



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

TITLE

GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH GRADE “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL AGUSTIN CABRERA LOZANO 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.

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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 **GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH GRADE “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL AGUSTIN CABRERA LOZANO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.**, under the responsibility of the undergraduate student **KERLY MARÍA QUEZADA GUALÁN** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of thesis for the pertinent legal aims.

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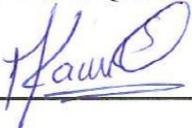
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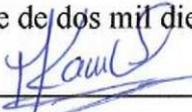
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THE AUTHOR

DEDICATION

Every challenging work needs efforts as well as guidance of elders, especially those who were very close to our heart

My humble effort is dedicated to my sweet and loving **Father & Mother**

In good situations, many people stay with you, but in difficult ones only stay the real people, who take your hand and encourage you to believe in yourself.

I dedicate my work to **Sheyla & Jackson**

Whose affection, love, encouragement and prays made me able to achieve such success and honor.

KERLY MARIA

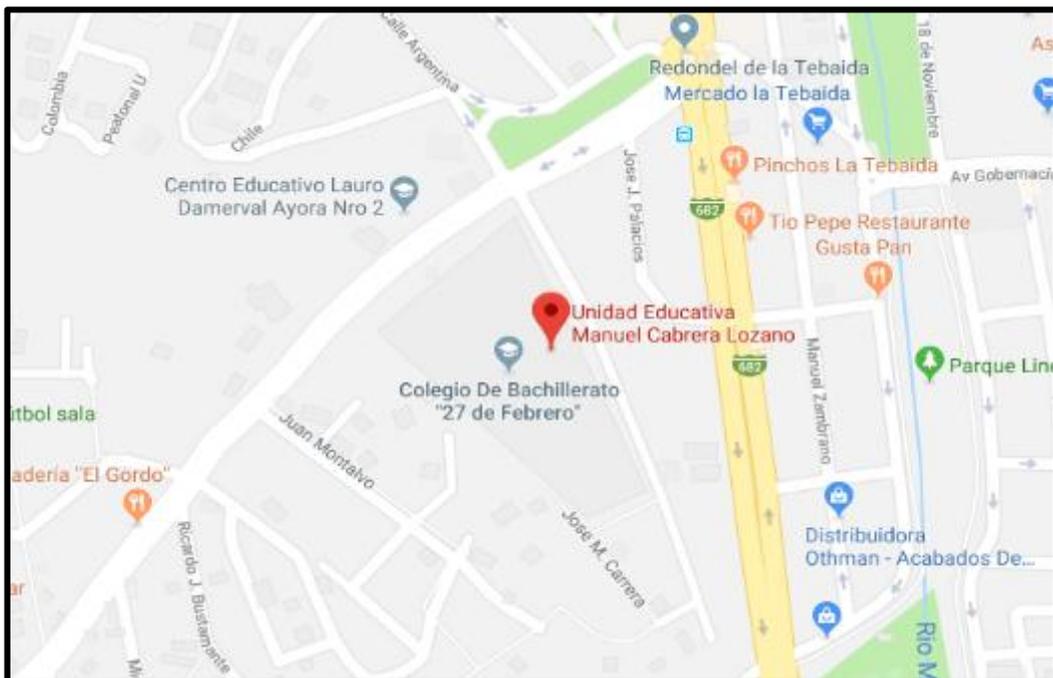
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THESIS OUTLINE

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a. TITLE

GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH GRADE “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL AGUSTIN CABRERA LOZANO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. RESUMEN

El objetivo general de este trabajo de investigación fue mejorar el uso del vocabulario en inglés a través de la aplicación de juegos como una estrategia motivacional en los estudiantes de noveno “B”. Los métodos aplicados para obtener, analizar y procesar la información fueron el científico, descriptivo, analítico- sintético y el estadístico. Exámenes y cuestionarios fueron aplicados al inicio y al final del plan de intervención con el fin de recopilar información sobre el conocimiento y actitud de los catorce estudiantes de la Unidad Educativa Manuel Cabrera Lozano. Los resultados mostraron que los estudiantes mejoraron significativamente su conocimiento en vocabulario con la aplicación de juegos. Consecuentemente, los juegos son actividades donde los estudiantes sienten seguridad en expresar ideas y opiniones, a participar activamente y aprender la lengua de una manera divertida.

ABSTRACT

The general objective of this research work was to enhance English vocabulary through the application of games as a motivational strategy among students of ninth grade "B". The methods applied for obtaining, analyzing and processing the data were the scientific, the descriptive, the analytic-synthetic and the statistical. Tests and questionnaires were applied at the beginning and at the end of the intervention plan in order to collect information about the knowledge and attitude of fourteen students at Unidad Educativa Manuel Cabrera Lozano. The results showed that students enhanced significantly their vocabulary knowledge through games, Consequently, games are activities where students feel confidence to express ideas and opinions in class, to participate actively in the different activities and learn the language in a fun way.

c. INTRODUCTION

Vocabulary is the main factor for an effective new language learning because without enough vocabulary the four skills of the English language are not going to be successfully accomplished. This means each skill depends on vocabulary in order to produce and express ideas and communicate with each other. As vocabulary is essential in the learning process, students face problems to form words, understand definitions, and relate words with images making students have problems in interacting and communicating fluently.

Due to the fact that vocabulary is one of the main problems in learning language, it was relevant to research: how does the application of games as a motivational strategy enhance English vocabulary among students of ninth grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

Consequently, the present research work was chosen because it is necessary the application of motivational strategies that let learners develop several skills such as interaction, critical thinking, and creativity. In addition, games are activities that motivate learners to learn the language so that the teaching-learning process is more effective. Besides that, games engage students in practicing vocabulary, making them able to understand concepts by having fun in each class.

In this work five specific objectives were planned to be achieved: to research the theoretical reference about the application of games as a motivational strategy to

enhance vocabulary; to diagnose the issues that limit the improvement of the learning of English vocabulary; to design the phases of the intervention plan that address the current issues to enhance vocabulary; to apply games as a motivational strategy to enhance vocabulary; to validate the effectiveness of the application of games as a motivational strategy to enhance vocabulary.

The researcher considered the following methods: *The Scientific Method* was used to state the theory about variables in order to design the instruments to collect data and also the intervention plan. *The Descriptive Method* served to describe in detail the real situations in the classroom. *The Statistical Method* provided a quantitative and qualitative analysis of test and questionnaires. *The Analytic-Synthetic Method* allowed the researcher to analyze deeply the information gathered from tests and questionnaires.

This research work is presented in the following way: first, the *Abstract* that is the summary of all the contents in the thesis. Then, the *Introduction* that involves the main problems, the reasons why this work was carried out, the specific objectives, and the methodology used to gather information and contents of the thesis. After this, the *Literature Review* that includes all the main aspects of the theoretical framework about the dependent and independent variables, as well as the *Materials And Methods* which describe human, material and technical resources, the design of the research and methods used as well as the techniques and instruments, and population. After that, the *Result* section that describes the quantitative and qualitative information exposed in tables and figures. Next, the

Discussion contains a general analysis of results gathered from the intervention plan. Finally, this work provides *Conclusions and Recommendations*.

d. LITERATURE REVIEW

GAMES

Definition of games

According to Tuan (2010), games produce motivation and entertainment among people who are playing and give shy learners the chance to get involved in groups and lose their lack of self-confidence. Otherwise, Kramer (2000) proposes that a game is any activity that is performed only for pleasure without consciousness; as a result, the author considers every activity that brings pleasure is a game.

Ersoz (2000) holds that games are highly appreciated due to their amusement and interest. Teachers can use games to help their students practice more their skills in communication. Greenall (1990) states that games always involve competition among participants, as individuals or in groups. This means as it is a competition, the activity to be applied encourages learners to interact among themselves or prepares individuals to work fast and hard in order to finish the game quickly and win

Haldfiel (1999) mentions that a game follows rules, has specific goals and the most important element, it lets students have fun. Therefore, games should be considered as part of the syllabus of the learning of the students, and not just an extra activity applied at the end of the week. Richard (1988) notes games also participate as activities that reduce the anxiety of each learner, which means that

the learning process becomes profitable because the action of the teacher has relevance into the learners

Games are activities that provide motivation and entertainment to participants who are playing, and they let students get involved in groups where the most important thing is to have fun and compete among others in order to win. Besides that, a game is every activity that brings pleasure so that they reduce anxiety among students to make an effective learning process.

Importance of games

Teaching learners is a challenge, which is why the implementation of games enhance students motivation, encourages them to be more expressive and most importantly, it catches their attention and helps them better understand the lesson being taught, break the traditional ways that most teachers tend to use in the classroom (Gosling & Crawford, 2011).

Games function as an important part of learning in the classroom, even though some teachers do not agree with this kind of activities applied as a learning strategy. Despite this, a game has many benefits for the learning process. First, games make that the lesson does not be boring or common as always. Then, participants keep a good environment where the knowledge is spread by having fun (Gozcu & Caganaga, 2016).

Lengeling & Malarcher (1997) list a series of benefits that games provide in classrooms. These benefits range from cognitive aspects of language learning to more cooperative group dynamics.

Affective

- ❖ lowers affective filter
- ❖ encourages creative and spontaneous use of language
- ❖ promotes communicative competence
- ❖ motivates
- ❖ fun

Cognitive

- ❖ reinforces
- ❖ reviews and extends
- ❖ focuses on grammar communicatively

Class Dynamics

- ❖ student centered
- ❖ teacher acts only as facilitator
- ❖ builds class cohesion
- ❖ fosters whole class participation
- ❖ promotes healthy competition

Adaptability

- ❖ easily adjusted for age, level, and interests
- ❖ use all four skills
- ❖ requires minimum preparation after development

Indeed, games are always fun activities that learners can enjoy according to their interest and needs. So that, learners tend to learn the language especially vocabulary or any competences more effectively through games, no matter if a learner is shy or active, games always have positive results on the learning process. That happens because of the engagement that learners have due to games that help them to keep interested and have the courage to work (Mei & Yu-Jing, 2000).

Applying games enhance motivation of learners and tend to make students be more expressive, so they share their ideas and opinions in the group or individually. Therefore, games have a variety of benefits such as communicative competences, class participation, healthy competition, etc. Therefore, games give positive results because of the engagement due to they feel interested in the activity.

How games engage learners in vocabulary

Vernon (2009) argues “Games are an effective tool to teach vocabulary to young learners”. Learners participate and pay more attention because they enjoy themselves in the classroom feeling and do better during and after the game. Repetition will be less boring and fun for learners to which consolidate their learning of new words. Furthermore, by involving physical-movements in games, young learners will be alert and stimulated. Young learners often get impatient and bored quickly if they attend lessons for a long period, so involving physical movements every now and then will guarantee their participation.

Games function as an effective tool into the learning process especially for enhancing vocabulary because they make learners to participate actively and pay

special attention in any details into the game. By applying games learners feel motivated and less bored because they involve physical movements which assure their participation and consolidate learning of new words.

Types of games

Mróz (2005) distinguishes that games are focused on linguistic accuracy or general communicative goals. The first one guarantees success when a learner uses correct forms during a task based on a drill or translation, whereas the latter aims to develop students' communicative skills and, at the same time, skilful transmission of information during a conversation. Furthermore, Spacey (2019) describes the following current games.

Role Playing Game

This is a game where you play the role of characters to develop a narrative. These include both tabletop and video games. Role-playing games have a rich history and culture. For example, the culture of choosing a game master who acts as a game organizer, arbitrator, and moderator for a game.

Board Games

All kinds of games that require moving pawns or markers along a board. Games of this kind can be highly beneficial in terms of language learning because they can involve a range of tasks for learners to do e.g. ask everybody two questions, count to twenty, etc.

Card Games

Games based on assembling cards, disclosing, exchanging, sorting, and counting them. The cards can have a gist or usefulness in a game, or clearly serve as symbols for actions or objects. As a result, learners can develop associations between the names of the activities in English, the pictures and the subsequent movement.

Action Games

Video games that constantly challenge a player's hand–eye coordination, reaction time and spatial reasoning at speed. For example, games that feature combat, obstacle courses or sports simulations.

Educational Games

Games designed for learning including elements such as memorization through repetition, experiences in a virtual world, designing things, experimentation and social interaction.

Games have a variety of types that a teacher could work into the classroom, which is distinguished linguistic and communicative games. The first involves learners to see the correct forms of words sentences, phrases, etc. The second that develops communicative skills to understand context in conversations. Finally, author list some types of games like a role-playing game, board games, card games, action, and educational games.

Games for developing vocabulary

Hot seat Game

Robertson (2011) mentions that hot seat is a game that allows students getting warm to start classes helping them to revise vocabulary learned, it is an activity that could be applied for all ages in order to make an entertained class by revising vocabulary. This game consists of dividing the class into two teams and guessing the word that the rest of the participants are miming or saying some synonyms, antonyms or definitions. The person in the hot seat or in front of them cannot see the word, and he or she has to pay attention to what are the teammates are referring to. Then, it also consists of changes the person by another until everyone participates.

