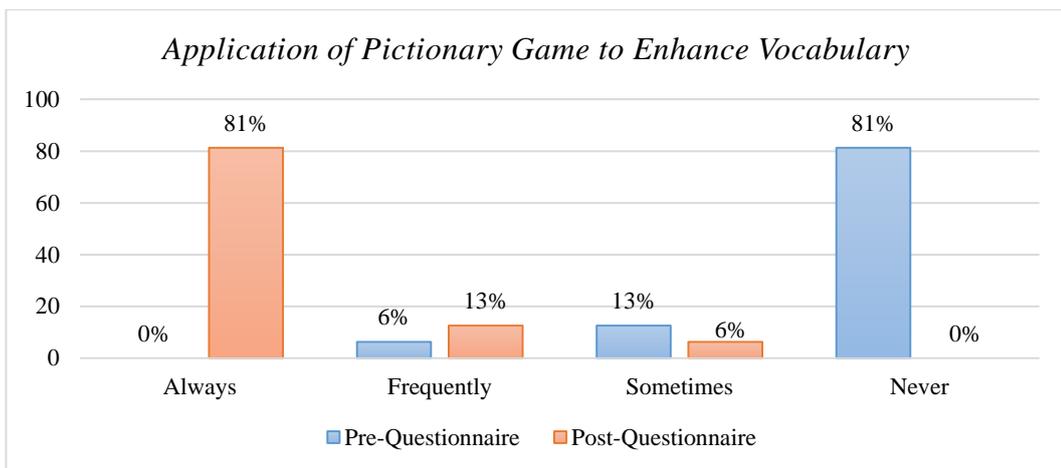
Question 1: How frequently does your teacher apply Pictionary games to enhance your English vocabulary?

a. Table 2

Application of Pictionary Game to Enhance Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	13	81
Frequently	1	6	2	13
Sometimes	2	13	1	6
Never	13	81	0	0
TOTAL	16	100	16	100

b. Figure 1



c. Interpretation and Analysis

The findings in Table 2, indicate that many students (81%) answered that pictionary game has never been applied to enhance their English vocabulary, it was before the intervention plan. This means that the activities proposed in their books promote the passive participation of students rather than the active learning. Whereas, after the intervention plan 81% of students answered that this technique was always applied. They stated that pictionary game had a positive effect on their

attitude to learn vocabulary. It is in understanding the meaning of words as well as in relating a word with a mental image which was improved significantly. Also, they were active members making them more conscious of their learning. According to Hinebaugh (2009), the pictorial game requires players to associate and correlate related ideas, facts and concepts with a word or phrase, the more words and phrases a player has the choose from, the more effective it will be.

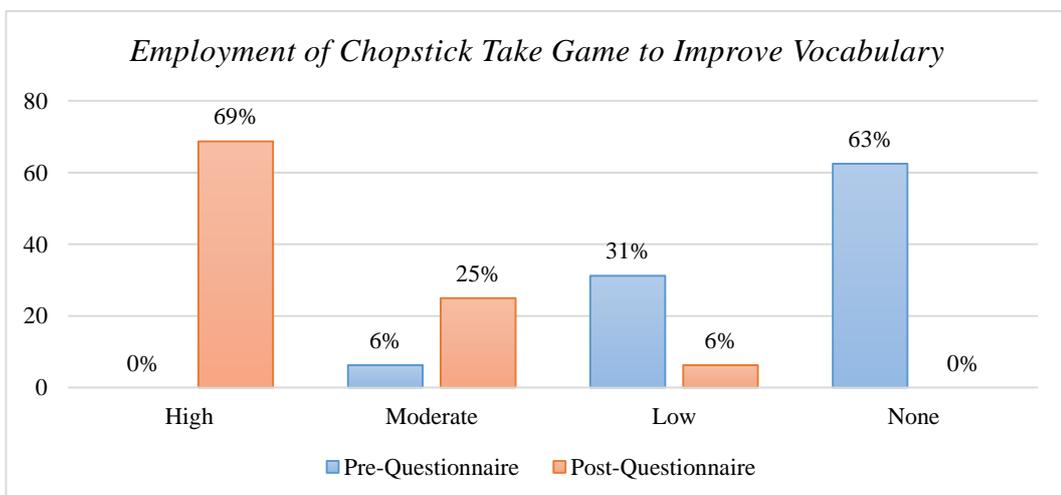
Question 2: To what extent do you think that your teacher employs chopstick take game to improve your vocabulary?

a. Table 3

Employment of Chopstick Take Game to Improve Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	0	0	11	69
Moderate	1	6	4	25
Low	5	31	1	6
None	10	63	0	0
TOTAL	16	100	16	100

b. Figure 2



c. Interpretation and analysis

As it is observed in Table 3, more than half of students (63%) expressed that the extent in which the employment of chopstick take game was none. This demonstrated that students had not been practicing vocabulary. But, after the application of the intervention plan, the results were different. More than half of students (68%) stated that this game was implemented in English classes to a high extent. This shows students learned vocabulary having fun, and at the same time, they reinforce their knowledge in recognizing the written form as well as the pronunciation of words. According to Lorenzutti (2016), chopstick take games allow students recognize the words' orthographic form and silently produce phonological forms in their minds.

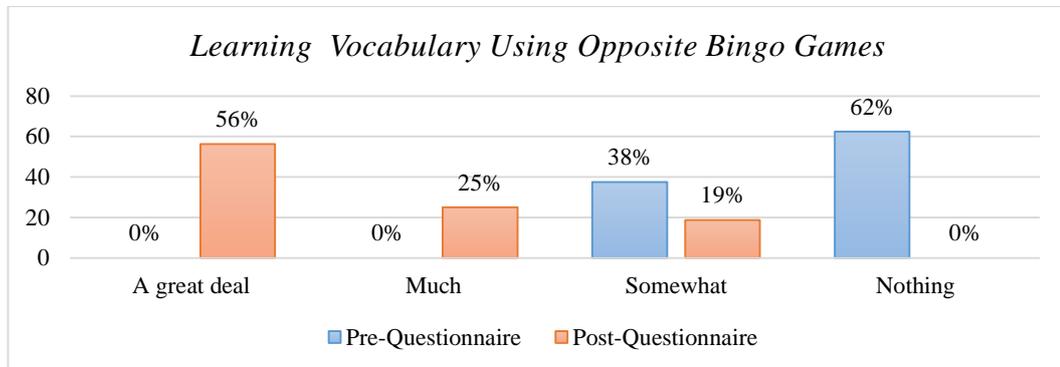
Question 3: How much do you learn when Opposite bingo games are used in the English classes?

a. Table 4

Learning Vocabulary Using Opposite Bingo Games

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A great deal	0	0	9	56
Much	0	0	4	25
Somewhat	6	38	3	19
Nothing	10	62	0	0
TOTAL	16	100	16	100

b. Figure 3



c. Interpretation and analysis

The results in Table 4 detail that more than half of students (62%) agreed that they did not learn the vocabulary items in class since the lack of application of opposite bingo game. This means that students knew the game but it was not applied in class, which did not provide students with activities to practice English vocabulary. Contrasting the results gotten after the application of the intervention plan, more than half of students (56%) stated that they learnt a great deal playing opposite bingo games. This detonates the learners showed themselves more enthusiastic in recognizing the different and similar meaning that words have. Also, this game encouraged them to study more and increase their vocabulary. As Richardson & Morgan (2006) says bingo game is for the whole class that encourages students to study and review their vocabulary specially the antonym pairs while having fun.

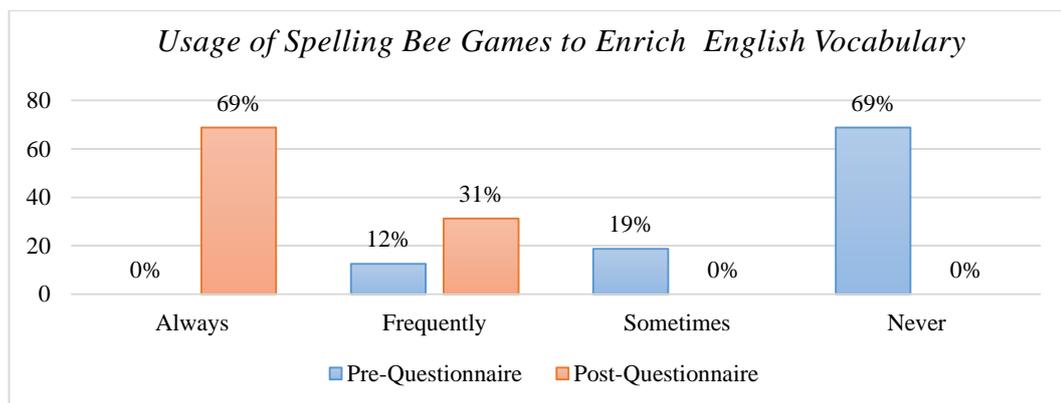
Question 4: How often does your teacher use Spelling bee games to enrich your English vocabulary?

a. Table 5

Usage of Spelling Bee Games to Enrich English Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	11	69
Frequently	2	12	5	31
Sometimes	3	19	0	0
Never	11	69	0	0
TOTAL	16	100	16	100

b. Figure 4



c. Interpretation and Analysis

Based on the results in Table 5, more than half students (69%) indicated that they have never used spelling bee game in class with the goal to improve the spelling of vocabulary items. This means that students had to reinforce the vocabulary spelling on their own. After the intervention plan, an affirmative change was appreciated in which more than half of students (69%) affirmed that this game was always used in class. This demonstrated that students increased the way they write simple and complex vocabulary, and their attitude changed positively. Since they acted more

confident in class when spelling and completing their tasks.

According to Macmillan (2012), spelling bee games helps children to improve their spelling, increase their vocabulary, and develop correct English usage. It builds children’s self-confidence and, more importantly it is fun.

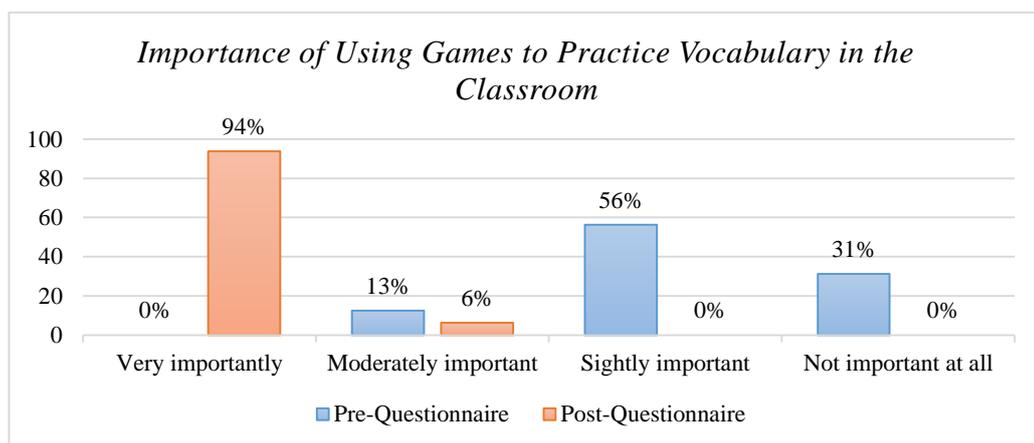
Question 5: How important do you think is the use of games to practice vocabulary in the classroom?

a. Table 6

Importance of Using Games to Practice Vocabulary in the Classroom

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very importantly	0	0	15	94
Moderately important	2	13	1	6
Slightly important	9	56	0	0
Not important at all	5	31	0	0
TOTAL	16	100	16	100

b. Figure 5



c. Interpretation and Analysis

Based on the findings in Table 6, more than half of students (56%) thought as slightly important, the use of games in class for practicing vocabulary. So they did not consider games as interesting and useful activities for the learning of words.