The way that hot seat is applied is by asking students to form two teams and come in front of the board. After giving instructions or modeling as examples, the game could start. A participant comes in front of the rest of classmates and takes a sit in the hot seat, this person has to look at the mimes or clues in order to guess the word.

Hot seat game is known as a game that warms up students at the beginning of classes. Teachers often use this game to reinforce and remind vocabulary of previous classes. The purpose of this game is to make students to wake up and start the learning with a good attitude and motivation.

Scrabble game

Scrabble is the most popular board game used by English Foreign Language (EFL) that is useful to teach in an authentic and entertaining way. It is important because it stimulates learning by forming words letter by letter. This game allows students to practice meaning and word forms. In addition, the action of manipulating tiles makes that students establish connections between concepts, meaning and word formation. Scrabble game reinforces the concentration of students developing thinking skills and creativity. Playing scrabble, learners are involved in thinking about some ways to find a solution and find the words that are the goal of forming a word by each tile (Lidiasari, 2016).

Scrabble consists of joining two players and scoring points by putting together tiles to form a single word. These words are formed left to right, up to down or vice versa. There are amounts of tiles that are used in the game and some of them will contain letters and point values. The points are going to be valued according to how difficult the word is. The person that has more words formed is the winner.

Scrabble is a game that lets students have fun by forming new vocabulary, making them write well avoiding spelling mistakes and misunderstanding of definitions and concepts. Despite this, students develop thinking skills for solving problems, because they have to discover words from letters in tiles.

Spot It Game

Dietz (2013) defines that Spot It is a game that encourages learners to be the first to find the common symbol in set of cards to win the game. It is played by using

the number of cards according to the preferences of each teacher and learners needs. Each card contains symbols of vocabulary learned, the relevant thing here is that each card has one identical symbol to find; learners have to be an observer and pay attention on images presented.

The use of Spot It game is important to enhance vocabulary by relating the meaning with images onto cards. As learners are playing, they can reinforce their concentration, memory, and exercise brain to be faster to identify objects. Even learners with this kind of game, practice vocabulary and could relate the real world with the competence they learned. Also the most important thing is that Spot It, is a fun activity that allows learners to concentrate and put detailed attention in images presented especially to find identical ones (Dietz, 2013).

This game allows student to practice vocabulary by relating the image with the word. With it, students stimulate the brain because they have to look at symbols quickly and take them as fast as they can.

Bingo Game

Bingo is a well-known game that most people play for specific social purposes or just to have fun. In the learning process, the application of a bingo game catches the attention of learners and allows them to study and review vocabulary learned.

Troncon (2014) defines bingo game as a fun activity that is easy to play, it is not just to have fun with people and have a nice time with them, it also helps to restate vocabulary or any situation that learners of any level could need on their learning development. Bingo is a game that allows learners to enhance vocabulary and

motivate them. It works as a memory game that helps students to exercise the brain for a better understanding and memorization of English vocabulary.

Bingo is a global game that induces people to make something with care and suspicion. It involves having fun by playing with cards and a reader who is going to be in charge take a number or words and the participants have to record all number, or words mentioned on their cards (Coco, Woodward, Cody, & Shaw, 2001). The person that has all the numbers or words says “Bingo”, and when it happens the game stops, the reader proceeds to check if she or he has the correct ones, if so the participant wins.

In the classroom, the teacher applied the bingo game to enhance adjectives. The game is played by mentioning definitions of each adjective and student who has the answer has to say aloud which adjective is. Then he or she puts the tile in the corresponding word until a person says Bingo, the game stops, and teacher checks, but the possible winner has to say the adjectives and a short definition or something related to win the game (Troncon, 2014).

The Bingo game has the purpose to review vocabulary by playing in cards, helping students to get clear understanding about words. Students enjoy playing bingo because it provides a relaxing environment to make an efficient learning process.

VOCABULARY

Definition of vocabulary

Richards (2002) mentions that vocabulary is the main element in effective language learning. With vocabulary, learners could relate it with the different skills such as speaking, listening, reading and writing in the development of learning language. Nunan (1991) proposes vocabulary is the set of words presented in the language that has the purpose to give concepts and ideas just in a single word

According to Richards and Schimidt (2000), vocabulary is every word that has or not specific meaning. Furthermore, Hornby (1995) mentions vocabulary as the global words used by native speakers and non-native speakers used for academic purposes or topics of any kind.

Hiebert (2005) defines vocabulary as the study of words with a corresponding meaning as orally and printed way. Vocabulary is presented as productive (speak or write) and receptive (see or hear) form. In other words, vocabulary is an important tool to expand learning knowledge and induces to the understanding of the whole world of the teaching-learning process, and create a good production and comprehension of this second language.

Vocabulary are the words that have meaning that are relevant in the learning process the language because without it, the four skills speaking, listening, reading and writing do not could occur. That is why; words are the key to have success in the production of the language.

Importance of learning vocabulary-

Alqahtani (2015) thinks that vocabulary is the main element to learn a second language because if there is not enough vocabulary in our learning process for learning the language, fluency or communication are not going to be successful on their own. Schmitt (2000) states vocabulary as the central part of communication; by communicating, we can establish social relations. As non-native speakers we have to enrich our vocabulary due to each day is a challenge, this means new vocabulary comes to us and we have to learn as fast as we can.

Nation (2001) makes a relationship between the language and vocabulary knowledge as the complement of each another, for example; the amount of vocabulary knowledge let to use the language properly, in another hand language increases this vocabulary by using it in context and it is open to know new vocabulary taking into account cultures or any topics of any kind.

By the time to express ideas, meanings, thoughts or concepts, we need a set of words to express these ones; Krashen (1993) focuses on a clear example of how important vocabulary is in our learning process. He mentions that: when people travel, they do not carry grammar books to see a correct grammatical structure, but they carry a dictionary to look for a specific word to express concepts or meaning even ideas. Wilkins (1972) states that there is not much importance for taking into account the grammatical competence if there is not enough vocabulary to form these structures.

Vocabulary is the most relevant part of the language, because it makes fluency and communication tend to be success to establish good relations. Vocabulary is a continuing learning process due to every time a new word appears and needed to hold an understandable conversation.

How is vocabulary learned?

Thornbury (2002) presents that learning new words children tend to start using the language by give some relations with the real context into concepts this term is called labelling, and is the first thing people do get vocabulary. However, it is not just label the vocabulary, it also takes into account the categorizing skills which means that the learner have to realize common words to put in the corresponding group words. Besides, learners continue with a network building which is the construction of complex words to link the labels and stay the bases of the whole process in the learning.

To learn vocabulary is a challenge because it is a huge part of leaning the language due to people have to increase the knowledge of vocabulary every day to hold a conversation and to know how to express well with people using the correct words. The process that learners have to follow is simple and it is made unconsciously, because in routines or just for hearing, they are able to relate new words in context in order to categorize them and as a result they group them in more complex word groups until having a huge amount of understandable vocabulary.

How to present vocabulary

Presenting vocabulary

The teacher is in charge of presenting vocabulary to learners according to the level, beginners, intermediate or advanced; besides learners have to be familiar with a word, for instance; teacher presents a certain topic, and learners have to relate it in their mother tongue (Thornbury, 2002).

It is important to note that the teacher should not present such a lot of vocabulary to learners, due to the fact, learners do not have the ability to recall the information. It is a good strategy that teacher could use new vocabulary by applying in context, so learners could understand better by trying to interpret the whole lecture on their own (Thornbury, 2002).

The teacher must use some aspect to present new vocabulary to students, instruments that accomplish which are:

- ❖ Translation method
- ❖ Realia
- ❖ Images
- ❖ Facial expressions/ body movements
- ❖ Definitions
- ❖ Real actions
- ❖ Examples

These items are useful to get learners attention and then their effectiveness in the language by using new vocabulary. The best way to present vocabulary to learners

is through extra material but students are not able to understand such amount large of it the correct way is to teach them the most important ones and try to comprehend vocabulary in context.

Using translation

This technique is used for ages in classrooms to teach vocabulary, especially to teach the meaning of it. Using this has certain benefits to refer to the meaning of words. First, learners relate their mother tongue with the recent vocabulary learned and put it into practice by forming grammatical structures. Second, translation is time saver to teach vocabulary. Third, the learner does not have to think a lot about the meaning, this method helps them to increase the knowledge by putting in relation with their mother tongue quickly. Finally, the new vocabulary must be relevant for them because they can remember easily the word learned (Thornbury, 2002).

Using translation tends to be the easy technique in learning because it just consists of relating students mother tongue with new vocabulary presented, making students get vocabulary through images or realia so they could remember easily to use in sentences or to hold a conversation.

How to clarify the meaning

According to Thornbury (2002), there is a variety of ways to help educators to present and teach vocabulary to learners. To understand vocabulary learners need something where they can see and relate with the real world. That is why the use of realia (real objects) is an important element to demonstrate certain vocabulary.

Besides, the teacher should mime the action of the word presented, for instance, if the class is about animals, try to make gestures that an animal performs. Then, take into account movements is a good strategy too for vocabulary. The teacher encourages students to perform the action of the word, for example, jump as kangaroo, learners at seeing the environment in the classroom by making performances the vocabulary understanding is memorable and easy to remember.

On another hand, visual aids also take part in demonstrating vocabulary, by using flashcards, wall charts, drawings, so it means learners relate the word by seeing the action and paying attention of some details. It is helpful because encourage the learner to memorize vocabulary.

Teachers always have to use material or expressions to make the vocabulary learning clear, establishing a good environment where the students' knowledge increases. The application of movements, realia and visual aids makes students to understand better the vocabulary and becoming easy to remember.

How to explain the meaning

As there are words, where learners relate through images, performance or mime to show meaning, there are other ones that have meaning by looking at dictionaries strictly. Some keys to help learners to achieve with the knowledge of meanings about new vocabulary Thornbury (2002) mentions some clues to simplify how to manage the meaning of words with words.

- ❖ Focus on giving examples
- ❖ Making some sentences with the word

- ❖ Using synonyms and antonyms
- ❖ Provide the whole definition

All of these items also can be presented with visual aids to get learners being involved in the knowledge of new vocabulary. By focusing on giving examples of real situations is important to perform a real one depending on the contexts. As a result, the performance is into the learners' brain easy to remember when they use the word. Besides, forming sentences encourages learners to give the meaning for the unknown word; learners relate the sentence context to give a meaning of the word by using their imagination. Furthermore, the use of synonyms and antonyms is useful for teaching new vocabulary. The teacher explains the word with related words that means the same; it could be a familiar one for learners. The same happens with antonyms but in this case, the teacher makes the opposite of the word, it means learners relate the word with a familiar one or the opposite of it. Finally, the teacher just focuses on giving learners the whole definition of the word, apart from it; the teacher also encourages learners to use their dictionaries to look for an unknown word.

A teacher uses a variety of ways to explain the meaning for students, the teacher uses examples to better emphasize the meaning, and sometimes the use of synonyms and antonyms plays an important role in the meaning. As well as the use of vocabulary in sentences where students could see the word in context.

How to emphasize the form

Vocabulary always needs to differ in the sound of each word to state the difference. Some words, as they have the same pronunciation or sound learners get in troubles in what word the speaker is referring. Most of the time, to teach vocabulary, the teacher uses stress patterns to get the difference in words that may be equal on the sound it produces. Thornbury (2002) states some ways to put the emphasis on the form of the word.

- ❖ Listening drills
- ❖ Oral drills

Drills are to say the word by repeating it twice, three times. It is useful to check the stress of words. Furthermore, the use of movements is a good tool too, moving fingers to count the number of syllables and pay attention to the stress of it.

The way to emphasize meaning is by using repetition of words, it consists of saying and writing the words many times to get vocabulary. Repetitions let students to memorize faster vocabulary giving positive results in writing and listening new words without mistakes.

How to test vocabulary

According to Pavlú (2009), there are many ways how to test vocabulary and says it is important because it provides information about the process of learners in vocabulary. In testing, reflects on some aspects, such as collocations, derivations, meanings, formation and parts of speech that are essential to test. The ways that the author mentions are the following:

Multiple-choice tests

In the learning process, it is the most used in classroom because of its facility to mark; with this, learners are tested for single words, words in sentences or in texts. This way is the most suitable for learners because they are just paying careful attention on instructions and definitions to choose the correct answer and do not have to memorize a lot.

Cloze test

Learners have to examine the text and write the correct word that fill in sense with the rest of the text. The key here is they do not have any help as in multiple choice, they have just to reinforce reading skills to understand and write the words in gaps.

Word formation

On tests, learners have to realize how a word is formed by looking at the context and remember the ways a word could be given for example an adjective, a verb, an adverb, etc. That is the reason why they have to look to the sentence and write the correct formation of the word.