The practice of new vocabulary items occurred in the traditional way. This is repeating and memorizing their meaning. However, in the data obtained after administrating the intervention plan, most of students (94%) manifested as highly important the use of vocabulary games in class. This clearly demonstrates that using games, students felt engaged in their learning as well as they changed their role from receptive to productive learners. Sigurðardóttir (2010) mentions that games are very important in the teaching process since they are fun, which is extremely significant to engaging students. Moreover, motivating activities as games keep students active because they will never learn unless they participate in their own language learning process.

Post Test Results

Objective five: To validate the results obtained after the application of games as a motivational strategy to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

a. Table 7

Post-Test Scores of Eighth Year "C" Students in English Vocabulary

Students' Code	N	A	AN	S	I	SCORE
	/2	/2	/2	/2	/2	/10
UEMIMV8C01	2	2	2	1.6	2	9.6
UEMIMV8C02	2	2	1.2	2	2	9.2
UEMIMV8C03	1.6	2	2	2	2	9.6
UEMIMV8C04	1.6	2	2	2	2	9.6
UEMIMV8C05	2	2	1.2	2	2	9.2
UEMIMV8C06	1.2	2	2	1.6	2	8.8
UEMIMV8C07	1.6	2	2	2	2	9.6
UEMIMV8C08	1.6	2	2	2	2	9.6
UEMIMV8C09	2	2	2	2	2	10
UEMIMV8C10	2	2	1.6	2	2	9.6
UEMIMV8C11	2	2	2	1.6	2	9.6
UEMIMV8C12	2	2	2	2	2	10
UEMIMV8C13	2	2	2	2	2	10
UEMIMV8C14	1.6	2	2	2	2	9.6
UEMIMV8C15	1.6	2	1.6	2	2	9.2
UEMIMV8C16	2	2	2	2	2	10
MEAN	1.80	2.00	1.85	1.93	2.00	9.58

Note. UEMIMV= Unidad Educativa Manuel Ignacio Monteros Valdivieso, 8C= Eighth year "C", 01= Students' code, N=Nouns, A=Adjectives, AN=Antonyms, S= Spelling, I=Idioms

b. Interpretation and Analysis

Considering the findings in Table 7, the general mean score was 9,58/10 which determined that students got an excellent improvement in vocabulary (see grading scale on page 129). The highest mean score that learners achieved was 2/2 in

adjectives and idioms for cities and lifestyle. In adjectives, students not only identified and used the appropriate personality adjective to describe people but also the spelling of them was significantly improved. Likewise, in idioms students were able to interpret and understand the figurative meaning of idiomatic expressions. In contrast, the lowest mean score was 1.80/2 in nouns for places of the city. This evidenced that students increased the knowledge of nouns in meaning as well as identifying the spoken and written form, but the interference of the mother tongue is noticeable due to the fact that learners tend to add the letter e- in words that start with the letter s-. Therefore, it is evident that the enhancement of English vocabulary occurred in describing peoples' personality and inferring the meaning of idioms from reading text. Consequently, three of the five aspects covered as spelling, antonyms and nouns were improved in a satisfactory level analyzing the pre-test results. A research paper by Israel (2017) states that "Using games for teaching and learning is not a new idea. There is much research supporting the power of playing for skills and knowledge development. It is proven to strengthen memory, improve cognitive function, and encourage collaboration, all among a broad array of positive results."

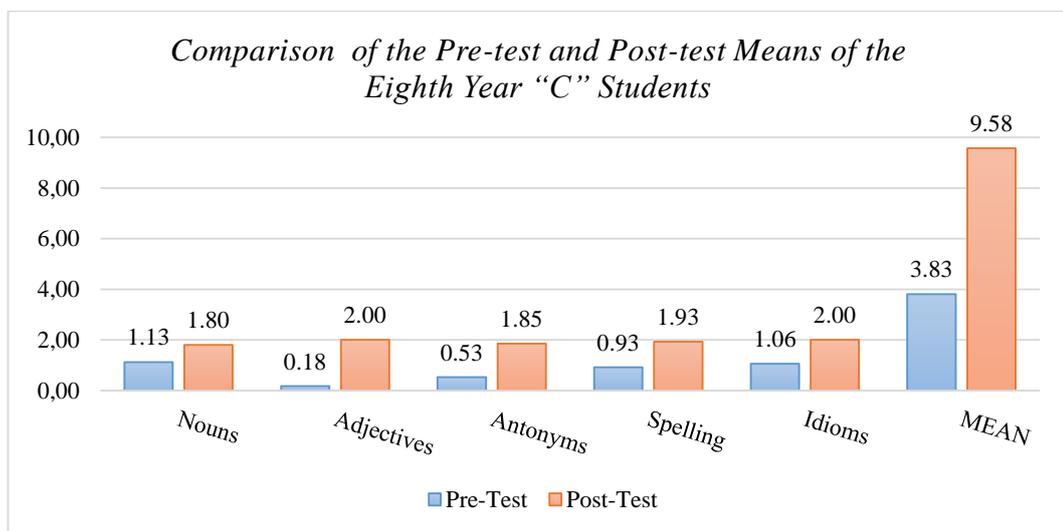
Comparing Pre and Post Test Means

a. Table 8

Comparison of the Pre-test and Post test Means of the Eighth Year “C” Students

Aspects	Pre-Test	Post-Test
Nouns	1.13	1.80
Adjectives	0.18	2.00
Antonyms	0.53	1.85
Spelling	0.93	1.93
Idioms	1.06	2.00
MEAN	3.83	9.58

b. Figure 6



c. Interpretation and Analysis

The data on Table 8 reflects the problems faced by students at the beginning of the intervention plan in vocabulary aspects and also the progress that they achieved after it. At the beginning, all students could not reach an acceptable score as the average expected 7/10. It was confirmed with the means obtained by learners from all vocabulary aspects that were 1.13/2 for nouns, 0.18/2 for adjectives, 0.53/2 for antonyms, 0.93/2 for spelling, and for idioms 1.06/2. It clearly shows that the

students' vocabulary proficiency was regular for nouns and idioms but was very low for adjectives, antonyms and spelling. However, once applied the intervention plan, it was perceived that students revealed a considerable enhancement in the performance of vocabulary aspects, in which the total mean score increased meaningfully from 3.83/10 to 9.58/10. In short, this indicates that the students' vocabulary understanding increased, because they improved and obtained an excellent level in adjectives and idioms, and great levels in nouns, antonyms and spelling. It means that the opportunities to practice vocabulary using games as a motivational strategy during the intervention plan contributed to enhance their knowledge in English vocabulary.

g. DISCUSSION

This research work was focused on enhancing English vocabulary through the use of games, and was carried out with eighth year “C” students at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during 2018-2019 school year. The results of this investigation revealed that using games as a motivational strategy was a good tool to enhance in an excellent level the English vocabulary in students, which is supported with the pre-test mean 3.83 to the post test score mean 9.58. The findings were consistent with Sigurðardóttir (2010), who affirms that games allow students to use the language in real situations where they can reenact various settings from real life. Also, students need to be exposed to the language in a variety of situations which games make possible. In addition, games make students to be ready to take on the experience, open their minds and willing to participate.

The findings of the present research work state a remarkable change in 5 parameters that vocabulary requires: nouns, adjective, antonyms, spelling and idioms. At first, the results of the pre-test showed that in nouns aspect, students were not able to identify nouns, specially places, confusing them with other parts of speech. Likewise, in adjective aspect, learners were not able to recognize what personality adjective use in short sentences. Similarly, in antonyms aspect, students could not identify the pair of antonyms due to the lack of knowledge in the meaning of some words. Along with spelling aspect, students got confused in identifying which were the words correctly spelled from a set of words. Finally, in idioms

aspect, students could not infer the figurative meaning in short text. However, after the intervention plan, the post-test results indicated that the problems identified in the pre-test were overcome. Students wrote sentences with the appropriate use of words, spelling and meaning. All in all, it is visible that games caused an excellent impact on students' English vocabulary.

At the beginning of the intervention plan, the student's attitude towards the games was not bad at all, they liked playing games but when they had to compete were afraid of making mistakes and lose points. In the aspect of students' behavior was really bad, students were too noisy and they did not work well among them. During the intervention plan, students changed progressively their behavior since they showed themselves more cooperative and supported each other. Also, students participated coordinately to avoid chaos in the games. At the end, students felt motivated to learn the new vocabulary items in a different way. Also, their behavior was positive so they organized themselves quickly and respected their classmates.

Along with the investigation, some strengths and restrictions were presented while applying the intervention plan. Some of the strengths were that students collaborated actively in the activities planned, the material like bingo cards, flashcards, prizes caught their attention and motivated them to take part in. The titular teacher collaborated allowing the researcher to apply the games. It is important to mention that there were 16 students so a good management of the class was done. On the other hand, as in all the classes limitations appeared. The factor that prevented a good development of the research work, was the time, there were 35 minutes per each hour so it was not enough time to work with all the games.

Another factor was the students' absence in every class, one or two students were not in class. The last factor was the class itself, in sunny days was very hot since the roof was not solid enough to isolate external sounds like rain or other students' noise.

Using games as a motivational strategy contributed substantially to achieve the general researcher's objective which was to enhance English vocabulary using games as a motivational strategy. Games facilitated that students learn lexis in an interactive way as well as persuade that learning a foreign language is not as boring as they thought. Games enabled students to improve their knowledge about vocabulary as it is proven in the findings of the post-test and post-questionnaires.

h. CONCLUSIONS

The students of eighth year “C” at Unidad Educativa Manuel Ignacio Monteros faced serious limitations in the learning of English vocabulary. The pre-test showed that students struggled using nouns and personality adjectives, recognizing the antonym pairs, spelling vocabulary items and getting the meaning of idiomatic expression to describe places of the city as well as peoples’ personality and lifestyle

The implementation of games as a motivational strategy reduced significantly the problems in learning English vocabulary. The students overcame the issues presented in vocabulary since games focused on: improving words pronunciation, practicing the written form, developing mental connections of a word or phrase with an image, and identifying the opposite of words. Students learned to use the appropriate nouns, adjectives, antonyms, and idioms to talk about given situations.

Using games as a motivational strategy was effective due to the fact that student’s improvement in using vocabulary was excellent. This strategy assisted students to be active members in their learning process, to work collaboratively with classmates and to show a positive attitude towards learning a foreign language.

i. RECOMMENDATIONS

To have a record of students' progress, it is advisable for teachers apply some achievement tests from time to time with the main purpose to verify student's weaknesses and strengths, and immediately provide support to overcome the difficulties presented. Also, games can serve as a mean to diagnose student's knowledge due to their adaptability.

Teachers should definitely use games as a motivational strategy for teaching vocabulary as much as possible in class. The strategy breaks easily the routine of everyday class, grabs students' attention keeping them active physically and mentally. Games like pictionary, chopstick take, opposite bingo, and spelling bee are a good tool for enhancing vocabulary, since they provide a friendly atmosphere for students, where they can learn effectively having fun too.