Matching

This kind of testing allows the teacher to assess meaning of words; learners do not produce any vocabulary they only match given words. Learners tend to see this activity as an easy one because they have to relate the meaning on the left with

words. Furthermore, there are some variations of matching, the teacher also makes learners match words through pictures.

Testing students is relevant in the language teaching process because it provides to educators with information about the development of students and their advance in vocabulary. Therefore, there are many ways in which a teacher could apply in order to assess students' knowledge such as multiple-choice tests that are the easy way where students look at definitions to states the correct word. Cloze tests that reinforce students' vocabulary by relating it into context to write words in gaps. Word formation, learners have to pay attention in context to see what is the appropriate word to fill into sentences since they were be an adjective, a verb or an adverbs. Matching tests, which are another easy test because students relate definitions on the left with words or sometimes teacher makes students to relate pictures with vocabulary.

Aspects of vocabulary

According to Nation (2001), a word is defined in three significant aspects: form, meaning and use. The form involves spoken form, spelling such prefix, root, and suffix, furthermore the meaning that refers to concepts and associations that people tend to come in mind. Additionally, Nations refers to the use, which involves the grammatical functions of the word or phrase and collocations.

Word definition

Word definition as in the top of aspects into vocabulary, works as how learners would define a word by using dictionaries. Word definition refers to the exact

meaning of a specific word found in a dictionary. “Definition” is that part of the vocabulary that establishes a unique way to give meaning and precise the comprehension about a concept, it explains in a clear and goes straight to the point about a specific word that could not be well understood by users of new vocabulary. A definition helps the learner to be open to new ideas or meanings about the word needed.

Word formation

Vocabulary needs a formation even for single words or group ones. Word formation is the creation of new words letter by letter to form a new one, with sense and meaning. As part of the vocabulary, word formation plays an important role, by forming new words is a helpful way to get the understanding of learners and get their facility to form a new one on their own according to their previous knowledge or curiosity.

Word meaning

Word meaning is the relationship that could exist among a group of words that provides a specific concept of the word searched. To understand better in what a word meaning refers about is important to denote denotation and connotation of a word presented. Denotation refers to literal concepts presented for the word in dictionaries and defines connotation as the emotional part of the word related to the meaning of it (Tarigan, 1985).

Adjectives

In grammatical words, there is the involvement of nouns, verbs, adjectives, and adverbs. Adjectives modify nouns. They are part of English learning especially in vocabulary because with adjectives we can give to nouns a little attitude by descriptions so that the communication will be as a clear one.

Idioms

Idioms are expressions that do not have specific meaning if we try to understand word by word. To use idiom is necessary to take the definition of each one and relate it to an action or pictures for a better understanding and a clear explanation of them. To sum up, an idiom is a phrase that does not has a literal meaning as it is written, is important to take the whole idiom to understand and use it in context.

Aspects of vocabulary notes: word definition, the one that people could find clear definitions in dictionaries making students open to new concepts about the word searched. Then, word formation lets students form complete words letter by letter in order to avoid spelling mistakes. Next, word meaning, which is the relation of real word context with a specific word. After, adjectives are important because it describes the word to make it understandable and easy to use. Finally, the use of idioms let students relate vocabulary in phrases according to the context.

e. MATERIALS AND METHODS

Materials

As part of the present research work, it was vital to include some human, material and technical resources. First, the human resources who took part were fourteen students of ninth grade “B” of Educación General Básica at Unidad Educativa Manuel Cabrera Lozano, who get involved actively in the performance of each game and work on their tasks in a responsible and organize way. The teacher, who was always checking the lesson plans and giving some suggestions in order to improve the accomplishment of contents, and the researcher, who executed each activity planned in the research work. Second, the material resources like flashcards, worksheets, wall charts, brochures and cards were used to focus on vocabulary and grammar structures. Third, the technical resources were computer to elaborate all the lesson plans and material; speakers to play students some audios and songs and finally, internet access for searching the whole essential information for new activities or material to present the lesson being taught.

Design of the research

The research work was developed taking into account the action research model stated by Sagor (2000), who describes action research as an inquiry process played by and for participants that are involved in order to help them by improving his or her actions. What action research represents is, get involved in some issues that in

education could exist and searching for solutions or looking for ways to improve and increase students' achievement.

Following Sagor process, this action research consisted in observing students of ninth grade "B" at Unidad Educativa Manuel Cabrera Lozano in order to look for some strengths and weaknesses in vocabulary learning. Then, selecting information about how students enhance vocabulary through games. Next, the researcher identified theoretical references related to games and vocabulary learning in order to design an intervention plan based on students' needs. Finally, the findings were analyzed to confirm that games worked as a via to enhance English vocabulary.

Methods

There were different methods used by the researcher to collect data:

Foremost, the *Scientific Method* provided theoretical information about the most suitable games to enhance vocabulary to design the instruments such tests, questionnaires and the intervention plan. The *Descriptive Method* was chosen to write in detail what were the situations in the classroom describing how students participate in specific games and how they enhance their vocabulary. The *Statistical Method* led the researcher to process and represent information in tables and figures for a quantitative and qualitative interpretation. Lastly, the *Analytic Method* allowed the researcher to analyze the information presented in the observation sheets, field notes, questionnaires, pre-post questionnaires and pre-posttest to arrive on the respective conclusions.

Techniques and instruments

All information was gathered through the application of tests, questionnaires observation sheets and field notes.

Tests

At the beginning of the intervention plan, a pretest was applied with ten completing, matching and ordering questions in order to diagnose the level of students in vocabulary learning. At the end, a post test with the same number and kind of questions was applied to obtain information about the progress of students in vocabulary.

Questionnaires

Pre questionnaire with five multiple-choice questions was applied at the beginning of the intervention plan to obtain information about the use of games in the classroom. At the end, a post questionnaire was used, which served to determine if the application of games was effective to enhance vocabulary.

Observation sheet

It was an instrument where the observer described the performance of students during the execution of the intervention plan and how their progress in learning vocabulary was improved. In addition, it was recorded how they formed, defined and gave meaning to a word as well as, how they managed idioms and adjectives.

Field notes.

Field notes were used to take notes about the activities or events that happened in each lesson as well as students' behavior, attitudes and feelings during the application of games in English classes.

Population

The students of the Ninth year of Basic Education at Unidad Educativa Manuel Cabrera Lozano were the participants of this research work. They were fourteen students between boys and girls who were all about 13 to 14 years old.

f. RESULTS

In this section is showed how the five objectives of the research were fulfilled.

The first objective was accomplished by looking for the most appropriate information in order to design the intervention plan, tests and questionnaires to make interpretations and support recommendations.

The second objective was achieved through the application of the pretest, which results are presented in table number 1. This information shows the strengths and weaknesses of students in vocabulary

The third objective was fulfilled through the design of the intervention plan, which consisted of eight lessons. Each one was developed taking into account the three stages; activation, connection and affirming.

The fourth objective was proved with the pre and post questionnaires results. These results allowed making comparisons about students' attitudes at the beginning and at the end of the intervention plan. This information is showed in tables 2,3,4,5, and 6

The fifth objective was verified with the application of the post test, which results are shown in table 7. This information allow to know how students enhance their knowledge in vocabulary.

Pre-Test Results

Objective two

To diagnose the issues that limit the improvement of the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano in the city of Loja during the 2018-2019 school year.

a. Table 1

Pre-test Scores of Ninth Year “B” Students in English Vocabulary

Students' code	WD /2	WF /2	WM /2	A /2	I /2	Score /10
UEDMACL9B01	0	0.25	0.25	0.75	0	1.25
UEDMACL9B02	0	0.25	0	0.5	0	0.75
UEDMACL9B03	0	0	0.25	0.25	0	0.5
UEDMACL9B04	0	0	0.25	0	0	0.25
UEDMACL9B05	0	0	0.5	1	0	1.5
UEDMACL9B06	0	0	0.5	0.75	0	1.25
UEDMACL9B07	0	0	0.75	0.25	0	1
UEDMACL9B08	0	0	0.25	0.25	0	0.5
UEDMACL9B09	0	0	0.25	1.5	0	1.75
UEDMACL9B10	0	0.5	0	0.75	0	1.25
UEDMACL9B11	0	0	0.25	1.	0	1.25
UEDMACL9B12	0	0.25	1	0.75	0	2
UEDMACL9B13	0	0	0.25	1.5	0	1.75
UEDMACL9B14	0	0	0	0.25	0	0.25
MEAN	0	0.09	0.32	0.68	0	1.09

Note. UEDMACL: Unidad Educativa Dr. Manuel Agustin Cabrera Lozano; 9B: Ninth Year “B”; 01: students' code; WD: Word Definition; WF: Word Formation; WM: Word Meaning; A: Adjectives; I: Idioms.

b. Interpretation and Analysis

The pre-test results in Table 1, show that the total mean score students gathered in learning vocabulary was 1.09 over 10. This findings indicated a very low level in vocabulary, which corresponds to the failing qualitative score range (see grading scale on page 133). In the aspect, that students achieved the highest score was in adjectives, which was 0.68/2; it denotes students were able to use words to describe people with adjectives but it is presented a failing because of the lack of knowledge about this part of speech. Nonetheless, the lowest scores were for word definition and idioms 0.0/2 respectively. It shows that students could not write English definitions of words related to recipe tools vocabulary. Likewise, they were not able to identify idioms as expressions used to increase the way they could hold a conversation. Clearly, students presented several limitations of vocabulary aspects, they were not able to provide to words a clear definition, they did not form coherent words and they could not manage idiomatical expressions, all these ones that have the most relevant part for an effective English learning.

According to Nation (2001), a word can be defined in three significant aspects form, meaning and use. The form involves spoken form, spelling such prefix, root, and suffix, furthermore the meaning that refers to concepts and associations that people tend to come in mind. Additionally, Nations refers to the use, which involves the grammatical functions of the word or phrase and collocations.

Comparison of the Pre and Post Questionnaire Results

Objective four

To apply games as a motivational strategy to enhance vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

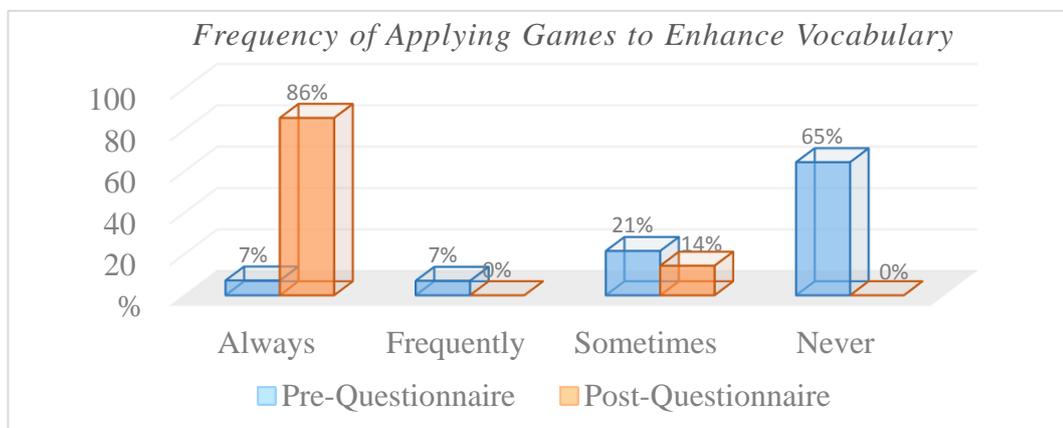
Question 1: How often does the teacher apply games to enhance your vocabulary?

a. Table 2

Frequency of Applying Games to Enhance Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	1	7	12	86
Frequently	1	7	0	0
Sometimes	3	21	2	14
Never	9	65	0	0
TOTAL	14	100	14	100

b. Figure 1



c. Interpretation and Analysis

As it is presented in Table 2, more than half of students (65%) answered that games had never been applied in classes to enhance vocabulary. This indicates that students learn English in a traditional way where they are accustomed to follow instructions of the book making them feel bored for learning the subject. Thus, after the intervention plan many students (86%) answered that games were always applied in English classes. The findings allowed to know that students changed their encouragement and they realized that games were useful to practice vocabulary and inspired them to be more participative and active to express ideas and opinions helping them to understand better the contents.

Crawford (2006) states that teaching learners is a challenge, which is why the implementation of games enhance students motivation, encourages them to be more expressive and most importantly, it catches their attention and helps them better understand the lesson being taught, break the traditional ways that most teachers tend to use in the classroom.