Teachers ought to consider the positive impact of games and include them as part of their teaching plans to enrich students' lexicon. The strategy allows students to learn the language by having fun. It is advisable for teachers choose the appropriate game analyzing their student's characteristics in order to avoid chaos and distractions.

j. BIBLIOGRAPHY

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 21-34.
- Hadfield, J. (1999). *Intermediate Vocabulary Games* .
- Hadfield, J. (2003). *Intermediate Communication Games* . Thomas Nelson and Sons Ltd.
- Hinebaugh, J. P. (2009). *A Board Game Education*. United States: Rowman & Littlefield Education .
- Israel, M. (2017). Game Based Learning and Gamification. *Guidance from the Expert*.
- Jerotijeve, M. S. (2011). Reason for Using or Avoiding Games in an Efl Classroom . *1st International Conference on Foreign Language Teaching and Applied Linguistics*.
- Klapwijk, B. D. (2014). *The monster book of teching activities* .
- Lorenzutti, N. (2016). Vocabulary Games; more tha just wordplay. *English Teaching Forum* , 1-13.
- Macmillan. (2012). *Brainwave, Spelling Bee Handbook*. Macmillan Publishers.
- Oxford, R. (1990). *Language Learning Strategies; what every teacher should know* . New York : Newbury House .
- Putri, H. F. (2010, January 6). *University of IBN Khaldun Bogor-Indonesia*. Retrieved from University of IBN Khaldun Bogor-Indonesia: <http://universityofibnkhaldunbogor->

indonesia.blogspot.com/2010/01/importance-of-vocabulary-in-english.html

Ravulur, N. (1997, septiembre 13). *Pudget sound Bussines Journal*. Retrieved from

Game

Boys:

<https://www.bizjournals.com/seattle/stories/1997/10/13/smallb1.html>

Richard, R. J. (2002). *Longman Dictionary of Language Teaching &Applied Linguistics*. Essex, England: Logman .

Richardson, M. &. (2003). Reading to learn in content areas.

Sigurðardóttir, S. D. (2010). The use of games in the language classroom . 42.

Stahan, S. (2005). Four problems with Teaching Word Meanings (and what to do to make vocabualry an integral part of instruction). In H. H. Kamil, *Teaching and Vocabulary Learning; Bringing research to practice* .

Talak-Kiryk, A. (2010). Using Games In A Foreign Language Classroom. *MA TESOL Collection* .

Thornbury, S. (2002). *How to teach vocabulary*. Pearson educational, 2002.

Tuan, L. T. (2012). Vocabulary recollection through Games. *Theory and Practice in Language Studies* .

Webster, M. (n.d.). *Merriam Webster* . Retrieved from Merriam Webster : <https://www.merriam-webster.com/dictionary/vocabulary>

Wright, A., & Bucky, D. B. (2006). *Games for Language Learning*. Cambridge University Press.

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Thesis Project as a previous requirement to obtain the Bachelor’s Degree in Science of Education, English Language Major

AUTHOR

LIDA ZULEMA GONZÁLEZ CABRERA

**LOJA – ECUADOR
2018**

a. THEME

USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research work will be developed at Unidad Educativa Manuel Ignacio Montero Valdivieso during the 2018-2019 school year.

The Unidad Educativa Manuel Ignacio Monteros Valdivieso was created with the conviction that education is the free for every human being. It was created for children and teenagers who live in rural sectors or in economical hardship, in that way they can receive the same level of education as students from more privileged backgrounds.

The Unidad Educativa Manuel Ignacio Monteros Valdivieso was founded through the resolution N 619 in the month of September 19th, 1990 as Colegio Nacional Nocturno Sin Nombre. Due to the budget from the government, the institution worked in the building of the Escuela Jose Maria Burneo Burneo. On September 27th, 1990 through the resolution N 4323 it was assigned the name of Colegio Nacional Nocturno Manuel Ignacio Monteros Valdivieso. After 5 years of hard work by the principal, parents, and students, the budget was given to buy land that allowed them to build the institution. Finally, in May 2012, it was elevated to a new category as Unidad Educativa.

Nowadays, the institution is called Unidad Educativa Manuel Ignacio Monteros Valdivieso, due to the posthumous tribute to Manuel Ignacio Monteros, who was a famous Ecuadorian writer.

This educational institution has two sessions: one in the morning and one in the

afternoon session. The morning session works with the Basica Elemental and Basica Media. The afternoon session works with the Basica Superior and Bachillerato.

In this prestigious institution, there are 5 staff members who belong to the administration, 43 teachers covering different subjects and around 989 students, of which 562 are men and 527 women.

The institution is located the Villonaco avenue near the health center, and it belongs to the Obra Pia neighborhood, Sucre parish, Loja city. The general area of the institution is 10.788 m² but the building area covers 1.276 m². Currently, the institution is being run by Dr. Mgs Franco Cobos as principal, Mgs Victoria Aguilar as vice-principal in the morning session and Dra Maria Pauta as vice-principal in the afternoon session.

The mission of Unidad Educativa Manuel Ignacio Monteros Valdivieso focuses on modern science and technology that helps to create competitive, critical and creative students. These set of characteristics go together with the solid values that lead to integral development of students with the capacity to solve any daily problem and who are always willing to form part of a fair society. Meanwhile, its vision is to become a twenty-first century institution with an excellent education, where the citizens of Obra Pia neighborhood and its rural areas get the benefit of its services. Counting on highly qualified teachers whose role is promoting a good environment to create meaningful learning for students. The institution wants students to be responsible for developing their critical thinking, to continue studying and contribute to the progress of the country. This Unidad Educativa

works with the idea that education must be free and quality so its slogan is We educate with quality and warmth.

The services in English language are offered from Basica Elemental to Bachillerato, because they believe that learning English is a good opportunity for the future of their students. Some vocational courses are offered thanks to the collaboration of students from the Universidad Nacional de Loja.

Current situation of the research problem

English is an international language, which is why learning English is a must in our lives. English is needed for everything in peoples' lives from entertainment to the most formal sources like books or articles. Reddy (2016) said that an investigation proved that on the internet more than 80% of sites use English as the language medium while the other 20% uses other languages such as Indonesian and Chinese. It is clear that if people do not learn English as their second language, they will acquire less than 20% of the new knowledge on the internet.

Globalization is a great factor for the quick spread of English as “lingua franca”. It is a “lingua franca” because it is a language used for communication between groups of people who speak different languages. So, English has a great utility in the modern world and is required in different employment aspects of the world. Ready (2016) mentioned some employment aspects where English is required: in business it is widely used in the international business community, in education it is demanded in higher education or specialized training. In addition, most books are written in this language. English is important for getting a well-paid a job in which the level of proficiency of the language must be high. Required in media and

entertainment because many productions like movies, series, or documentary films are available in English. And the last aspect is communication, due to that English is the “lingua franca”.

On the American continent, the use of English is necessary because the USA has many commercial relations with most of countries and this includes Ecuador. Ecuadorian people consider it very important to learn this language because of the opportunities that it offers. Due to this, the Ministry of Education mentions that “Learning a foreign language gives learners a greater global understanding of the world we live in, making them socially responsible, global citizens” (Curriculum, 2016). The Ministry of Education is really focused on teaching English to Ecuadorian students, which is why the curriculum was modified. The modification consists of implementing three hours per week in Básica Elemental, starting from 2nd grade (Telegrafo, 2015).

The Ecuadorian curriculum has as its objective to teach English starting from the basic levels through the upper ones. The process of teaching English varies in methodology and teaching approaches, when students are moved from primary school to higher levels. For instance, primary learners are introduced to games, songs, rhymes and playful activities. So, when they are in secondary school, the process of teaching is more formal and assessment is more demanding. Teaching English in a country where Spanish is the mother tongue can be challenging because of the different linguistic backgrounds, the limitations and the attitude of students toward learning this language.

According to the English curriculum for students of 3rd year of Bachillerato they

are expected to finish their studies reaching the B1 level using the Common European Framework of Reference (CEFR) as reference. Based on the CERF the students of eighth grade of Educacion Basica must get the A.1.1. Unfortunately, eighth grade students currently do not show a clear understanding of vocabulary and the appropriate ways to use it to communicate using English as foreign language.

This lack of vocabulary is due to the general limitations that are presented in rural areas. For example, an English teacher, appropriate lab or equipment, enough hours per week of English, and motivation to learn it, are all lacking.

Of course, taking into account that English is a foreign language, students do not feel motivated by the language because they consider it unuseful because they will never use the language in other aspects of their life. The response to this language is not appropriate because students do not understand its importance in their future. The environment also is not adequate because English is just at school and there are no other free institutions or spaces to continue practicing and learning.

Keeping in mind, it is evident that students of eighth grade “C” at Unidad Educativa Manuel Ignacio Monteros Valdivieso, face problems with; nouns, adjective, antonyms, spelling and idioms. The students are not on the same level and it is a noticeable aspect so as a result they feel frustrated with the language.

Research problem

HOW DOES THE APPLICATION OF GAMES AS A MOTIVATIONAL STRATEGY ENHANCE THE LEARNING OF ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION

AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of research

Timing

This research will be developed during the 2018-2019 school year.

Location

The present Project will be applied at Unidad Educativa Manuel Ignacio Monteros Valdivieso which is a public school located in the city of Loja at Villonaco avenue, near the Obra Pia health center.

Population

The participants of this research work are students of eighth year “C” of Basic Education at Unidad Educativa Manuel Ignacio Monteros Valdivieso. The participants are all about eleven and twelve years old. There are sixteen students, 8 girls and 8 boys, in addition to the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about games as a motivational strategy are adequate to enhance English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?

- What are the issues that limit the enhancement of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?
- What are the phases of the intervention plan that address the current issues to enhance the learning of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?
- Which games as a motivational strategy are suitable to enhance the learning of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?
- How effective is the application of games as a motivational strategy to improve the learning of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The present research titled: Using games as a motivational strategy to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

The purpose of this research work is to enhance English vocabulary through the use of games as a motivational strategy among students of eighth year “C” of Basic Education at Unidad Educativa Manuel Ignacio Montero Valdivieso, in the city of Loja during the 2018-2019 school year. The idea to improve this was based on an observation done previously in the school. The problem identified was in the field of vocabulary, meaning that students did not have complete dominance of the vocabulary according to their level. Vocabulary is central to English language teaching because without sufficient words students cannot understand others or express their own ideas. However, most of the students have many problems in mastering English words and as a result they feel unmotivated to study English. Besides enhancing vocabulary, this work is also to motivate them to learn English with fun games. Motivation plays an important role when learning because students need to play an active role in their learning.

Based on the aforementioned, one of the most effective pedagogical tools for teaching vocabulary is the use of games from which, according to Gardner’s Theory of Multiple Intelligences, students are better able to learn and internalize information, since games try to satisfy students who belong to visual and kinesthetic

intelligence (Anderson, 2015).

This research is justified for different reasons; first it contributes to society because students who are a part of it will develop their language knowledge so their attitude will be in favour of benefiting the society itself. This work is inclusive since, it will be developed in one of the rural areas of Loja city and it will give suggestions to the teachers of the institution to continue working with students by implementing games to motivate them. Whether for teaching vocabulary or for teaching grammar, games always work to have fun and learn. It contributes in the educational aspect, to future research works because this work is the first done in this institution that focuses on motivation when teaching. It will serve as reference for someone who wants to study the student's motivation through more deeply games.