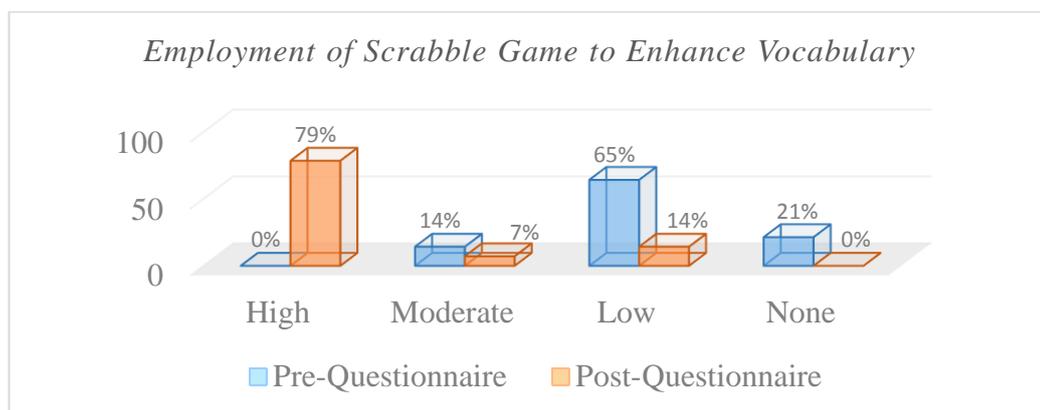
Question 2: To what extent do you think that your teacher employs scrabble games to enhance your vocabulary?

a. Table 3

Employment of Scrabble Game to Enhance Vocabulary

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	F	%
High	0	0	11	79
Moderate	2	14	1	7
Low	9	65	2	14
None	3	21	0	0
TOTAL	14	100	14	100

b. Figure 2



c. Interpretation and Analysis

According to the findings in Table 3, more than half of students (65%) thought that the employment of scrabble game to practice vocabulary in the classroom was low. This means that students did not learn and practice vocabulary by manipulating tiles to create new words. Whereas, after the intervention plan many students (79%) manifested that there was a high employment of scrabble games to enhance vocabulary. Students mentioned that, it was a good game that helped them to

concentrate more in forming words and understanding better each one. In addition, in this game students developed their creativity and thinking skills in order to find the correct word.

Scrabble (2014) mentions that scrabble game stimulates learning by forming words letter by letter. This game allows students to practice meaning and word forms. In addition, the action of manipulating tiles makes that students establish connections between concepts, meaning and word formation. Scrabble game also reinforces the concentration of students developing thinking skills and creativity.

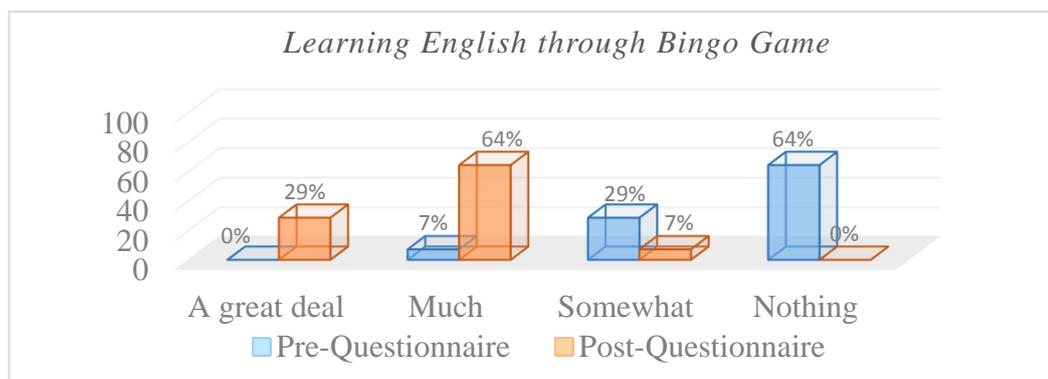
Question 3: How much do you learn when bingo game is used in English classes?

a. Table 4

Learning English through Bingo Game

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
A great deal	0	0	4	29
Much	1	7	9	64
Somewhat	4	29	1	7
Nothing	9	64	0	0
TOTAL	14	100	14	100

b. Figure 3



c. Interpretation and Analysis

Based on the data in Table 4, more than half of students (64%) answered that they learn nothing with the application of bingo game in English learning. This determined that students knew that this game is for entertainment in social events but they did not know that it is also used for academic purposes specially to learn vocabulary. Unlike, the results obtained at the end of the intervention plan showed that the attitude of students changed. More than half of students (64%) expressed that they learnt more vocabulary through bingo games. Students realized that this game was a useful activity that encouraged them to exercise their brain by recognizing the word for each definition or characteristic, to have fun and feel motivated.

Troncon (2014) describes bingo game as a fun activity that is easy to play, it is not just to have fun with people and have a nice time with them, it also helps to restate vocabulary or any situation that learners of any level could need on their learning development. Bingo is a game that allows learners to enhance vocabulary and motivate them. It works as a memory game that helps students to exercise the brain for a better understanding and memorization of English vocabulary.

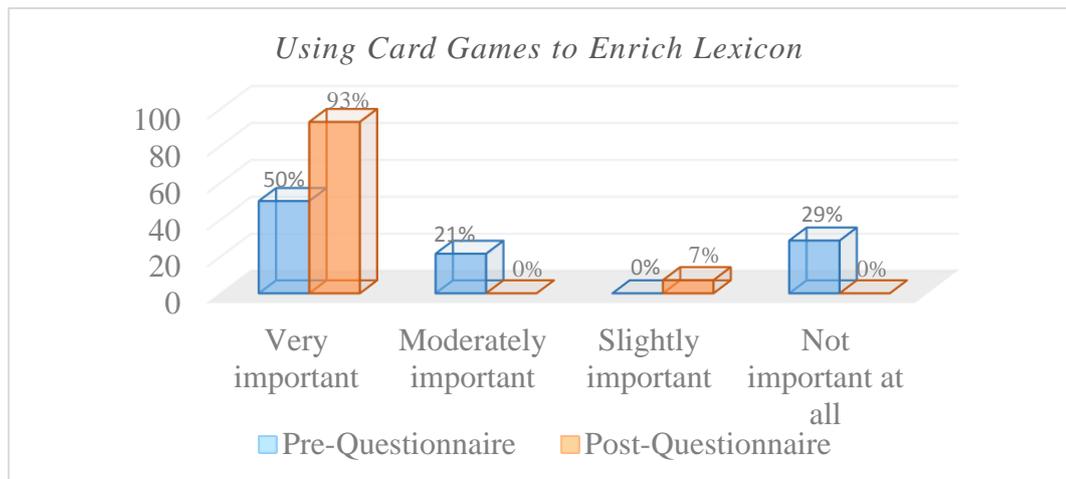
Question 4: How important do you think the use of card games is to enrich your lexicon?

a. Table 5

Using Card Games to Enrich Lexicon

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	7	50	13	93
Moderately important	3	21	0	0
Slightly important	0	0	1	7
Not important at all	4	29	0	0
TOTAL	14	100	14	100

b. Figure 4



c. Interpretation and Analysis

The results in Table 5 show that half of students (50%) indicated that the use of card games is very important to enrich vocabulary. This means that students are conscious that these activities encourage them to practice and master English vocabulary. However, results in the post questionnaire show that almost all students (93%) thought that card games were very important to enrich their lexicon. Students

recognize that games function as important activities that allow them to be faster in identifying and paying attention to find and memorize identical objects in the cards presented.

Dietz (2013) argues that the use of card game is important to enhance vocabulary by relating the meaning with images onto cards. As learners are playing, they can reinforce their concentration, memory, and exercise brain to be faster to identify objects onto cards. Even learners with this kind of game practice vocabulary and could relate the real world with the competence they learned. In addition, the most important thing is that this is a fun game that allows learners to concentrate and put detailed attention in images presented especially to find identical ones.

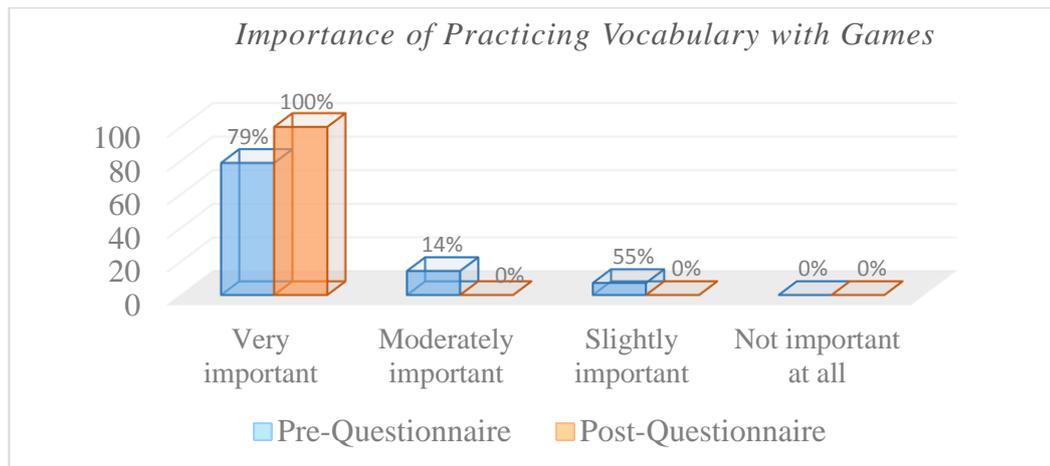
Question 5: How important is it for you to practice vocabulary with games in your English classes?

a. Table 6

Importance of Practicing Vocabulary with Games

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Very important	11	79	14	100
Moderately important	2	14	0	0
Slightly important	1	7	0	0
Not important at all	0	0	0	0
TOTAL	14	100	14	100

b. Figure 5



c. Interpretation and Analysis

The results in Table 6 demonstrate that many students (79%) considered practicing vocabulary through games is very important. These results showed that students are not involved in playing games as part of learning English language. Whereas, after the intervention plan, all students (100%) answered that games are very important to practice vocabulary. This means that games allowed students to

participate actively in groups or individually. They paid more attention to what they were learning and felt motivated to learn vocabulary.

Vernon (2009) explains that games are an effective tool to teach vocabulary to young learners. Learners participate and pay more attention because they enjoy themselves in the classroom feeling and do better during and after the game. Repetition will be less boring and fun for learners to which consolidates their learning of new words. Furthermore, by involving physical-movements in games, young learners will be alerted and stimulated. Young learners often get impatient and bored quickly if they attend lessons for a long period, so involving physical movements will guarantee their participation and motivation.

Post-Test Results

Objective five

To validate the effectiveness of the application of games as a motivational strategy to enhance vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

a. Table 7

Post-test Scores of Ninth Year “B” Students in English Vocabulary

Students' code	WD /2	WF /2	WM /2	A /2	I /2	Score /10
UEDMACL9B01	2	2	1.75	1.75	2	9.5
UEDMACL9B02	1.7	1.25	1.25	2	2	8.2
UEDMACL9B03	1.25	1.5	1.75	1.5	1,3	7.3
UEDMACL9B04	1.75	1.75	1.75	1.75	2	9
UEDMACL9B05	1	1	1.75	1,5	2	7.25
UEDMACL9B06	1.5	1.75	1.5	1.5	1,5	8.25
UEDMACL9B07	1.25	1.5	1.5	1	2	6.75
UEDMACL9B08	1.75	1.25	1	2	2	8
UEDMACL9B09	1.5	1.5	1.5	1.25	1.25	7.75
UEDMACL9B10	1.25	1.75	1.25	1.25	1.25	6.75
UEDMACL9B11	1.25	1	1.5	1.75	2	7.5
UEDMACL9B12	1.5	1.75	1.75	2	2	9
UEDMACL9B13	2	1.5	1.75	2	2	9.25
UEDMACL9B14	1.25	0.35	1	1.25	1.5	5.35
MEAN	1.50	1.42	1.50	1.61	1.83	7.86

Note. UEDMACL: Unidad Educativa Dr. Manuel Agustin Cabrera Lozano, 9B: Ninth Year “B”, 01: students' code, WD: Word Definition, WF: Word Formation, WM: Word Meaning, A: Adjectives; I: Idioms.

b. Interpretation and Analysis

As it is presented in Table 7, students reached a mean score of 7.86 out of 10. The results denote a significant progress in vocabulary learning, which corresponds to the average qualitative score range (see grading scale on page 134). The highest mean score students obtained was in idioms, which was 1.83/2. It indicates that students could understand each idiom by giving the corresponding definitions and relating them with images for a better understanding. On the other hand, the lowest mean score 1.42/2 was for word formation. It indicates that students made certain progress but not as it was expected, due to the fact that they could not add affixes for a specific root to form a complete word. Consequently, students presented a relevant advance in enhancing vocabulary for the reason that games played an important role that make students to feel interest in what they are learning, because they caught their attention and encouraged their motivation. As a result, students improved their vocabulary to have an effective language development.

According to Mei & Yu-Jing (2000), games are always fun activities that learners can enjoy according to their interest and needs. So that, learners tend to learn the language especially vocabulary or any competences more effectively through games, no matter if a learner is shy or active, games always have positive results on the learning process. That happened because of the engagement that learners have due to games help them to keep interested and have the courage to work.