This project will help the teacher candidate to gain experience with managing the classroom using the correct methodological resources, additionally, it will benefit to the future professional development to teach vocabulary using games, and at the same time prove the effectiveness of this strategy as different authors stated. Finally, this investigation is a previous requirement for students of the Universidad Nacional de Loja to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

- To enhance English vocabulary using games as a motivational strategy among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

Specific

- To research the theoretical and methodological references about using games as a motivational strategy and their application to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.
- To diagnose the issues that limit the vocabulary development in English language among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.
- To design an intervention plan based on using games as a motivational strategy in order to enhance vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.
- To apply the most suitable games as a motivational strategy in order to enhance English vocabulary among students of eighth year “C” of Basic Education,

afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

- To validate the results, obtained after the application of games as a motivational strategy to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

GAMES

Definition of games

The Longman Dictionary defines games as “as an organized activity that usually has the following properties; a particular task or objective, set of rules, competition between players and communication between players by spoken and written language. Games are often used as a fluency activity in communicative language teaching and humanistic method” (Richard, 2002). According to Hadfield (1990) “A game is an activity with rules, a goal and an element of fun. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.” Amy Talak-Kiryk supports that games are entertaining activities that encourage interaction, thinking and problem solving strategies. Often, games allow the players to produce information in a short period of time. Some games require the players to engage in a physical activity and/ or complete a mental challenge (Talak-Kiryk, 2010).

These definitions highly evaluate the importance of games in teaching, and they promote interaction among students, which makes the classroom environment more enjoyable. Since they motivate learners, promote communicative competence, and generate fluency and may have a significant role in improving second language learning.

A research paper by Israel (2017), states that “Using games for teaching and learning is not a new idea. There is much research supporting the power of play in

skills and knowledge development. It is proven to strengthen memory, improve cognitive function, and encourage collaboration, all among a broad array of positive results.”

Reasons to use games in classrooms

Sigurðardóttir (2010) mentioned some reasons why games should be used in the classroom; First, they are fun, which is extremely important to engage students. Keeping students active is vital because they will never learn unless they can participate in their own language learning process. Secondly, games help participants build relationships among them and feel equal. Playing games also helps to create a friendly and positive atmosphere. Third, students use the language in real situations where they can reenact various settings from real life. Fourth, students need to be exposed to the language in a variety of situations which games make possible. In addition, games make students to be ready to take on the experience, open their minds and willing to participate. Fifth, language students need to be emotionally involved while they are exposed to the language. Emotions like happiness, excitement, amusement and suspense allow students to feel positive in their learning. Sixth, shy students increase their confidence, and this works especially in smaller groups because students get a chance to speak in front of a smaller audience than the whole class. Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest among students. Finally, they are important because many children do not get enough opportunities to play during their free time outside of their homes, because of the dangers of a big city.

Games are versatile and Haldfield (1999) adds: Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action.

Haldfield (1999) further emphasizes the effective use of games. Students are bored of the same methodology to develop a lesson. Consequently, games are suitably in the way that learners are led to participate in the games so they have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a manner that students have fun and learn at the same time.

However, to use games in classrooms, it is important to have a clear understanding of the rules. The rules should be well understood by class members. Sometimes, when games are complicated, demonstrations can be helpful because it can help students understand the game and follow the rules.

According to Greenall (1990), “The term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity.”

When an “element of competition” appears in the games, the rules ensure that teacher controls the activity and avoid a chaos. The competition is very important because it can stimulate and encourage students to take part in the activity since students want to beat others and nobody likes to lose (Tuan & Doan 2010).

Characteristics of games

Before choosing a game, it is important to know the characteristics of good games. A game is as an activity that must have the following characteristics; free in which playing is not mandatory, separate, it means circumscribed in time and place. Uncertain in which the outcome is unpredictable, governed by rules the activity has rules that are different from everyday life and finally fictitious it is accompanied by the awareness of a different reality (Caillois, 1958).

In addition, in a research paper by Gozcu & Caganaga (2016), based on the work of Mei & Yu-jing, mentioned that a game should be fun for learners so that games call their attention contrasting regular lessons. It should involve friendly competition, it should keep all the students focused on the content and it should give students a chance to practice or review. In this way, games reduce the stress of learning another language.

Deciding which game to use in a particular class and which games will be most appropriate and successful is a difficult task for teachers because they need to take many factors into account. According to Carrier (1990), teachers need to consider the level of the game to fit their students' language level. Furthermore, teachers should consider students' characteristics; if they are young or old, serious minded or light hearted, highly motivated to learn or not. They should reflect on when the game should be used, because there is a big difference between using them in the morning or in the afternoon, or on different days of the week.

Wright & Bucky (2006), add that "To minimize difficulties, it is essential that the learners are very familiar with the games they are asked to play."

In addition to the aforementioned, the teacher should be able to be part of the play and sometimes exaggerate to help learners feel comfortable and join in the activity. To do so, the teacher needs to comprehend it to lead the game perfectly. Finding a game that meets all the teachers' requirements is quite difficult. Some of them must be modified or adapted in order to meet students' language level and characteristics. However, the most important factor is that games should be used to give students fun and at the same time educational meaning otherwise they will be a waste of time.

Types of games

Knowing the different kinds of games is relevant to teachers. Hadfield (1999), explained two kinds of games; linguistics games and communication games. Linguistics games focus on accuracy, while communicative games focus on successful exchange of information and ideas.

Hadfield (1999) classified games into more detailed forms which are composed of both linguistic elements and communicative games.

- Sorting, ordering, or arranging games. For example, students have a set of cards with different words written on it, and they have to arrange those cards in order.
- Information gap games. In such games, the group of students have different information and they need to exchange their information to complete a task.
- Guessing games. These are a variation of information gap games. For instance, one student who has the image cannot show it to the rest of the class but instead he/she can mime it to represent it so the rest of the class can guess what the word is.

- Searching games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. For instance, everyone is
 - given a clue to find out who has the thing that they were looking for. They have to ask and then reply to their partners to solve any problem or issue.
- Matching games. As the name implies, participants need to find a match for a word, picture, or card.
- Labeling games. These are a form of matching, in that the participant matches labels and pictures.
- Exchanging games. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
- Board games. Scrabble is one of the most popular board games that specifically highlights language.
- Role-play games. Such kind of games involves students playing roles that they might not play in real life. They might also be employed to get students to practice dialogues.

All of these games are adapted to facilitate teachers' work because as it was mentioned before the game should fit to the content that is being taught.

According to Lee (as cited in Doa, 2010) games have been classified into nine types:

- Structure games which provide experience of the use of particular patters of syntax in communication.
- Vocabulary games in which the learner's main focuses on words

- Spelling words
- Pronunciation games
- Number games
- Listen-and-do games
- Games and writing
- Miming and role play
- Discussion games

Another classification of games is mentioned by (McCallum, 1980) consist of seven kinds of games:

- Vocabulary games
- Number games
- Structure games
- Spelling games
- Conversation games
- Writing games
- Role play and dramatics

The classification of games from the different authors in a way that each kind of games focuses on a language piece or a skill for the purpose and the content of the lesson. Consequently, the teacher must be careful to choose the most suitable game for the class so both learners and teachers can benefit the most these kinds of games.

Ways to play games in the classroom

There are many ways of playing games. Wright & Bucky (2006) mentioned three types of grouping; (1) individual, in which students work in their own; (2) Pair

work, which is easy and fast to organize, providing opportunities for intensive listening and speaking practice. This kind of arrangement is better than group work whether there are problems controlling students' discipline. (3) Group work, which varies from four to six players. If there is some kind of competition in the games, students should be mixed to make it a fair competition. It is advisable to have a group leader. The leader is one of the most able learners and the role is to make sure the game is organized, and act as an intermediary between students and the teacher.

The role of the teacher in games

The teacher is another key element in a successful game or an activity because he/ she has the responsibility to lead it. Wright & Bucky (2006), state the role of the teacher in the game. "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." Furthermore, Wright & Buck (2006) add that if the group work is not organized, it is a good idea to work slowly. First of all, make sure students work well in pairs, playing among or against themselves just with the students of the row. After, when students get to know each other well ask the row of learners to play against other rows as a group.

Advantages of using games and relevant points of games

Using games brings to the classroom both advantages and disadvantages, as do most of the methodological aspects. Constantinescu (as is cited in Gozcu & Caganaga, 2016) mentioned some advantages of using games;

- Games build up learners' English repertoire in a familiar and comfortable environment.

- Games increases motivation and desire for self-development.
- Challenge and competition are key factors to call student's attention.
- Interdisciplinary approach, it means students use information from other subjects.
- Students develop the ability to observe.
- Students respect the rules, objectives and the time established.
- Offer new and dynamic forms of teaching replacing traditional resources.
- Games are flexible for different levels of the language.
- Educational games are easy to comprehend and use.
- Educational games do not take too much time to carry out.
- Many educational games can be found on internet and are free.
- Immediate feedback for teacher and learners.
- Games promote collaborative learning but, at the same time, learners learn on their own speed and cognitive level.
- Games sometimes can be used in classroom as reward.

Students may have the incorrect notion that playing is just for fun. However, it is the teachers' task to convince them of the principal reasons for playing. Teachers have to be careful about the game to be used, when, how it is connected to the syllabus, book and the benefits for the group. Gozcu & Caganaga (2016) based on Constantinescu, mentioned, some relevant point to be considered when choosing language games:

- Games should have a goal that is to learn something, not only for fun.
- Games should place emphasis on the use of the language. Meaning, students

have to learn, practice and refresh their knowledge.

- They should be related to the content studied that fit in the curriculum and not promotes wrong values.
- Facilities to use in the classroom, for example working with a class of forty students.
- Games should be use taking into account the student's age and level.
- They should keep the students' interest throughout.
- It is advisable to use a short game; otherwise students get bored.

Disadvantages of using games

Besides the large list of advantages, there are some disadvantages for using games in classrooms. Jerotijevic (2011) mentioned some reasons against using games:

- Discipline issues, learners may get excessively noisy.
- Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.
- If games are already familiar or boring, students might not get equally involved.
- Some learners, especially teenagers, may find games unnecessary and childish.

Analyzing the aforementioned disadvantages, it is clear that games that involve physical activities or saying something aloud can create chaos. Thus, to avoid all of the possible problems while developing a game, the teacher should analyze the students' behavior carefully, the number of the students, and the age too. As a result, the teachers' skills are required to control and make the activity a success. Also, it

is important to correctly manage the development of a game; Wright & Bucky (2006) mentioned that “Once students get familiar working with others, games are normally introduced in the following way”

1. Explanation given by the teacher.
2. Some demonstration of parts of the games by teacher and one or two learners.
3. Trial by group in front of the class.
4. Instructions or any key word written in the board.
5. First “try out” the game.
6. Instruction or any indication removed from the board.
7. Play the game.

Games definitely motivate learners. Harmer (1998), asserts that “Motivation is some kind of internal drive that encourages somebody to pursue a course of action....The motivation students bring to class is the biggest factor affecting their success.”

In addition, Vijayalakshmi (2017) based on the work of Hansen states that: “Games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings.”

There is a large list of different games, some more entertaining than others. Nevertheless, analyzing the characteristics of the students of the Unidad Educativa Manuel Ignacio Monteros, who are mostly kinesthetic and visual learners, the games more appropriated to enhance students’ vocabulary during the research are: picture dictionary, chopstick take, opposiie bingo and spelling bee.