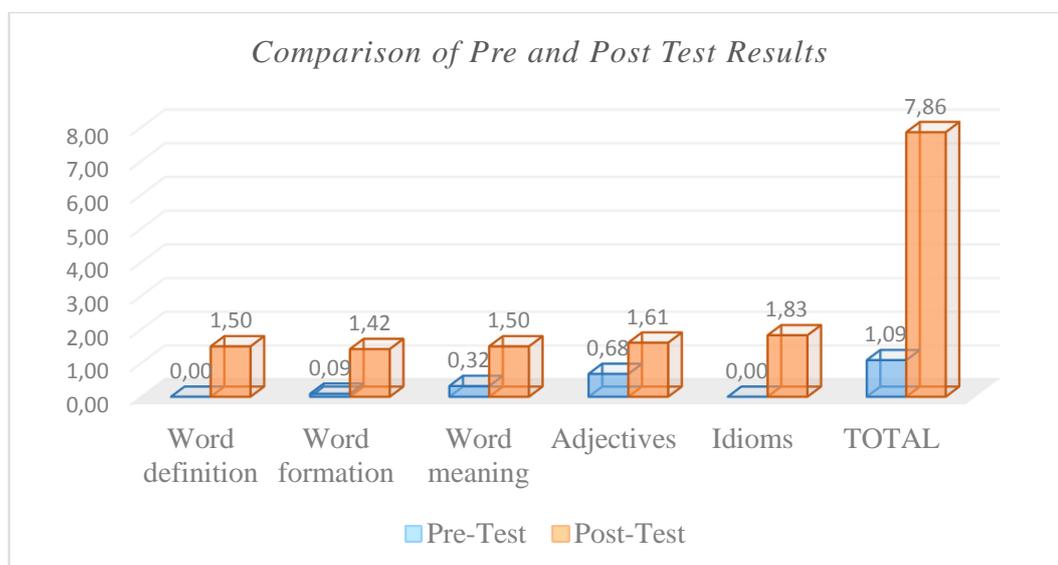
Comparison of the Pre and Post- test Means of 9th year Students of Basic Education in English Vocabulary

a. Table 8

Comparison of Pre and Post Test Results

Aspects	Pre-Test	Post-Test
	f	f
Word definition	0	1.50
Word formation	0.09	1.42
Word meaning	0.32	1.50
Adjectives	0.68	1.61
Idioms	0	1.83
MEAN	1.09	7.86

b. Figure 6



c. Interpretation and Analysis

According to the results showed in table 8, students obtained a relevant change in vocabulary aspects. In word definition, students enhanced from 0.0 to 1.50, in word formation from 0.09 to 1.42, in word meaning they present an improvement from 0.32 to 1.50. Into the adjectives, students increased their knowledge from 0.68

to 1.61. Finally, in idioms they got 0,0 and it was increased to 1.83. Consequently, the total mean scores change meaningfully from (1.09 to 7.86). The results determined an improvement taking into account the pre and post tests mean scores. It indicates that games worked as a strategy that helped students to improve their vocabulary significantly specially in the aspects where they faced problems at the beginning of the intervention plan.

g. DISCUSSION

This research work presented games as a motivational strategy to enhance English vocabulary among students of ninth grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano in the city of Loja during the 2018-2019 school year. The corresponding results showed the increase of the means from 1.09 in the pre-test to 7.86 in the post-test. Based on these results, it was noticeable the improvement of the vocabulary among students during the intervention plan. Gozcu & Caganaga (2016) state that games function as an important part of learning in the classroom, even though some teachers did not agree that this kind of activities could be applied as a learning strategy. Despite this, games have many benefits for the learning process. First, games make the lesson not to be boring or common as always. Then, participants keep a good environment where the knowledge is spread by having fun.

The indicators considered to evaluate students’ knowledge about vocabulary were: word definition, word formation, word meaning, adjectives and idioms. In the first indicator word definition, students could not define common words. In word formation, they had difficulties in forming words from other words with the same root. In word meaning, students faced problems in relating words with pictures. In the indicator of adjectives, the main problem was the use of personality adjectives to describe famous characters. Eventually, they were not familiarized with idiomatic expressions, they did not know how these function to express something in short phrases. Otherwise, in the post-test the findings allowed to know

that after the intervention plan there was an improvement in students' vocabulary knowledge, which allowed them to give definitions successfully, create words from disordered letters, relate images to state the meaning of a word, use adjectives to describe personality and express faster idiomatically.

The information obtained from field notes and observation sheets exhibited how students changed their attitude in the whole process. At the beginning of the intervention plan, it could be determined that students had behavior problems, for instance, they made too much noise when they were playing and the interest to participate in the different activities was low. During the process, students already were involved in how games function and they were quiet and more organized in each game, but they could not work collaboratively in groups to accomplish tasks. At the end, there was a significant change on students' attitude they were participating in all activities in a good manner with respect and without noise, they participate actively and could establish a good relationship among them.

In the intervention plan there were noticeable strengths and limitations. Inside the strengths, there was a permanent collaboration of the teacher who was always checking the process and suggested how it could be improved. Besides, the material, it was according to the level of students, it was clear, understandable and caught the attention of students. About the limitations, the time of each class was very short to perform all the games proposed. So that, this problem impeded to get an effective learning.

Games as a motivational strategy work successfully to enhance English vocabulary among learners. They function to motivate students to learn vocabulary

actively, engaged students in what they are learning, talked with others, confidently expressed their ideas in front of the class, got involved in groups; also games play an important role in reducing anxiety and reluctance among students, consequently students get a better performance and understanding of English language due to vocabulary is the most important part to interact and communicate fluently.

h. CONCLUSIONS

After the whole process of this research work, the researcher states the following conclusions.

Students of ninth grade “B” at Unidad Educativa Manuel Cabrera Lozano presented some limitations in forming words; this is to form words with the same root for creating a complete word with sense and meaning. Another problem was in associating images with vocabulary to state its meaning. Students had troubles in using adjectives describe, they also presented difficulties to use idiomatic expressions in conversations.

All the issues students faced in vocabulary were overcome with the application of games as a motivational strategy, which worked as fun activities that supported them to increase their knowledge in the different vocabulary aspects. Students know how to form words, write short definitions of common words, guessing the meaning, use descriptions and talk idiomatically.

Games as a motivational strategy was effective to enhance students vocabulary. This strategy assisted students to feel more confident, participate actively and get interested in what they are learning.

i. RECOMMENDATIONS

Teachers should recognize what are the limitations that students faced in English learning, especially in vocabulary. They should monitor their progress using worksheets to check how students write vocabulary in context, as well as tests for assessing their whole knowledge. Teachers should look for new strategies according to the level and needs of students for getting positive results on students learning.

Teachers should apply games in English classes to enhance vocabulary knowledge especially to reinforce how learners create words, write definitions, establish meaning, describe people and use idioms to express ideas.

Teachers should use games as a motivational strategy as part of the learning process especially to enhance English vocabulary due to the fact that they provide students confidence to express ideas, work collaboratively and encourage them to be creative

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k. ANNEXES



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

THEME

GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH GRADE “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL AGUSTIN CABRERA LOZANO 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

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LOJA-ECUADOR

2019

a. THEME

GAMES AS A MOTIVATIONAL STRATEGY TO ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH GRADE “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL AGUSTIN CABRERA LOZANO IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

Manuel Agustin Cabrera Lozano is a Regular Education School created by the University council as a Unidad Educativa attached to the Universidad Nacional de Loja on September 28, 1971. Joining the José Alejo Palacio Infant School, Pedro Victor Falconí School and the Colegio Experimental Universitario Manuel Cabrera Lozano, consolidating it into a single institution as Unidad Educativa Manuel Cabrera Lozano. The institution is located in the province of Loja, Loja canton, San Sebastian parish at Av. Benjamín Carrión and John Kennedy Street in the Santa Teresita neighborhood. The institution is using the facilities of Colegio de Bachillerato 27 de Febrero. It offers initial educational level, Basic Education and Bachillerato in the mornings from 7H00 a.m. to 13h00 p.m. and afternoon sessions, from 13h00 until 18h40. The Unidad Educativa Manuel Cabrera Lozano has forty-one teachers grouped into 24 female and 17 male teachers, three administrative servers, eight hundred and seventy-eight students, which 472 are male and 406 are female.

Today, the institution is run by Ma. Ángel Hurtado Quituizaca, rector and Mgs. Miguel Chavez vice rector

The vision of this institution is to be a prestigious Educational Institution, with an integral social and humanistic educational proposal, where democracy and respect for cultural identity are developed, with a solid academic formation,

delivering to society creative men and women who face with courage the challenges of the society in which they operate.

Its mission is to educate infants, children and youth with an integral and intercultural approach and even, through a social and humanistic scientific training of quality and warmth, promoting the development of their capabilities and potentialities that allow them to develop in the society in an active way.

The English Department of the institution works well; it has trained English teachers, each of them specialized in the subject, but there is a lack of agreement for native speakers to take part in the institution as in others. The authorities should take into account that by involving native speakers into the school is a signal of promoting an improvement of student and teacher performance in the language as in fluency as in comprehension.

Current situation of the research problem

According to Aktuna (2012), English has been considered the language that non-native speakers want to learn as a second language, which is why it is the most spoken language around the world. The impact that it has for non-native speakers, convert the language to an important one for communication, helping us to deal with social relationships, implementing English as part of the education as in public or private institutions in any country.

In Ecuadorian schools, students tend to avoid learning the language due to the traditional ways that teachers use to teach English considering them as boring

classes and provoke misunderstanding and incomprehension, so that there is a lack of motivation and interest to learn the language adequately.

In Loja, there are trained English teachers locals and foreigners, as in public institutions as private ones. Loja has become the city of tourism and the place where art is presented in the known event made every year Artes Vivas, the event that bring many foreign people, that is the reason why English become an interesting language to learn to communicate with people that come from different parts of the world.

Finally, some institutions like Manuel Cabrera Lozano, offers to teach English as a subject, but there is a lack of motivation and interest among students due to the same methodology applied by teachers that is a lack of creativity that induce students to do not have interest in the language. Therefore, games as a motivational strategy are important to obtain a better academic and intellectual achievement.

RESEARCH QUESTION:

HOW DOES THE APPLICATION OF GAMES AS A MOTIVATIONAL STRATEGY ENHANCE ENGLISH VOCABULARY AMONG STUDENTS OF NINTH GRADE “B” OF BASIC EDUCATION, AFTERNOON SESSION AT UNIDAD EDUCATIVA MANUEL AGUSTIN CABRERA LOZANO, IN THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR?

Delimitation of the research problem

Timing

The present research work will be completed during the academic period 2018-2019

Location

This research will be developed during the afternoon session, at Unidad Educativa “Manuel Cabrera Lozano” which is located Av. Benjamín Carrión and John Kennedy Street Santa Teresita neighborhood. The institution is using facilities Colegio de Bachillerato 27 de Febrero.

Participants

Fourteen students of Ninth Grade “B” at Unidad Educativa Manuel Agustín Cabrera Lozano and the teacher.

Sub problems

- What theoretical and methodological references about games as a motivational strategy are adequate to improve the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- What are the issues that limit the improvement of the learning of English vocabulary among students of ninth-grade “B” of Basic Education,

afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

- What are the phases of the intervention plan that address the current issues to improve the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?
- Which games as a motivational strategy are suitable to improve the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, 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 ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?

c. JUSTIFICATION

The present research work about Games as a Motivational Strategy to enhance Vocabulary with students of Ninth Year of Basic Education at Unidad Educativa Manuel Cabrera Lozano has been chosen due to the significance that these kinds of motivational problems could exist in the teaching and learning process. The use of games is relevant in order to get a better understanding of students especially in enhancing vocabulary while they are playing.

The application of games in the teaching-learning process plays an important role in students to motivate them to learn easier by relating funny activities to the contexts being taught, making the process effective in students inducing them to enjoy of a good environment in the classroom.

From a social point of view, nowadays learning English is important, because of the influence of this language around the world. It means speaking English, besides being an interesting language to learn, it can help us to communicate with people from different countries, and as a result, English can open up a lot of opportunities, for work.

Concerning the scientific perspective, it is vital to carry out this research project because it will help to get a lot of information in order to give some suggestions, conclusions, and recommendations. It will allow the establishment of some solutions to the problems found at Manuel Cabrera Lozano in the skill of vocabulary by an enhancing of it through the application of games.

From the Educational viewpoint, it is fundamental to develop this project to help teachers to improve their classes through the application of games in the teaching process that can be relevant for students because it helps them to learn new vocabulary through movements or activities that are relevant in students to memorize especially in learning new vocabulary.

In the mentioned Institution, many problems were detected. One of them is the lack of motivation to learn the language and the misunderstanding of English vocabulary that prevents the learning process. Added to this, in classrooms teachers do not implement games to encourage students to learn. The research work about games will be a tool for teachers to improve the way that they present a class in order to make an efficient learning process of quality and warmth.

The importance of this research work lies in the enhancing of vocabulary through the application of games among students who has a lack of knowledge in this important part of the English teaching- learning process

Finally, this research project is a requirement as a student to get the degree of Universidad Nacional de Loja to become a teacher with experience and abundance of knowledge of the teaching and learning process.

d. OBJECTIVES

General

To enhance vocabulary through the application of games as a motivational strategy among students of ninth grade “B” of basic education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

Specific

- ❖ To research the theoretical reference about the application of games as a motivational strategy to enhance vocabulary among students of ninth-grade “B” of basic education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- ❖ To diagnose the issues that limit the improvement of the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- ❖ To design the phases of the intervention plan that address the current issues to enhance vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

- ❖ To apply games as a motivational strategy to enhance vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.
- ❖ To validate the effectiveness of the application of games as a motivational strategy to enhance vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.

e. THEORETICAL FRAMEWORK

GAMES

Games are considered as funny activities that are applied for teachers in the classroom to motivate learners to learn in a different way. That is why a game is interesting, amusing, challenging and provides a good environment in the classroom. A game gives the chance that all of the participants could enjoy what they are doing through a series of physical movements, activating the brain of each learner and encouraging them to participate as individually as in groups. A game helps to interact with others and keeps a good relationship among participants.

According to Hansen (1994), games have a high percentage to produce motivation and entertainment among people who are playing. Besides, a game gives to shy learners the chance to get involved in groups and lose their lack of self-confidence.

Games also participate as activities that reduce the anxiety of each learner, which means that the learning process becomes profitable because the action of the teacher has relevance into the learners (Richard 1988).

Definition of game

Games functions as funny activities applied for teachers into classrooms with the purpose to motivate their learners. A teacher chooses an interesting and funny game that catch the attention of students. A game creates a good environment in the class giving results in a more effective knowledge.

Kramer (2000) proposed that, a game is any activity that involves getting pleasure in each movement-applied movements that could be free.

Haldfield (1999) mentions that, a game follows rules have a specific goal and the most important element, to have fun. Therefore, games should be considered as part of the syllabus of the learning of the students, and not just an extra activity applied at the end of the week.

According to Greenal (1990), games always involve a competition among participants, as individually as in groups. It means as it is a competition, the activity to be applied encourages learners to interact among them or prepares individuals to work fast and hard in order to make the game quickly and win.

Why use games in the classroom

Games are powerful instructional tools that are applied in classroom to activate the learning process through playing and fun.

- ❖ **Students learn through the process of playing the game.** Students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables.
- ❖ **Games provide a context for engaging practice.** Students practice the context by having fun.
- ❖ **Through games, students can learn a variety of important skills.** There are countless skills that students can develop through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship.

- ❖ While playing games, students develop a variety of connections with the content and can form positive memories of learning.
- ❖ **Games grab students' attention and actively engage them.** A game allows students to quickly engage and transition back to the content they were working on.

Importance of games

Games are kinds of good strategies that encourage learners having fun while they are learning. Games have a high importance on its own, by using games participants, teacher, and student; keep a good environment in the classroom, the learning has more effectiveness and everyone enjoys the activity in an energetic way.

Moreover, the application of games have significance due to, they have the purpose to motivate learners, help to create an interaction among participants and enhance the lack of knowledge in learners.

Teaching learners is a challenge that is why the implementation of games enhance students motivation, encourage them to be more expressive and the most important, by applying a specific game, it catches their attention and could understand better the lesson being taught, getting out the traditional ways that most teachers tend to go into the classroom (Crawford, 2006).

Games function as an important part of learning in the classroom, even that some teachers do not agree that this kind of activities could be applied as a learning strategy. Despite this, a game has many benefits for the learning process. First,

games make that the lesson does not be boring or common as always. Then, participants keep a good environment where the knowledge is spread by having fun (Gozcu & Caganaga, 2016).

Indeed, games are always funny activities that learners could feel attract according to their interest and needs. So that, learners tend to learn the language especially vocabulary or any competences more effective by helping by games, no matter if a learner is shy or active, games always have positive results in the learning process. That happened because of the engagement that learners could have due to games that help them to keep interested and have the courage to work (Mei & Yu-Jing, 2000).

Advantages and disadvantages of playing games in the classroom

Advantages

Into the classroom, games provide a series of advantages in learners.

Constantinescu (2012), states some as in the following:

- ❖ Games increase motivation
- ❖ Games provide learners to be more comfortable and feel confident.
- ❖ Games induce students to pay detailed attention to tasks.
- ❖ Games wake up the ability to be observer and suspicious
- ❖ Games wake up the imagination and make students be the good solver of problems.
- ❖ Games are adaptable for any competence in English learning or participants level

- ❖ Games are new dynamic activities that replace traditional ways to teach
- ❖ Games involve different collaborative learning such as grouping, individually and peers.

Disadvantages

- ❖ Students could be noisy
- ❖ Inadequate way in giving instructions provoke students to play too much forgetting the purpose of the game.
- ❖ Some students could find games as activities of babies.

Benefits of playing games in the classroom

More Motivation

As games increase motivation, students feel comfortable in what they are doing; they participate and put effort and tasks given by the teacher.

Controlled Competitiveness

A game is a competitive activity where students compete doing the task designed and interact among them, but then they have to support the rest of the students.

Strategy Simulator

Games work also as memory activity that allow the student to activate their brain in order to solve problems.

Peer Positivity

Games function as strategies to encourage students to feel motivated and have a positive attitude in the classroom, giving as results as good environment inside.

Smaller Stress

As all the learning process means huge stress for students, a game means time to relax while they are learning. So, students feel stressless and can put dedication and attention to the lesson.

Mighty Memory

While playing, students have to pay attention to important details that could be necessary for the game. Students remember some details and act as fast as they can do.

Class Cooperation

A game could be applied in a different way of grouping, with the purpose to cooperate with others interacting among and support each other.

Alert Attention

As a game pass quickly, students have to be alert to the events and specific instructions to win the game.

Friendly fun

Students feel the sense to be fun creating the feeling of happiness, which means the learning could become a positive one.

Classification and types of games

Classification of games

Hadfield (1999), divides language games into two types: linguistic games and communicative.

- ❖ **Linguistic games:** It focuses on accuracy, such as applying the correct form of sentences.
- ❖ **Communicative games:** It focuses on exchange information, thoughts and ideas, by interacting among participants.

Types of games

Sorting, ordering or arranging games

As the name said, students have to perform the game by ordering cards, tiles, events. Depending on the context being talked.

Information gap games

In this kind of games, students share information among them to complete the task.

Guessing games

These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.

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 the matching game. The only difference is that the participants match labels and pictures.

Exchanging games

In these games, students exchange cards, objectives, or ideas.

Board games

“Scrabble” is one of the most popular games in this category.

Role-playing games

Students simulate a character that they do not play in real life, for instance, a doctor, a costumer, etc. o get students to practice in conversations.

Games to enhance English vocabulary

Hot seat

Robertson (2011), mentions that hot seat is a game that allows a teacher getting warm in students helping them to revise vocabulary learned.

Hot seat game is an activity that could be applied for all ages in order to make an entertained class by revising vocabulary. This game consists of divide the class into two teams and guesses the word that the rest of the participants are a mime or saying some synonyms, antonyms or definitions. The person in the hot seat or in

front of them cannot see the word, he or she has to pay attention to what are the teammates are referring about. Then, it also consists of changes the person by another until everyone participate.

The way that hot seat is applied is by asking students to form two teams and come in front of the board. After giving instructions or modeling as examples, the game could start. A student comes in front of its classmates with the hot seat, without saying at the board, just by looking at his/her teammates.

Teacher presents the first word on the board, making sure the players in the 'hot seats' cannot see it. After the teacher say 'Go!', the members of each team try to give some clues, for instance, definitions, synonyms, antonyms or mime about the word in from of them, but the person in the hot seat cannot see it, so he/she has to pay attention and guess what is the word mentioned. Teammates could give some examples, sentences or anything that could help the player to guess. The player in the 'hot seat' after guessing he or she has to change seats with another member of the group. This continues to happen until all of the words have been used and the team who has a high number of guesses in the game wins.

Scrabble

Scrabble is the most popular board game used by English Foreign Language (EFL) that is useful to teach in an authentic and entertaining way, giving importance that it stimulates learning by forming words letter by letter. This game allows students to practice meaning and word forms. In addition, the action of manipulating tiles make that student establish connections between concepts,

meaning and word formation, scrabble game reinforce the concentration of students developing thinking skills and creativity. Playing scrabble learners are involve in thinking about some ways to find a solution and find the words that are the goal of forming a word by each tile (Scrabble 2014).

Scrabble consists of joining two players and score points by putting together tiles to form a single word. These words can be formed left to right, up to down or vice versa. There are amounts of tiles that are used in the game and some of them will contain letters and point values. The points are going to be valued according to how difficult it is going to be. The person that has more words formed is the winner.

Spot it

According to Dietz (2013), it is a game that encourages learners to be the first to find the common symbol to have a huge set of cards to win the game. Spot it the game is played by using the number of cards according to the preferences of each teacher and learners needs. Each card contains symbols of vocabulary learned, the relevant thing here is, each card has one identical symbol to find it, learners have to be an observer and put attention on images presented.

The main purpose of the game is that participants always have to be the fastest to choose the card with the same or identical symbol between two of them. Learners have to say the same symbol loud and take the card as his or her points to win the game.

The use of spot it game is important to enhance vocabulary by relating the meaning with images onto cards. As learners are playing, they can reinforce their

concentration, memory, and exercise brain to be fasted to identify objects onto cards. Even, learners with this kind of game practice vocabulary and could relate real world with the competence they learned, also the most important thing is that spot it is a funny activity that allows learners to be concentrate and put detailed attention in images presented especially to find identical ones.

Bingo card

Bingo is a well-known game that most people play for specific social purposes or just to have fun. Into the learning process, the application of a bingo game catches the attention of learners and allows them to study and review vocabulary learned. Even for that, it is funny and easy to play.

Troncon (2014) mentions, bingo game as a funny activity easy to play, it is not just to having fun with people and have a nice time with them, it also helps to restate vocabulary or any situation that learners of any level could need on their learning development.

Bingo is a game that allows learners to enhance vocabulary and motivate learners. It works as a memory game that helps students to exercise the brain for a better understanding and memorization of English vocabulary.

Bingo is a global game that induces people to make something with care and suspicious. It involves having fun by playing with cards and a reader who is going to be in charge of chose number or words and participants on their cards have to record all number or words mentioned. Coco et al., (2001). The person that has all

the numbers or words say Bingo when it happens the game stops, the reader proceeds to check in she or he has the correct ones, if so the participant wins.

Into the classroom, the teacher applied the bingo game to enhance adjectives. The game is going to be some definitions of each adjective and student who has the answer has to say aloud which adjective is. Then he or she puts the tile in the corresponding word until a person says Bingo, the game stops, and teacher checks, but the possible winner has to say the adjectives and a short definition or something related to winning the game.

Motivation

Motivation refers to how much participants in the classroom enjoy learning (Gottfried, 1990). Learners feel the interest to learn when classes are varied and they are relevant, which make learners feel interested where they put effort to understand and be involved in the lesson being taught.

According to Wieman (2013a), motivation is the most important element in learning, which is because learning is a set of huge work where learners have to accomplish some rules and obligations given by teachers and the institution. So, students feel unmotivated to learn due to the fact they follow the same routine each day into the classroom that is why motivation is the key to be a success in the learning process.

With motivated students the learning process become effective making a quality education and creating good members of society, while students who do not feel the same as motivated ones make that teaching become disappointed especially for

the teacher and the teaching-learning process become a frustrating one that does not follow the desire that the spreading of knowledge achieve (Wieman, 2013b).

For this reason, motivating learning is the huge key to get success in the teaching process (Wieman, 2013c); it is a helpful strategy to keep students attention to make an effective learning process. Motivation makes that into the classroom the environment of learners feel, change to become in a place where the spread of knowledge is productive and useful.

Intrinsic motivation

According to Richard (1981), intrinsic motivation involves everything that is personally without external elements in order to observe and get knowledge. Learners feel motivated by themselves to learn something new. Richard adds intrinsic motivation set elements like cognitive, social and physical development. Learners who are involved in intrinsic motivation are more engaged in the learning process developing their skills.

Extrinsic motivation

Richard (1981) refers to extrinsic motivation to external factors that induce learners to learn to receive a reward or avoid punishment. This kind of motivation refers that learners feel motivated by gaining something, for example, money, and points. To sum up, a learner is extrinsically motivated for receiving something special for their work.

Overall, motivation is the most important part of the teaching process, because it is helpful for teacher and student to get a good environment into the classroom.

When learners feel motivated, the difference in the notice, the class is more active, all learners participate and the teacher realizes how much is the effectiveness of his/her classes.

VOCABULARY

Definition of vocabulary

Richards (2002), mentions that vocabulary is the main element in effective language learning. With vocabulary, learners could relate it with the different skills such as speaking, listening, reading and writing in the development of the learning language.