6. Pictionary: is a kind of guessing game in which players attempt to identify words from pictures drawn by other players. This fun game was created by Robert Angel in 1985 and it is one of the most popular games to practice vocabulary. To develop this game successfully, it is necessary know how it is played. First the class needs to be divided in four groups, then a member of each team takes a turn and draw a picture on the card and the rest of the team have to guess. They have one minute to guess the word. It is advisable to have a timer to make the game more exciting.
7. Chopstick Take: is a game in which students need a pair of chopsticks to take the cards and classify. The class has to be divided in different groups and each group has to number themselves from 1 to 3. Then when the teacher says a number, the students come front and look for the words that the teacher described Lorenzutti, (2016).
8. Opposite Bingo: is a game to play with antonyms. Students have the bingo card and when they hear the word immediately choose the antonym of the word said and put a seed or chip.
9. Spelling Bee game: will be used to reinforce the spelling. This game the students have to spell a word fast. If the word is wrong, students lose a point.

Games as a motivational strategy

Games are highly motivating because they are amusing and interesting, as well as challenging. The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks. Besides, the motivation that

they offer, they are good for retention of words. At the same time, shy students get motivated forgetting their shyness and feeling of fear.

Games are a motivational strategy because they encourage learners to participate in the learning process, meaning they make the learning process more attractive, thus making students more positive about their learning. Taking into account the intrinsic and extrinsic motivation games help to increase both of them. Intrinsic motivation is the motivation that students bring with themselves while extrinsic motivation is the kind of motivation that is generated by what happens inside the classroom; that could be teachers' methods, activities that students take part, or their perception of success and failure (Harmer, 1998). So, games help to increase the extrinsic motivation in students because, as Harmer mentions, it is the "activities in the class that students take part". So, games are activities which includes everyone in the class, learners take part into their learning, and learn while they enjoy learning, which is good.

Koster (2004) adds "Fun from games arises out of mastery. It arises out of comprehension. It is the act of solving puzzles that makes games fun. In other words, with games, learning is the drug."

VOCABULARY

Definition of vocabulary

Many authors have similar definitions about what vocabulary is. According to the Merriam-Webster dictionary vocabulary is defined as "a sum or stock of words

employed by a language, group, individual, or work or in a field of knowledge” (Webster s.f.). Additionally, (Clouston) 2013 states that vocabulary is “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do”. Gutlohn (2006), adds that “Vocabulary is the knowledge of words and word meanings.”

Other authors suggest a more complex definition of vocabulary. Klapwijk (2013), said that “vocabulary is the key to learn a language and excelling in that language, even more than grammar. In fact, with only few useful words and expressions, people manage a communication.” Herbert & Kamil (as is cited in Diaz, 2005), state that vocabulary is “the knowledge of the meanings of words.” In fact, vocabulary constitutes information coded in a language meaning. Also, Alqahtani, (2015) adds “The more vocabulary students have at their disposal, the better they learn, regardless of their grammatical knowledge, although this is not to say that they should neglect grammar completely.” Moreover, Stahan (2005) mentioned “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.”

Given the different definitions of vocabulary above what they have in common is the fact that vocabulary knowledge requires not only word meaning, but it requires the appropriate usage of the words in context in a natural way. Therefore, the teacher in a classroom should make sure that the learners use newly learned words in relation to others and not in isolation.

Importance of vocabulary in general

Vocabulary is central to English language teaching because without the sufficient vocabulary students cannot understand others or express their own ideas. Cameron (2001), states that: “Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.” Additionally, Essays (2016), states that vocabulary is one of the most required skills for teaching and learning a language and main tool for students to use the language effectively, meaning that vocabulary is the base to develop other skills; reading comprehension, listening comprehension, speaking, writing spelling and pronunciation.

Reasons of learning vocabulary

There are many reasons why vocabulary is so important when learning. The importance of vocabulary is demonstrated daily both inside and outside the school. In the classroom, the high students possess the most sufficient vocabulary. Klapwijk (2013) describes some reasons why:

- It improves effective communication, not only to understand but to be understood. A large vocabulary facilitates the performance of the four language skills.
- It helps to understand the written world, because the previous vocabulary stock in a person’s mind makes a link to the new ones.
- It helps to understand ideas and think more logically, in other words, it opens the mind because when people have sufficient words they are able to question what they read or hear.

- It helps to make a good impression on others because that shows your level of proficiency in the language.

Types of vocabulary

Furthermore, it is important for teachers to know the different kinds of vocabulary. Harmer (1991), divided vocabulary into two kinds: active and passive. Active vocabulary refers to the words that a person uses in a real and written form. Meanwhile, the passive refers to the words that a person recognizes and understands. This kind of vocabulary is usually found in listening and reading. Furthermore, Klapwijk (2013), emphasizes the difference between the two kinds of vocabulary; receptive and productive vocabulary. Receptive vocabulary comprises those words that people understand when we hear or read. While productive vocabulary are the words that people can use to express themselves in speech and writing. Additionally, receptive students in a class tend to be larger than the other one but the teachers' goal should be increase their productive vocabulary levels

Stages of teaching vocabulary

Putri (2010), established that there are some stages the vocabulary learning process must go through:

First step: encountering new words. If learners are inspired to learn certain words of interest or need, they are likely to learn faster. The way or context in which words are presented as well as the number of encounters with this will effect if it is learned or not. So, it is a good idea have different encounters with the same word in multiple sources.

Second step: getting a clear image of the form of the vocabulary item. This image may be visual or auditory. Very often learners tend to associate the words learned with the words of their mother tongue.

Third step: getting a word meaning. The level of distinction of the words vary across situations and learner levels. For example, low level learners may be satisfied to grasp quite general meanings while advanced learners need specific definitions in order to differentiate the word with its synonyms.

Fourth step: consolidation of form and meaning in memory. Various memory strategies are needed here like; creating mental linkages, applying images and sounds, reviewing well and employing actions (Oxford, 1990).

Fifth step: using the words. Ensure that the learners gain confidence and autonomy, but at the same time refine their language knowledge in general.

In the same way Adrian Doff (as cited in Tuan, 2012) there are four stages in teaching vocabulary, namely presentation, practice, production and review.

Presentation is the most important and complex preliminary stage in teaching vocabulary. This stage clearly indicates the introducing of new vocabulary items. Here are included the different teaching strategies to present vocabulary that will be covered in detail later.

Practice: When the teacher presents the meaning of the words, they only become students' passive vocabulary, and students may easily forget them or not know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice through vocabulary exercises or activities. The teacher plays an important role in practicing vocabulary because

he/she can employ didactic activities to internalize the vocabulary. Thornbury (2002), points out some tasks which can be used in order to move words into long-term memory. These tasks can be divided into five categories: identifying, selecting, matching, sorting, ranking & sequencing.

Production: consists of developing fluency with known vocabulary which is essential to help learners make the best use of what they have already known. Thornbury (2002), recommends that students should produce the words as a product of their own learning. In this way, learners change words from receptive to productive and put them into their long-term memory. Furthermore, Thornbury (2002), classifies production in two main types: completion and creation. The first type is more general gap filling, while the second one requires learners to create the context for the new words.

Review: this process aims to help students acquire active and productive vocabularies. In the reviewing stage, students have more “opportunities to use language and receive feedback”. Methodologists agree that games and communicative activities are the best ways to help students review vocabulary. Revision can be done both individually and with collaboration.

During the process of teaching, learners need to learn both the meaning and the form of a new word. In addition to this, is the teacher’s task to know their student in order to make the process goes right. Thornbury (2002) states that successful teaching of vocabulary will depend on;

- The learners’ level, whether they are beginner, intermediate or advanced.
- Learners’ likely familiar with the words.

- The difficulty of the words whether they are abstracts and concrete.
- “Teachability” or rather, if the words are easy to explain or demonstrate.
- Whether items are being learned for production (in speaking and writing) or for recognition (in listening and reading). Since more time will be needed for the former, the number of items is likely to be fewer if the aim is only recognition.

Techniques for presenting vocabulary

There are many techniques concerning vocabulary presentation. According to Gairns and Redman (as is cited in Tuan, 2012) mentioned three techniques used in the presentation of new vocabulary items.

1. Visual techniques
2. Verbal techniques
3. Translation

Visual techniques for the presentation of new lexical items matches to visual memory, which are considered helpful for vocabulary retention. Learners can remember the set of words more effectively if they have been presented by means of visual aids. This material helps students associate a picture with a specific word, and in that way they incorporate them into their knowledge. Visual techniques include; mime, gesture and visual such as flashcards, photographs, blackboard drawing, wall chart and realia.

Verbal techniques refer to the teaching process in which the words are mainly to communicate. In other words, to teach the new words in a context where they can be used. This technique includes; use of illustrative situations, use of synonyms and definitions, contrast and opposite, scales and example of types.

The last one is translation, which is considered a quick, easy and effective way of conveying the meaning of the vocabulary.

Thornbury (2002), suggested a variety of techniques to present vocabulary; translation, realia, pictures, action/ suggestion, definition and situation. He mentioned that translation is most widely used because it is suitable, economical and direct but it does not allow students to develop their independent vocabulary in the language. Similarly, providing the meaning learners do not work to keep the meaning in their mind and they tend to forget easily.

Practical recommendations for teaching vocabulary

In order to successfully teach vocabulary here is a list of practical recommendation that enhance the success of vocabulary learning. Quezada (2015), gives useful recommendations such as following;

- Give your students a few vocabulary items. Motivate them to find their meaning, pronunciation and ask them to write a sample sentence with the word in.
- Prepare worksheets to practice the words learned.
- Motivate student to work in groups to develop any activity that could be classifying or ordering, etc.
- During the new lesson ask students to find new vocabulary from their text in that way they learn from each other.
- Review the vocabulary from time to time through short activities or games
- Encourage the learners' autonomy so they investigate and create their own learning.

- Learn words with similar pronunciation but make an emphasis on them because they can get confused.
- Encourage students to use their dictionary in that way they will be more active in their learning
- Teach students to identify the part of the speech to which the word belongs.
- As a teacher, keep a good dictionary in case a student asks a word that you are not sure about
- If a student asks a difficult word, take your time and make sure you give a thoughtful answer.

This research aims to enhance vocabulary, there are a lot of aspects to be studied inside this area but this work emphasizes on nouns, adjectives, spelling, antonyms and idioms. These are the indicators of vocabulary that help to improve or study English vocabulary. Adjectives are words belonging to one of the major form classes in any of numerous languages and typically serve as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else (Webster, s.f.). Nouns are the base for learning the language as well as are verbs. Nouns are mainly required to increase the student's vocabulary. Antonyms are the aspect in which students get confused a lot because they are not clear about what an antonym is. Spelling is an important aspect because most learners tend to make a lot of mistakes writing the words. And the last aspect, idioms, which are phrases that cannot be translated literally, so learning idioms give students the chance to produce the language and sounds more natural.

f. METHODOLOGY

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Mill cited by Creswell (2012) states that “action research is a systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Action research is important because it promotes changes in education, it is participative (involves many people), it is reflective because it encourages the teacher to think about their practices, and it is innovative because it promotes the action of testing new ideas of teaching (Creswell, 2012). Based on the aforementioned, the procedure of action research is cyclic and follow these steps; identify a problem, gather data through different instruments, interpret the data, propose an action based on the data and finally reflection of the work done Ferrance (2000). Action research assists teachers and researchers mainly in improving their practices in the process of teaching because they reflect on a specific problem, collect and analyze data after propose changes.