Vocabulary is proposed to be a set of words presented in the language that has the purpose to give concepts and ideas just in a single word (Nunan, 1999).

According to Richards and Schimidt (2002) say, vocabulary is every word that has or not specific meaning. Vocabulary groups each word and phrases with meaning.

Vocabulary is the global words used by native speakers and non-native speakers used for academic purposes or topics of any kind (Hornby, 1995).

These set of multiple definitions restate that vocabulary is the main element that learners must take into account, at the moment to produce the language fluently.

Hiebert (2005) defines vocabulary, as the study of words with a corresponding meaning as orally and printed way. Vocabulary is presented as in productive (speak

or write) and receptive (see or hear) form. In other words, vocabulary is an important tool to expand learning knowledge and induces to the understanding of the whole world of the teaching-learning process, and create a good production and comprehension of this second language.

Importance of learning vocabulary

Alqahtani (2015) views that vocabulary is the main element to learn a second language because if there is not enough vocabulary in our learning process for learning the language, fluency or communication are not going to be successful on their own.

Vocabulary is the central part of communication; by communicating, we can establish social relations Schmitt (2000). As non-native speakers we have to enrich our vocabulary due to each day is a challenge, it means a new vocabulary come to us and we have to learn as fast as we can.

Nation (2001) makes a relationship between the language and vocabulary knowledge as the complement of each another, for example; the amount of vocabulary knowledge let to use the language properly, in another hand language increases this vocabulary by using it in context and it is open to know new vocabulary taking into account cultures or any topics of any kind.

By the time to express ideas, meanings, thoughts or concepts, we need a set of words to express these ones; Krashen, as cited in Lewis, (1993) focuses in a clear example of how important is vocabulary in our learning process. It mentions that: when people travel, they do not carry grammar books to see a correct grammatical

structure, but they carry a dictionary to look for a specific word to express concepts or meaning even ideas.

Wilkins (1972) starts also, that there is not much importance to take into account the grammatical competence if there is not enough vocabulary to form these structures.

Vocabulary in English learning

Learning a new language is a challenge because of the grammar competence and vocabulary. It means that as grammar has an important part in the learning process, vocabulary plays another most important one. Continuing growing of learning vocabulary is relevant when learners are in the process of acquiring a new language (Nunan, 1991).

Types of vocabulary

Nation (2001) considers different types of vocabulary: receptive and productive. Receptive vocabulary are single words easy to understand by hearing or seeing otherwise, productive vocabulary is used to speak and write. Therefore, as Nation (2001) mentions the four skills involved in the learning process, vocabulary is divided into four parts:

- ❖ Reading
- ❖ Listening
- ❖ Speaking
- ❖ Writing

In reading people find new vocabulary while they get into a lecture and try to understand by context. Listening, people find new vocabulary or enhance it from what they are hearing from a conversation or from sounds appliances. Speaking people get into conversations and using the vocabulary of a routine life or get a new one. The last, writing produce the language by taking notes or present by reports, letters, or essays.

Teaching and learning English vocabulary

Teaching vocabulary

Vocabulary is the difficult one at the moment to teach because it has a huge amount of words waiting to be taught. Besides, if a learner does not have enough vocabulary knowledge the effectiveness of the learning process could not be the same as expected. That happened due to vocabulary is the main factor to keep a fluent understanding of the language on its own.

Vocabulary is the target point in a teaching universe, as in an agreement to Celce and Murcia (2001); vocabulary is the main point as in first as in a second language.

To give a definition of teaching, Hornby (1995) says it is the ability to help others to increase their knowledge, improve their abilities, and encourage them to learn new things. Even, the teacher is the person who spread this knowledge in order to teach to learners how to form words, sentences, or how to express ideas and thoughts. Teaching vocabulary also has relevance, by teaching new words, it induces to have a fluent and accurate at the moment to hold a conversation or just to form grammatical structures.

Learning vocabulary

Learning vocabulary is a challenge for learners, new vocabulary is presented wherever they go, the difficulty here is if the vocabulary is not enough in their lifetime the process of learning is not going to be effective. According to Harmer (2002), the difficultness of learning vocabulary is presented when learners do not pay attention of the formation and the meaning of each word and forget to use words that are related to the ones used.

How to present vocabulary

Presenting vocabulary

The teacher is in charge to present vocabulary to learners according to the level of learners, beginners, intermediate or advanced; besides learners have to be familiar with a word to be taught, for instance; teacher presents a certain topic, and learners have to relate it in their mother tongue (Thornbury, 2002).

It is important to denote that, the teacher should not present such a lot of vocabulary to learners, due to the fact, learners do not have the ability to recall the information. It is a good strategy that teacher could use new vocabulary by applying in context, so learners could understand better by trying to interpret the whole lecture on their own (Thornbury, 2002)

The teacher must use some aspect to present new vocabulary to students, instruments that accomplish with are:

- ❖ Translation method

- ❖ Realia
- ❖ Images
- ❖ Facial expressions/ body movements
- ❖ Definitions
- ❖ Real actions
- ❖ Examples

These items are useful to get learner at first, attention and then their effectiveness in the language by using new vocabulary.

Using translation

This technique has been used for ages into classrooms to teach vocabulary especially to teach the meaning of it. Using this has certain benefits to refer to the meaning of words. First, learners relate their mother tongue with the recent vocabulary learned and put into practice by forming grammatical structures. Second, translation is a kind of save time to teach vocabulary. Third, the learner does not have to think a lot about the meaning, this method helps them to increase the knowledge by putting in relation with their mother tongue quickly. Finally, the new vocabulary must be relevant for them because they can remember easily the word learned (Thornbury, 2002).

How to clarify the meaning

According to Thornbury (2002), there is a variety of ways to help us as educators to present our vocabulary to teach our learners. To understand vocabulary learners need something where they can see and relate with the real world. That is

why the use of realia (real objects) is an important element to demonstrate certain vocabulary. Besides, the teacher should mime the action of the word presented, for instance, if the class is about animals, try to make gestures that an animal performs. Then, take into account movements is a good strategy too for vocabulary. The teacher encourages students to perform the action of the word, for example, jump as kangaroo, learners at seeing the environment in the classroom by making performances the vocabulary understanding is memorable and easy to remember. On another hand, visual aids also take part in demonstrating vocabulary, by using flashcard, wall charts, drawings, so it means learners relate the word by seeing the action and paying attention of some details. It is helpful because encourage the learner to memorize vocabulary.

How to explain the meaning

As there are words, where learners relate through images, performance or mime to show meaning, there are other ones that have meaning by looking at dictionaries strictly. Some keys to help learners to achieve with the knowledge of meanings about new vocabulary Thornbury (2002) mentions some clues to simplify how to manage the meaning of words with words.

- ❖ Focus on giving examples
- ❖ Making some sentences with the word
- ❖ Using synonyms and antonyms
- ❖ Provide the whole definition

All of these items also can be presented with visual aids to get learners being involved in the knowledge of new vocabulary. By focusing on *giving examples* of real situations is important to perform a real one depending on the contexts. As a result, the performance is into the brain of learners easy to remember when they to use the word. Besides, forming *sentences* encourage learners to give the meaning for the unknown word; learners relate the sentence context to give a meaning of the word by using their imagination. Furthermore, the use of *synonyms and antonyms* is useful to teach new vocabulary. The teacher explains the word with related words that means the same; it could be a familiar one for learners. The same happens with antonyms but in this case, the teacher makes the opposite of the word, it means learners relate the word with a familiar one or the opposite of it. Finally, the teacher just focuses on giving learners the whole *definition* of the word, apart from it; the teacher also encourages learners to use their dictionaries to look for an unknown word.

How to emphasize the form

Vocabulary always needs to differ in the sound of each word to state the difference. Some words as they have the same pronunciation or sound disconcert in what word the speaker is referring. Most of the time, to teach vocabulary teacher uses stress patterns to get the difference in words that may be equal on the sound it produces Thornbury (2002), states some ways to put the emphasis on the form of the word.

- ❖ Listening drills

❖ Oral drills

Drills are to say the word by repeating it twice, three times. It is useful to check the stress of words. Furthermore, the use of movements is a good tool too, moving fingers to count the number of syllables and pay attention to the stress of it.

How to learners take part

Learners are the target of learning vocabulary, so into the learning process of vocabulary learners are the most important part of this process. To involve learners is such an important activity to apply elicitation. It is an activity that, the teacher uses to encourage learners to react to what the teacher is referring to, by asking some questions. Learners have to react as their imaginative skills to answer some questions about a picture presented by the teacher to explain the word given (Thornbury, 2002).

By applying elicitation learners participate energetically in the lesson, also it helps them to interact because they are talking, making that learners are in alert attention about the scenery.

Aspects of vocabulary

Word definition

Word definition as in the top of aspects into vocabulary, works as how learners would define a word by using dictionaries. Word definition refers to the exact meaning of a specific word found in a dictionary. “Definition” is that part of the vocabulary that establishes a unique way to give meaning and precise the comprehension about a concept, it explains in a clear and goes straight to the point

about a specific word that could not be well understood by users of new vocabulary. A definition helps the learner to be open to new ideas or meanings about the word needed.

Word formation

Vocabulary needs a formation even for single words or group ones. Word formation is the creation of new words letter by letter to form a new one, with sense and meaning. As part of the vocabulary, word formation plays an important role, by forming new words is a helpful way to get the understanding of learners and get their facility to form a new one on their own according to their previous knowledge or curiosity.

Word meaning

Word meaning is the relationship that could exist among a group of words that provides a specific concept of the word searched. To understand better in what a word meaning refers about is important to denote denotation and connotation of a word presented.

Denotation refers to literal concepts presented for the word in dictionaries (Tarigan 1985).

Tarigan (1985) defines connotation as the emotional part of the word related to the meaning of it.

Adjectives

Into the grammatical words, there is the involvement of nouns, verbs, adjectives, and adverbs. Adjectives that are used to modify nouns. They are part of English learning especially in vocabulary because with adjectives we can give to nouns a little attitude by descriptions so that the communication will be as a clear one.

Idioms

Idioms are expressions that do not have specific meaning if we try to understand word by word. To use idioms is necessary to take the definition of each one and relate it to an action or pictures for a better understanding and a clear explanation of them. To sum up, an idiom is a phrase that does not has a literal meaning as it is written, is important to take the whole idiom to understand and use it in context.

Pronunciation

As vocabulary accomplish word formation, word meaning, and word definition, pronunciation is the key also to comprehend the word being mentioned, is important to say, if there is an incorrect use of pronunciation of each word, the learning could decline in this part. Pronunciation is an aspect of vocabulary that if the word that is given is not pronounced correctly, the message is not clear provoking most of the time misunderstandings or getting wrong. Pronunciation also has a relation with phonetics, following some steps to know the pronunciation of words.

f. METHODOLOGY

Design of action research

Action research refers to the set of strategies chosen for improving conditions and find solutions for a specific issue in the Teaching-Learning process. Involving participants conducting an inquiry into their own practices in order to improve teaching and learning programs.

Richard Sagor (2000) describes action research as an inquiry process played by and for participants that are involved in order to help them by improving his or her actions.

Action research is a reflective process that allows for inquiry and discussion as components of the research. What action research represents is, get involved in some issues that in education could exist and searching for solutions or looking for ways to improve and increase student achievement. Rather than, action research allows practitioners to get involved in concerns where they are familiarized with, ones they can have affected and take the action to change.

Action research takes into account a systematic and sequenced structure from beginning to end, projects start with a particular problem to solve an educative one (posing questions, gathering data, reflection, and deciding on a course of action) only in this case the research is participatory and practical to get a conclusion.

This action research is based on Universidad Nacional de Loja requirement, which has an aim to enhance vocabulary through the application of games amongst

night year students of basic education, at Unidad Educativa Manual Agustin Cabrera Lozano afternoon season, during the school year 2018-2019. Allowing the researcher to analyze and reflect on the results that will be derived from the application of games to enhance vocabulary in the intervention plan applied to the population where the research is carried.

Methods, techniques, and instruments

Method

In this research work, the researcher will use different methods, which will help her to carry out this project.

The Scientific method

The scientific method will help the researcher with the collection of information about the lack of vocabulary in students at the moment to express ideas. It provides the researcher the information about how games have an impact on the classroom to enhance vocabulary. First at all with a previous observation in which, a problem is detected. Then, to apply a test as a means of analysis or diagnosis of the level in the vocabulary of participants. Finally, to predict based on the observation about what the results could reflect.

Descriptive method

The descriptive method will describe what occurs in the classroom and the characteristics of the population, as well as the behavior of the same, in order to collect information for analysis of the situation in a clear way. Likewise, the

descriptive method helps the researcher to organize and describe the participants' actions and the results that the whole data collection could provide to the research. It will serve to explain and analyze the object of the investigation.