This research study titled using games as a motivational strategy to enhance English vocabulary is based on action research and will allow the preservice teacher to become a participant to study aspects in the problematic situation, gather information and analyze or reflect on the results that will be derived from the application of an intervention plan that lasts eight weeks, in which the results will justify if this work was effective or not in improving the learning of vocabulary in

students.

Methods, Techniques and Instruments

Methods

In this research work, the researcher will use different methods that will help to conclude this work successfully. The following general methods will be applied along the descriptive research:

Scientific method

The scientific method is the most used method in research works because it allows the researcher to collect information about the two variables; using games as a motivational strategy and vocabulary. It provides the researcher with the most suitable information about games and how to use in the learning process. This method starts with an observation, in which the purpose is identify an issue in educational settings. Then, the implementation of an intervention plan where games and vocabulary are linked. Next, is the analysis of the results gathered after the intervention plan, that in this case is with a posttest and post questionnaire. Finally, demonstrate the results of the research work about using games as a motivational strategy to enhance English vocabulary.

Descriptive method

This method goes together with the scientific method because it helps to describe the stages of the scientific method. The descriptive method describes the stages of this research work. First, a situation in which the problem is identified, meaning how the process of teaching has been doing. Then 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 statistic method

This method deals with mathematical formulas that will be useful to properly manage the data obtained because the researcher needs to interpret the finding that will be done in tables. The data representation will indicate the percentages and results got on the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The analytic/ synthetic method

The analytic/synthetic method will support the researcher to analyze all gathered information from the observation checklist, the field notes, questionnaires and the pre and posttest applied in the research work. The analysis will help the researcher to make the interpretation and logical analysis of the data and to draw up coherent conclusions of this work.

Techniques and Instruments

Data collection

The data collection is all the quantitative and qualitative information collected during the research work. All the information will be collected through the application of observation sheets, field notes, pre-posttest, pre-post questionnaires, then to make an appropriate interpretation in both ways; qualitative and quantitative.

Tests

The application of the tests in the research work is with the intention to perform

cognitive tasks in relation to vocabulary. The test goes together with a numerical score by which the researcher will calculate and compare the pre and post test result. The questions on the tests will specifically be related to the indicators which will include nouns, adjectives, spelling, antonyms and idioms.

Pretest and Posttest

The pretest and posttest will be applied in different stages of the research work. The pretest is at the beginning with the purpose to diagnose their knowledge in vocabulary. Of course, the pretest will cover topics already studied. Then the posttest is at the end of the intervention plan to measure students' knowledge in which they have a complete understanding of the vocabulary with the games applied in participants (eighth year of Basic Education at Unidad Educativa Manuel Ignacio Monteros Valdivieso).

Questionnaires

There are two kinds of questionnaires; pre and post questionnaires. The questionnaires in general are to get the attitudes, feelings and perspectives towards the application of games as a motivational strategy to enhance English vocabulary. The pre questionnaire will be applied at the beginning to get the students' perspective on the titular teacher about using games in the teaching process of vocabulary. Then the post questionnaire will be taken at the end of the intervention plan to evaluate and know if the teacher candidate applied the games proposed to enhance students' vocabulary. These questionnaires will be helpful to make comparisons between the results obtained before and after the intervention plan. Furthermore, the data gathered by these questionnaires will support the pre and post

test results.

Observation

The observations will allow to the researcher know the facts in a participative and non-participate way. The process of observation will be through an observation sheet and field notes. The observation will be during a natural teaching process by the eighth year at the Unidad Educativa Manuel Ignacio Monteros Valdivieso in their English classes. There will be two types of observation as detailed below;

Non-participant observation

According to Creswell (2012) the non-participant observer “is an observer who visits a site and records notes without becoming involved in the activities of the participants”. In this kind of observation, the researcher is an “outsider” who just watches and records the problem to study. The instrument for the non-participation observation is the observation sheet.

Observation sheet

The observation sheet is used during the non-participation observation. The researcher records information about the aspects of the dependent variable that in this project is vocabulary. The researcher writes down the areas where students have problems, in that way the indicators appear. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators of the dependent variable.

Participant Observation

The participant observation is a technique in which the researcher takes part in the activities in the setting they observe so the information is direct and reliable.

The researcher will participate deliberately in the problematic situation by means of the application of games as a motivational strategy to enhance vocabulary among students of eighth year of Basic Education at Unidad Educativa Manuel Ignacio Monteros Valdivieso during the 2018-2019 school year. The instrument of this participant observation is the field notes sheet which works like a dairy for the researcher.

Field notes.

The field notes are instruments in which the researcher writes down about every aspect that happen during the process of intervention plan. Completing the field notes is a daily activity which allows the researcher take notes on the students' behavior, and attitude toward the games implemented to enhance their vocabulary. It is also an evidence of the work done by the researcher and support for the conclusions.

Population

The students of eighth year "C" of Basic Education at Unidad Educativa Manuel Ignacio Monteros Valdivieso will participate in the development of this action research. The participants of the research are sixteen students between boys and girls who are all about 12-13 years old.

Intervention Plan

The intervention plan is designed based on lesson plan model that contain three stages: Activation (before), connecting (during), and affirmation (after) (Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of classes in 8 consecutive weeks.



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Participants: 8th “C”

Teacher: Mgs Victoria Aguilar

School Year: 2018-2019

Teacher Candidate: Lida Zulema González Cabrera

Topic: How can I get to?

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?		
GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: Nouns, Adjectives, Antonyms, Spelling, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To illustrate nouns related to place of the city from a description. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Nouns Doctor, soccer play, police officer, cook, receptionist, biologist, mechanic, teacher, fight fighter, pilot, postal employee taxi, taxi driver, university, park, guard church, priest, boutique, model, bakery, baker, museum, painter, circus, clown, pharmacy nurse, castle, queen 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • <i>I am a little teapot</i>: Teacher gives the lyrics of the song then teacher sing and students try to sing. Once students know more the song, teacher shows the movements of this song. Finally, a volunteer comes in front, acts out the song while the rest help singing the song. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies <i>Pictionary games</i>. First, teacher explains briefly the different places of the city and make students produce orally, then teacher ask questions for example; where are the soccer players? At the same time introduces the grammar about imperatives 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Sheets/whiteboard • eraser • Worksheet • Set of words • Timer

<ul style="list-style-type: none"> • Structure Verb to be, there is and there are. • Key words Doctor, soccer play, police officer, cook, receptionist, biologist, mechanic, teacher, fight fighter, pilot, postal employee taxi, taxi driver, university, park, guard church, priest, boutique, model, bakery, baker, museum, painter, circus, clown, pharmacy nurse, castle, queen 	<ul style="list-style-type: none"> • After that, teacher divides the class in four groups, then explains the game in which they are going to guess a word from a picture. Teacher gives the materials. • Teacher calls one of the members of the groups and show the word (nouns), they come back to their groups and wait the teacher's sign. Teacher sets 30 seconds for the drawers. If the group do not guess the word loss a point. • When all the members have participated, teacher counts the points gotten and say the winner group. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually to complete an activity, in which they have to read the description given and draw or illustrate the noun required. For example, the He is a teacher, he works in a (school). The students have to draw a school. 	
<p>MONITORING PLAN: Data Source 1: Pre test and pre questionnaire Data Source 2: Worksheet: Drawing chart Data Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 6th to May 10th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Participants: 8th “C”

Teacher: Mgs Victoria Aguilar

School Year: 2018-2019

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Topic: The future city

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, antonyms, spelling, and idioms.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To predict and write the adjectives related to personalities from a picture
- To distinguish nouns from adjectives from a list of words.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Adjectives and nouns Modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar, museum, fire station, stadium, botanical garden, post office, hospital, art gallery, hotel, bank, library, mechanic’s garage, police station, school, airport 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • <i>The lion, the gun and the man.:</i> The teacher divides the class into two groups and they stand in a row in front of the other group, teacher explains that the lion kills the man, the gun the lion and the man kills the lion then they have to agree each other to be one of them and when the teacher counts until three they have to make the gestures of the lion, the man or the gun. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies the <i>Pictionary game</i> • Teacher divides the class into two groups but in this the teacher is going to be the drawer so students will guess the words and 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Whiteboard • Eraser • Markers • Bowl • White, yellow and blue card • Chopsticks • worksheets

<ul style="list-style-type: none"> • Structure Verb to be • Key words Modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar, museum, fire station, stadium, botanical garden, post office, hospital, art gallery, hotel, bank, library, mechanic's garage, police station, school, airport 	<p>have less time. The groups delegate one member who is going to guess the word. Once most of the members have participated, the game finishes and the winner is announced.</p> <ul style="list-style-type: none"> • After that, teacher applies the <i>chopstick take game</i>. The class is divided in three groups and take a bowl and a pair of chopstick to take the cards. After, the teacher spreads the cards on the floor and say that white cards worth 1 point, yellow two and blue three. When everything is read, teacher says a definition of a word and students have to look for the word described. Finally, when all the cards are collected teacher counts the points. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually using their knowledge to write the personality adjective based on a picture. Also they have to differentiate nouns from adjectives so they have to classified and stick in the correct place 	
<p>MONITORING PLAN: Data Source 1: worksheet: Picture & word and classification sheet Data Source 2: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 13th to May 17th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Teacher: Mgs Victoria Aguilar

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Participants: 8th “C”

School Year: 2018-2019

Topic: Wonders of the world

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, antonyms, spelling and idioms.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To match adjectives in relation to personalities with their corresponding representation.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Adjectives Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar • Structure Verb to be 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • <i>My name is And I am</i>: The purpose of this activity is to get know each other. Students have to say their name then a thing but with the first letter of their names. For example; I am Nadia and I like numbers. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher explains students the personality adjectives using flashcards then teacher hides the word of the flashcard and students have to say the adjective, students produce the adjectives orally and identify clearly all of them. Next, teacher presents pictures of famous characters from tales and they have to say their personalities. • Once reviewed the vocabulary, teacher applies <i>Chopstick take game</i>. The class is divided in three groups and the members 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Bowls • Chopstick • White, yellow and blue card

<ul style="list-style-type: none"> • Key words Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar. 	<p>take a pair of chopsticks. Teacher spread the cards on the floor in which are written adjectives. Students listen careful the teacher's definition because they will find the words that was described and put in their bowls.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually to complete short activity. This is a matching activity in which they have to join the adjective with a representation of it. 	
<p>MONITORING PLAN: Data Source 1: Worksheet; matching sheet Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 20th to May 24th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Participants: 8th “C”

Teacher: Mgs Victoria Aguilar

School Year: 2018-2019

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Topic: A hairy routine

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, antonyms, spelling, and idioms

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To recognize antonyms in relation to personality adjectives.
- To use adjectives for describing peoples’ personalities in simple sentences

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Antonyms Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar • Structure 	<p style="text-align: center;">ACTIVATION</p> <ul style="list-style-type: none"> • <i>Broken telephone:</i> the class is divided into three teams, for each one choose a leader. The leader read a sentence given by the teacher. Then, he/she whispers it to the student behind and so on. When the message reaches the end of the chain, that person writes it on the board. <p style="text-align: center;">CONNECTION</p> <ul style="list-style-type: none"> • Teacher describes the actions of the day and explains the grammar. • Next, teacher explains students the what antonyms are. Then teacher and students remember the list the adjectives before studied, the new and old ones, they remember the spelling and pronunciation. Subsequently, teacher invites students to play the <i>Opposite bingo game</i>. It is opposite because 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Chopsticks • Bowls • White, yellow and blue cards • Seeds or chips • Bingo card • Worksheet

<p>Present simple</p> <ul style="list-style-type: none"> • Key words Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar 	<p>students are going to match the opposite of the word heard. Students have their cards and the seeds, next they listen careful the adjective and put the seed in the antonym that they consider. When, they have completed the row indicated, says Bingo and is the winner.</p> <ul style="list-style-type: none"> • Finally, teacher uses the <i>chopstick game</i> to play with nouns. The students are divided in three groups and the members have a pair of chopsticks. Teacher explains the worth of the cards; white: 1p, yellow: 2p and blue:3p. Students pay attention to the teacher's sentences because they have to identify the adjective and go to find the word and put in the bowl. Finally, teacher counts the cards and say the winner. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually in their sheets; the sheet contains a matching activity then they write the adjective in simple sentences. 	
<p>MONITORING PLAN: Data Source 1: worksheet: matching activity and describe the picture. Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Participants: 8th “C”

Teacher: Mgs Victoria Aguilar

School Year: 2018-2019

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Topic: Keep an eye on

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, antonyms, spelling and idioms

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify adjectives in context and write them correctly with their corresponding opposite.
- To write adjectives from a pragmatic activity in a set of letters.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Antonyms modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar, Tidy, messy, serious, funny, affectionate, distant, calm, nervous, lovely, jealous, demanding, flexible, tolerant, intolerant, get up, take a shower, have breakfast, get home, go to school, surf the internet, do homework, watch Tv, got to bed. 	<p style="text-align: center;">ACTIVATION</p> <ul style="list-style-type: none"> • <i>The sharks are coming:</i> the teacher make students go around the class walking and when the teacher says the sharks are coming, the students have say how many so teacher says in groups of five, three or any number. Students immediately form the group. <p style="text-align: center;">CONNECTION</p> <ul style="list-style-type: none"> • Teacher reminds students the adjectives that describe personalities, also explains the connectors of sequence. Teacher explains the grammar about present simple and complete the activities in their books. 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Bingo cards • Seeds /chips • Set of words • Bell • prize • Worksheet

<ul style="list-style-type: none"> • Structure Present simple • Key words modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar, Tidy, messy, serious, funny, affectionate, distant, calm, nervous, lovely, jealous, demanding, flexible, tolerant, intolerant, get up, take a shower, have breakfast, get home, go to school, surf the internet, do homework, watch Tv, got to bed. 	<ul style="list-style-type: none"> • After that, teacher gives students a card of a bingo to play <i>the opposite bingo game</i>. Teacher indicates the shape or row to be completed in the bingo card. Teacher says a sentence in which an adjective is included so students have to put a chip in the antonym of the word said. Finally, when a student complete the row says bingo and he/she is the winner. • Finally, teacher applies <i>the spelling bee game</i>. Teacher divides the class in two groups and a member come in front to spell a word indicated by the teacher. While she/he is spelling teacher pays attention if a mistake is done immediately touches the bell and the member of the other group come to spell a word. Finally, when the all the members have participated, teacher counts the correct word spelled and announces the group. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students complete an activity which consist of two parts, the first part, students have to read the sentence and write the antonym of the word in brackets. The second one, students have to write the missing letter of words to form adjectives. 	
<p>MONITORING PLAN: Data Source 1: worksheet; Change the word activity and filling gap activity Data Source 2: Field Notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd to June 7th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Teacher: Mgs Victoria Aguilar

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Participants: 8th “C”

School Year: 2018-2019

Topic: A regular day

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, antonyms, **spelling** and idioms.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write properly words related to places of the city and personality adjectives.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Spelling Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar Doctor, soccer play, police officer, cook, receptionist, biologist, mechanic, teacher, fight fighter, pilot, postal employee boutique, model, bakery, baker, museum, painter, circus, clown, pharmacy nurse, castle, queen, taxi, taxi driver, university • Structure Simple sentence 	<p style="text-align: center;">ACTIVATION</p> <ul style="list-style-type: none"> • <i>Word chain:</i> The students toss a ball to each other and name the words that start with the last letter of the previous word, forming the chain. For example, “ball” – “lamp” – “pie”, and so on. <p style="text-align: center;">CONNECTION</p> <ul style="list-style-type: none"> • Teacher uses the <i>Spelling bee game</i> but firstly reinforces the connectors of sequence, (first, then, after that, finally) and uses them in real example like a regular day as well as the structure of yes/ no questions and wh-questions of the present simple. 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Set of words • Bell • prize • Worksheet

<ul style="list-style-type: none"> • Key words Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar Doctor, soccer play, police officer, cook, receptionist, biologist, mechanic, teacher, fight fighter, pilot, postal employee boutique, model, bakery, baker, museum, painter, circus, clown, pharmacy nurse, castle, queen, taxi, taxi driver, university 	<ul style="list-style-type: none"> • Secondly, teacher invites 5 students in front of the class and shows a set of words to be spelled. Students take time to revise and prepare. Teacher indicates that if they misspelled the word they lost their turn and another student spell. From the first group will be a winner. Then another group of five students do the same, spell the words. Finally, the winners compete among themselves and the winner will have a prize. <p style="text-align: center;">AFFIRMING</p> <ul style="list-style-type: none"> • Students work completing an activity in which they have to discover the hidden words, they use the numbers because each letter of the abecedary has a number so they find out the word from the given numbers. 	
<p>MONITORING PLAN: Data Source 1: Worksheet; translating number activity Data Source 2: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 10th to June 14th 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Participants: 8th “C”

Teacher: Mgs Victoria Aguilar

School Year: 2018-2019

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Topic: Lifestyles

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, antonyms, spelling and idioms

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write appropriately idioms related to amazing places and lifestyle
- To use idioms about places and lifestyle in context.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Spelling and idioms shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar Doctor, soccer play, police officer, cook, receptionist, biologist, mechanic, teacher, fight fighter, pilot, postal employee boutique, model Sticks out a mile, on the map, worth its weight in gold. Jump out of bed, crawl out of bed, sleep like a log, omg 	<p style="text-align: center;">ACTIVATION</p> <ul style="list-style-type: none"> • <i>Two truths and a lie.</i> Students say three sentences in front of the class and their classmate has to guess which is the lie. The students formulate sentences with the words learned so far. <p style="text-align: center;">CONNECTION</p> <ul style="list-style-type: none"> • Teacher applies <i>spelling bee game</i>, first presents pictures of the seven wonders of the world and invites students to discover where they are located, also teacher gives a short explanation of them. • Second, teacher divides the class in two group. After teacher shows a word from the idiom and the group has to say the 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Worksheet • Flashcards • Bell • prize • Set of words

<ul style="list-style-type: none"> • Structure Simple sentence • Key words shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar Doctor, soccer play, police officer, cook, receptionist, biologist, mechanic, teacher, fight fighter, pilot, postal employee boutique, model Sticks out a mile, on the map, worth its weight in gold. Jump out of bed, crawl out of bed, sleep like a log, omg 	<p>idiom but each member has to say the just one word until the idiom is completed. Then the difficult increases, teacher gives an example and group has to say just one word. For example, group 1 say <i>sticks</i> then group 2 <i>out</i>, group 1 <i>a</i>, group 2 <i>mile</i>.</p> <ul style="list-style-type: none"> • Then teacher applies another fun game that is <i>Pictionary</i>. Students will be divided in three groups and students take turns to participate drawing. Teacher calls the first participants and show an idiom and say them that they have to draw just one thing that represent the idiom. The students come back to their groups and start drawing until their group guesses the idiom. Also, they have to use the idiom in a sentence. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work in their own to complete a worksheet which contains two parts, the first part, students need to unscramble the words and form a meaning. Then, they read a short description and use the idiom that best fits the situation 	
<p>MONITORING PLAN: Data Source 1: worksheet: unscramble activity and idiom sheet Data Source 2: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21st, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa Manuel Ignacio Monteros

Participants: 8th “C”

Teacher: Mgs Victoria Aguilar

School Year: 2018-2019

Teacher Candidate: Lida Zulema Gonzalez Cabrera

Topic: Do you sleep like a log?

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of eighth grade “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018- 2019 school year?

GOAL: By the end of the intervention plan, students will be able to enhance English vocabulary using games focused on the following aspects: nouns, adjectives, spelling, antonyms and idioms.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To solve a crossword puzzle using idioms related to lifestyle in a written way.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Idioms Hit the hay, to sleep like a baby, wrong side of the bed, sleep tight. • Structure Present simple • Key words Hit the hay, to sleep like a baby, wrong side of the bed, sleep tight. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • <i>Spin the bottle.</i> Teacher and students are in a circle and spin the bottle and when it stops spinning the student it is pointing to has to answer a question. Teacher asks the question that can be free or related to the topic. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher uses the <i>Pictionary game</i> to practice the idioms having fun. • First, teacher introduces the idioms and invites students to infer their meaning or situation in which they can be used. Students match the idioms the pictures in their book as well they work in the other activities in their workbooks. • After, the class is divided in three groups, then, teacher calls a member of the group and give an idiom but in this case students are 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Prizes • Markers • Whiteboard • Worksheet

	<p>not going to draw, they will act out the idiom. It will depend on their creative to do so. Teacher sets 30 seconds in the timer and when says start all the group work together to discover the idioms. Finally, the fastest group guessing wins a prize.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students read the definition of the idioms then they write the idioms that they think is, they have to be careful writing the right idiom otherwise the letters are not going to fit in the crossword puzzle. 	
<p>MONITORING PLAN: Data Source 1: Worksheet: Crossword puzzle activity. Data Source 2: Field notes Data Source 3: Posttest and post questionnaire</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 24th to June 28th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet	300
Print of project	100
Print of report	80
Print of the final report and thesis	150
Unexpected expenses	100
Transport	100
Total	\$ 830

Financing

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

Resources

Human

- The researcher
- The students 8th year
- The teacher
- The thesis advisor

Material

- Book
- Bingo
- Markers
- Print material
- Paper
- Flashcards

Technical

- Computer
- Printer
- Internet
- Websites

i. BIBLIOGRAPHY

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 21-34.
- Anderson, D. L.-F. (2015). *Techniques & Principles in Language Teaching*. New York: Oxford.
- Brown, H. (1995). *Why teach vocabulary*.
- Caganaga, E. G. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Science*, 126-135.
- Caillois, R. (1958). *Man, play and games*. University of Illinois Press .
- Cameron, L. (2001). *Teaching languages to young learners*. United Kingdom: Cambridge University Press .
- Carrier, M. (1990). *Games and activities for the language learner*. Chambers Harrap Publishers Ltd .
- Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. University of Nebraska- Lincoln: Person .
- Curriculum. (2016). English as Foreign Language.
- Diaz, I. (2005). Training in Metacognitive Strategies for Students' Vocabulary Improvement by Using Learning Journals. *Issues in Teachers' Professional Development* , 87-102.
- Doa, L. T. (2010). Teaching English Grammar Through Games. *Studies in Literature and Language* , Vol. 1, No. 7, 2010, pp. 61-75.
- Essays, U. (2016, MARzo 05). *UK essays*. Retrieved from

<https://www.ukessays.com/essays/english-language/the-importance-of-teaching-and-learning-vocabulary-english-language-essay.php?vref=1>

Ferrance, E. (2000). *Action Research*. Brown University : LAB a program of The Education Alliance .

Greenall, S. (1990). *Language games and activities*. Oxford, United Kingdom: Oxford University Press.

Gutlohn, L. D. (2006). *Vocabulary Handbook*. Consortium on Reading Excellence . Retrieved from Vocabulary Handbook. Consortium on Reading Excellence: <http://www.readingrockets.org/article/teaching-vocabulary>

Hadfield, J. (1990). *Intermediate Communication Games*. England : Logman .

Hadfield, J. (1999). *Intermediate Vocabulary Games*.

Harmer, J. (1998). *How to teach English*. Edinburgh Gate, Harlow, Essex CM20 2JE. England : Logman .

Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Longman.

Israel, M. (2017). Game Based Learning and Gamification. *Guidance from the Expert*.

Jerotijevic, M. S. (2011). Reason for Using or Avoiding Games in an Efl Classroom . *1st International Conference on Foreign Language Teaching and Applied Linguistics*.

Koster, R. (2004). *A Theory of Fun for Game Design*. O'Reilly Media, Inc. ©2013.

Lessard-Clouston, M. (2013). *Teaching Vocabulary* . Alexandria, Virginia: TESSOL International Association .

- Lorenzutti, N. (2016). Vocabulary Games; more than just wordplay. *English Teaching Forum* , 1-13.
- McCallum, G. (1980). *101 Word Games*. Oxford University Press, USA.
- Oxford, R. (1990). *Language Learning Strategies; what every teacher should know* . New York : Newbury House .
- Putri, H. F. (2010, January 6). *University of IBN Khaldun Bogor-Indonesia*. Retrieved from University of IBN Khaldun Bogor-Indonesia: <http://universityofibnkhaldunbogor-indonesia.blogspot.com/2010/01/importance-of-vocabulary-in-english.html>
- Quezada, G. (2015). *Using pictures to improve vocabulary learning*.
- Reddy, S. (2016). Importance of English Language in today's World. *International Journal of Academic Research*, 1-6.
- Richard, R. J. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. Essex, England: Logman .
- Sigurðardóttir, S. D. (2010). The use of games in the language classroom . 42.
- Socorro G. Herrera, M. A. (2012). Bringing Theory to Life: Strategies that Make Culturally Responsive Pedagogy a Reality in Diverse Secondary Classrooms. *International Journal of Multicultural Education*, 1-19.
- Stahan, S. (2005). Four problems with Teaching Word Meanings (and what to do to make vocabulary an integral part of instruction). In H. H. Kamil, *Teaching and Vocabulary Learning; Bringing research to practice* .
- Talak-Kiryk, A. (2010). Using Games In A Foreign Language Classroom. *MA*

TESOL Collection .

Teaching and Learning Vocabulary: Bringing Research to Practice. (2005).

Telegrafo, E. (2015, dicimebre 13). Enseñanza de inglés será de 3 horas a la semana.

EL telegrafo .

Thornbury, S. (2002). *How to teach vocabulary*. Pearson educational, 2002.

Tuan, L. T. (2012). Vocabulary recollection through Games. *Theory and Practice in Language Studies .*

Vijayalakshmi, M. (2017). Teaching grammar through games. *International Multidisciplinary Journal*, 1-5.

Webster. (n.d.). *Merrian Webster .* Retrieved from <https://www.merriam-webster.com/dictionary/adjective>

Webster, M. (n.d.). *Merriam Webster .* Retrieved from Merriam Webster : <https://www.merriam-webster.com/dictionary/vocabulary>

Wilkins, D. (1972). *Linguistics in language teaching*. London: Edward Arnold.

Wright, A., & Bucky, D. B. (2006). *Games for Language Learning*. Cambridge University Press.

ANNEXES

Annex 1: Observation sheet



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

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: _____

OBSERVATION SHEET					
Observation #: Topic: Objective of the session:	Date/Time: Participants: Eighth year "C" students			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					
Adjectives					
Antonyms					
Spelling					
Idioms					

Annex 2: Field notes



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

DATA COLLECTION SOURCE: FIELD NOTES

Resercher: _____

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Eighth year "C" students	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes SKILLS

Annex 3: Pre-post test & Scoring guide



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

DATA COLLECTION SOURCE: PRE TEST/ POST TEST

Student's code: _____

Date: _____

1. Look the pictures and write the correct word in the spaces in blank.
(Nouns)

PLACES



2. Match the places with their corresponding name. Two of them will not be used. Write the letter in the table. (Noun)



___ library
___tech shop
___bank
___airport
___hospital

3. Look at the pictures and write the appropriate adjective to describe personality. (Adjectives)



4. Complete the word, write the missing letters to form an adjective. (Adjectives)



___ N E ___ E ___ I C

___ E ___ T I ___ E

5. Match the correct antonyms of the words below (Antonym)

a. Shy	() energetic
b. lovely	() aggressive
c. patient	() talkative

6. Circle the correct antonyms of the words below (Antonym)

1. Happy: a. smile b. sad c. happiest
 2. Lazy: a. active b. shy c. lovely

7. Read the words and circle the correct ones (Spelling)

a. Hospitale	b. hospital	c. houspital
a. frienly	b. frendly	c. friendly
a. musium	b. museum	c. museo

8. Look at the picture and circle the word that is spelled correctly. (Spelling)

<p>1. </p>	<p>a. Botannical garden b. Botanica gardeen c. Botanical garden</p>
<p>2. </p>	<p>a. Gas estation b. Gass estation c. Gas station</p>

9. Read the description below and write the correct idioms. Use idioms below (idioms)

<p><i>Take my hand and glove -- On the map -- Sleep like a log</i></p>	
<p>Situation</p>	<p>Idiom</p>
<p>1.  The Machu Pichu is a touristic place. Many people around the world visit this natural place</p>	
<p>2.  My sister is very lazy; any sound gets up her. She loves sleeping</p>	

10. Read the idioms and circle their meanings. (Idioms)

1. Stick out a mile	a. Is a visible place b. Is an old place c. Famous place
2. Jump out of bed	a. Get up slowly b. Get up early and rapidly c. Sleep very well



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

Pre- Post Test Scoring Guide

QUESTION 1: NOUNS

Options	Answer	Score
1	Stadium	0.4
2	Fire station	0.4

QUESTION 2: NOUNS

Options	Answer	Score
1	bank	0.4
2	airport	0.4
3	library	0.4

QUESTION 3: ADJECTIVES

Options	Answer	Score
1	Lovely	0.4
2	Takative	0.4
3	lazy	0.4

QUESTION 4: ADJECTIVES

Options	Answer	Score
1	Creative	0.4
2	Energetic	0.4

QUESTION 5: ANTONYMS

Options	Answer	Score
A	talkative	0.4
B	Aggressive	0.4
C	energetic	0.4

QUESTION 6: ANTONYMS

Options	Answer	Score
---------	--------	-------

1	sad	0.4
2	active	0.4

QUESTION 4: SPELLING

Options	Answer	Score
1	b	0.4
2	c	0.4
3	b	0.4

QUESTION 4: SPELLING

Options	Answer	Score
1	c	0.4
2	c	0.4

QUESTION 5: IDIOMS

Options	Answer	Score
1	On the map	0.5
2	Sleep like a log	0.5

QUESTION 5: IDIOMS

Options	Answer	Score
1	a	0.5
2	b	0.5

Annex 4: Pre post questionnaire



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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

1. How frequently does your teacher apply Pictionary games enhance your English vocabulary?

<input type="checkbox"/>	Always
<input type="checkbox"/>	Frequently
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

2. To what extent do you think that your teacher employs chopstick take game to improve your vocabulary?

<input type="checkbox"/>	High
<input type="checkbox"/>	moderate
<input type="checkbox"/>	low
<input type="checkbox"/>	none

3. How much do you learn when Opposite bingo games are used in the English classes?

<input type="checkbox"/>	A great deal
<input type="checkbox"/>	Much
<input type="checkbox"/>	Somewhat
<input type="checkbox"/>	Nothing

4. How often does your educator use Spelling bee games to enrich your English vocabulary?

<input type="checkbox"/>	Always
<input type="checkbox"/>	Frequently
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Never

5. How important do you think is the use of games to practice vocabulary in the classroom?

<input type="checkbox"/>	Very importantly
<input type="checkbox"/>	Moderately important
<input type="checkbox"/>	Slightly important
<input type="checkbox"/>	Not important at all

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: USING GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF EIGHTH YEAR “C” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL IGNACIO MONTEROS VALDIVIESO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

Problem	Objective	Theoretical frame	Methodological design (Action Research)	Techniques and instrument
<p>General How does the application of games as a motivational strategy enhance the learning of English vocabulary among students of eighth year “C” of afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about games as a 	<p>General To enhance English vocabulary using games as a motivational strategy among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about 	<p>Independent variable</p> <ul style="list-style-type: none"> • Games • Definition of games • Reasons to use games in classrooms • Characteristics of games • Types of games • Ways to play games • The role of the teacher in games • Advantages of using games and some relevant points of games • Disadvantages of using games 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post Questionnaires • Field notes

<p>motivational strategy are adequate to enhance English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the enhancement of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the 	<p>games as a motivational strategy and their application to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the vocabulary development in English language among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Vocabulary-definition • Importance of vocabulary in general • Reason of learning vocabulary • Types of vocabulary • Stages of teaching vocabulary • Techniques for presenting vocabulary • Practical recommendations for teaching vocabulary 	<p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report. 	
---	--	---	---	--

<p>city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the phases of the intervention plan that address the current issues to enhance the learning of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year? • Which games as a motivational strategy are suitable to enhance the learning of English vocabulary among students of eighth 	<p>in the city of Loja during the 2018-2019 school year</p> <ul style="list-style-type: none"> • To elaborate an intervention plan based on games as a motivational strategy in order to enhance vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year. • To apply the most suitable games as a motivational strategy in order to enhance English vocabulary among students of eighth year “C” of 			
--	---	--	--	--

<p>year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • How effective is the application of games as a motivational strategy to improve the learning of English vocabulary among students of eighth year “C” of Basic Education afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso in the city of Loja during the 2018-2019 school year? 	<p>Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To validate the results, obtained after the application of games as a motivational strategy to enhance English vocabulary among students of eighth year “C” of Basic Education, afternoon session at Unidad Educativa Manuel Ignacio Monteros Valdivieso, in the city of Loja during the 2018-2019 school year. 			
--	---	--	--	--

Annex 6: Grading Scale

Vocabulary

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

Games as a motivational strategy

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

INDEX

COVER PAGE	i
CERTIFICATION.....	ii
AUTORÍA	iii
ACKNOWLEDGMENTS.....	v
DEDICATION	vi
MATRIZ DE ÁMBITO GEOGRÁFICO	vii
MAPA GEOGRÁFICO Y CROQUIS	viii
THESIS OUTLINE	ix
a. TITLE.....	1
b. RESUME.....	2
c. INTRODUCTION.....	4
d. LITERATURE REVIEW.....	7
e. MATERIAL AND METHODS.....	27
f. RESULTS.....	31
g. DISCUSSION	45
h. CONCLUSIONS	48
i. RECOMMENDATIONS	49
j. BIBLIOGRAPHY	50

k. ANNEXES	52
a. THEME	53
b. PROBLEM STATEMENT.....	54
c. JUSTIFICACION.....	60
d. OBJECTIVES	62
e. THEORETICAL FRAMEWORK.....	64
f. METHODOLOGY.....	85
g. TIMELINE.....	107
h. BUDGET AND FINANCING.....	108
i. BIBLIOGRAPHY.....	110
ANNEXES.....	114
INDEX.....	129