The statistic method

The application of statistic method extracts information and provides different ways to analyze and interpret to report research findings that will be represented in tables and figures to indicate the percentage that in the tools for data collection, questionnaires and test applied to students, give quantitative and qualitative information to be interpreted for the respective conclusions.

The analytic synthetic method

The analytic synthetic method will allow the researcher to analyze deeply the information gathered through the observation, questionnaire and pre and posttest applied. Through analysis, the researcher will acquire the whole information breaking into parts for a careful interpretation of each to make a synthesis combining these separate elements in order to form coherent general information.

Techniques and Instruments

Data collection

All information to be interpreted had been collected through the application of test, questionnaires and observation sheet, for an interpretation as in a quantitative as in qualitative results.

Tests

The application of tests in the present research is with the purpose to assess students' knowledge about vocabulary learned by using games into the classroom to enhance this part of English language learning. Questions in tests are specifically about vocabulary that students got involved like, food pyramid, recipes, adjectives, and idioms.

Pretest-Posttest

As part of the process for getting data, it will be taken at the beginning to diagnose and analyze the level of participants about vocabulary and measure the students' knowledge about it. In the end, to measure students' knowledge after achieved what is designed in the intervention plan with the use of games to enhance vocabulary in participants (ninth year of basic education at Unidad Educativa Manuel Agustin Cabrera Lozano).

Questionnaires

They will be taken for the participants to answer questions related to their attitudes and feelings through the application of games as a motivational strategy to enhance vocabulary. They will be applied at the beginning for evaluating the titular teacher to know if in the teaching-learning process games to enhance vocabulary are used. Then, at the end of the intervention plan to evaluate to the researcher in charge of the present research work. These questionnaires will be helpful to make comparisons between the results before and after the intervention

plan. Furthermore, the data gathered by these questionnaires will support the pre and post-test results.

Observation

It will let the researcher know the facts in a participative and non-participate way. The process of observation will be developing through an observation sheet and field notes. The observation will be during a natural teaching process by the ninth-year at the Unidad Educativa Manuel Cabrera Lozano during their English classes.

There will be two types of observation as detailed below;

Non-participant observation

According to James Spradley (1980), a non-participant observation is a type of participation in research where the observer is no involvement with the people or activities studied. The observer actively participates in some of the ordinary activities and observes passively from distance in others. The instrument for the nonparticipation observation is the observation sheet.

Observation sheet

It is a tool where the observer report about what he or she observes during the performance of the action research. It is used in the non-participant observation in order to get information about students' behavior without the interaction of the researcher.

Participant Observation

Participant observation is a data collection technique that involves the observer being a member of the setting in which they are collecting data. It is a useful technique because; it will help to the observer to facilitate qualitative and quantitative data collection. The researcher will participate deliberately in the problematic situation by means of the application of games as a motivational strategy to enhance vocabulary among ninth year students at Unidad Educativa Manuel Cabrera Lozano during the 2018-2019 school year. The instrument of this participant observation is the field notes sheet which is an instrument that allows to the research to take notes of what is happening during English classes by the application of the independent variable of the present research.

Field notes.

Field notes are instruments that a researcher use to write about what is happening during the research setting in the educational issue being studied. It is useful for the research because it will help her to keep the information collected as evidence of the research about the problematic situation to be solved. In this research, field notes have the purpose to take notes daily to remember the behavior, activities or events in each lesson of English classes by applying games to enhance vocabulary in the setting being studied.

Population

The students of Ninth year of basic education at Unidad Educativa Manuel Cabrera Lozano will participate in the development of this action research. The

participants of the research are fourteen students between boys and girls who are all about 13-14 years old.

Intervention Plan

The intervention plan consists of pedagogical activities like warm up activities, explanation and orientation on language contents and the application of games in each class to enhance vocabulary. Which activities carried out if 40 hours of instruction are completed, equivalent to eight academic weeks. It is designed based on lesson plans, which contains three basic stages: Activation, Connection, and Affirming.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”

Teacher: Lic. Jorge Ortiz

Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB

School Year: 2018-2019

Topic: The Food Pyramid

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, Word formation, Word meaning, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To relate images to remember vocabulary by games competition • To reinforce vocabulary by games classifying into categories. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>UNIT 4 The food pyramid Page 50</p> <p>Structures</p> <ul style="list-style-type: none"> • Personal information <p>Grammar</p> <ul style="list-style-type: none"> • Countable and Uncountable nouns 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> • Teacher starts by explaining new vocabulary about food, then teacher applies hot seat game to enhance the vocabulary learnt. Teacher forms two teams in which students decide a person who is going to guess the word that their classmates are going to mime. <p>CONNECTION:</p> <ul style="list-style-type: none"> • Teacher encourages students to mention what is their favorite, fruit, vegetable, grains, etc. Teacher applies scrabble games to form complete words related to food, students form words letter by letter through tiles in a board. With these items, teacher labels the food, for instance, <i>apple into fruits...</i> Students paste the previous card applied in the warm-up activity with food items in the pyramid made by the teacher on the board in order to get a better understanding by relating images. Next, 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Hot seat cards • Realia • Scrabble tiles • Scrabble board • Spot it cards

<p>Expressions</p> <ul style="list-style-type: none"> • Veggies <p>Vocabulary</p> <ul style="list-style-type: none"> • Food <p>Key words</p> <ul style="list-style-type: none"> • Me too, me either, for breakfast, for lunch, for dinner, like, dislike, favorite. 	<p>teacher applies spot it game to enhance food vocabulary, it consists to relate the image with the vocabulary, students have to take spot it cards and pass it faster, so the student who realized if there is the same item, he or she takes it until the game ends. The winner is the one that has the major amount of cards. After that, teacher focuses on bingo card game to see students understanding about food vocabulary. Bingo card game is played for all students, teacher provides cards and seed, into the cards there food vocabulary, as the teacher mention some characteristics of the food item, students put a seed in the word, and the winner is the person who has all the items mentioned.</p> <ul style="list-style-type: none"> • Teacher makes some questions to diagnose the comprehension of students of vocabulary after the application of games. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work in a worksheet about the food pyramid and the classification of countable and uncountable nouns. 	<ul style="list-style-type: none"> • Bingo cards • Seeds • Bingo box • Assessment sheet
<p>MONITORING PLAN: Data Source 1 : Pre test/ Pre Questionnaire Data Source 2: Assessment sheet</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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”

Teacher: Lic. Jorge Ortiz

Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB

School Year: 2018-2019

Topic: Healthy Recipes

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, word meaning, Word formation, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To form recipes words by games • To create a recipe following all the contents about vocabulary. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
UNIT 4 Expressions <ul style="list-style-type: none"> • Hold a second Structure <ul style="list-style-type: none"> • Sequencing words • Verbs Vocabulary <ul style="list-style-type: none"> • Ingredients • Recipes’ items 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> • Teacher gives students pieces of cards with food vocabulary. In pairs, students choose a card which has two faces with food vocabulary, teacher applied hot seat game, students have to give characteristic or mime and the partner has to guess which is the object mentioned . CONNECTION: <ul style="list-style-type: none"> • Teacher introduces the class by referring about how they could make a recipe mentioning some examples of simple recipes to do. Teacher focuses on new vocabulary about things to use in a recipe these ones like <i>cup, carton, glass, teaspoon, pinch, etc.</i> Teacher to enhance the new vocabulary applies scrabble game; students unscramble words presented according to what they found in the tiles of 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Board • Scrabble tiles • Symbol cards • Bingo cards

<p>Grammar</p> <ul style="list-style-type: none"> • Some -any • Quantities • Imperatives <p>Key words</p> <ul style="list-style-type: none"> • A lot, some, a little, cups, a few. Pinch, slice, loaf, box, carton, cup, jar. Add, mix, cut, bake, burn. 	<p>the scrabble game. This game has tiles where students could get some point for each letter so the person who has more points is the winner. Then teacher reflects on grammar of the content of the unit. Next, teacher focuses on spot it game, studnets put the cards down and choose two of them without seeing, if the cards has the same object, the two cards belongs to that students. The winner is the one who has more cards. After that, teacher pays attention of some verbs to make recipes, so that teacher applies bingo card game to enhance vocabulary. Teacher gives some cards with verbs and studnets fill the cards with the items mentioned by the teacher.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • As students were involved in the recipe vocabulary, they have to put all vocabulary in context to create a recipe. They have to write on their sheet of paper individually all vocabulary presented in the lesson. They have to use imperatives, food pyramid vocabulary, sequence words, etc. as a presentation of their creative mind at the time to create a delicious recipe. 	<ul style="list-style-type: none"> • Worksheets • Assessment sheet
<p>MONITORING PLAN: Data Source 1: Field notes Data Source 2: Assessment sheet.</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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”

Teacher: Lic. Jorge Ortiz

Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB

School Year: 2018-2019

Topic: Eating Well

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, word meaning, Word formation, Adjectives, and Idioms

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

- To relate the picture for vocabulary through games
- To use new vocabulary to organize in charts.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>UNIT 4 Eating Well Page 54-55</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary in a reading • Fruits • Parts of the body • Recipes 	<p>ACTIVATION - activate prior knowledge</p> <ul style="list-style-type: none"> • Teacher activate knowledge by applying hot seat game relating the images with the food vocabulary and some tools of recipes, as well as some verbs learnt in previous classes. The game consist of guessing the image by mime until the word is guessed. <p>CONNECTION:</p> <ul style="list-style-type: none"> • The teacher starts by referring to some fruits and general food items that are good for health. Teacher brings some flashcards with examples of fruits that are good for a specific body part. The teacher explains the meaning of new words especially of most known parts of the body like; <i>bones, skin, eyes, brain</i>. Teacher uses scrabble game to form the words letter by letter through tiles in aboard until found the amount 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Spot it card • Tiles • Board • Bingo cards • Flashcards

<ul style="list-style-type: none"> • Sequence words <p>Key words</p> <ul style="list-style-type: none"> • Source, illustrate, title, information Fruits, vegetables, dairy, grains, meat, and beans. Energy, calories, fiber, blueberries 	<p>of vocabulary about food and health. Next, to enhance students' vocabulary of eating well teachers uses spot it game by relating the word with the food item learned which is good for our bodies. Students match body parts with the corresponding benefit. Then, to check the answer in the reading for a better understanding.</p> <ul style="list-style-type: none"> • As fruits and their benefits were presented, now it is time to relate the reading and complete the chart to extract and organize the main ideas in texts by grouping vocabulary in the food group, recommended quantity and benefits. The teacher remembers vocabulary about recipes, and words of the sequence to organize texts. Teacher makes an example of how to organize a paragraph using all vocabulary learned. Teacher applies bingo card game about the food, she provides cards and seeds and in this time, students have a short meaning of the word and teacher say the word until a winner appears, with all the meanings in the card. • A teacher by giving students images about simple recipes to write on their own, she diagnoses the way they relate the image with new vocabulary by using spot it games previously. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually writing a paragraph of any recipe, using all words learned previously. • Students make a brochure. On one page, students put the benefits, and on the other page write the recipe. 	<ul style="list-style-type: none"> • Paper sheets • Flashcards • Worksheet • Brochure
<p>MONITORING PLAN: Data Source 1: Worksheet Data Source 2: Brochure Data Source 3: 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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”

Teacher: Lic. Jorge Ortiz

Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB

School Year: 2018-2019

Topic: It is Finger-Licking Good!

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, Word formation, Word meaning, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To express likes and dislikes about food. • To relate images with definitions by applying games. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
UNIT 4 Food pyramid Page 56 Expression <ul style="list-style-type: none"> • Mmm, yuck! Vocabulary <ul style="list-style-type: none"> • Food 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> • Hot seat game for competition and guessing. Teacher presents some food items specially the most common desserts that teenagers tend to eat. Students work in pairs and teacher gives cards, students have to give some characteristics or mime until someone guess the item. CONNECTION: <ul style="list-style-type: none"> • Teacher relates the picture with each meaning about desserts. Then, students choose one item, describe it and give reasons of why they like it; Teacher focuses on some expression to describe how a specific dessert is tasty. Expressions like: <i>it's not my cup of tea, it's finger-licking good, it makes my mouth water.</i> Teacher gives the 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Vocabulary cards • Hot seat game • Bingo cards • Spot it cards

<p>Key words</p> <ul style="list-style-type: none"> • Cup, tea, water, mouth 	<p>definition of each expression and relates with pictures as examples for each expression to be used.</p> <ul style="list-style-type: none"> • The teacher uses scrabble game, which consists of forming words, in this case, students form expressions word by word. Students have to follow some instructions that the teacher gives. So, students relate the idiom with their likes. Teacher focuses in spot it game for vocabulary desserts by relating the image and vocabulary, students have to think quickly in the item that is repeated in the card, and they have to push the card as fast as they can. • Teacher applies an activity to practice the vocabulary learned, bird words are one activity that relates the idioms with another common phrase for a better understanding of each idiom by relating to phrases known in a real context and do students know more in their lifetime. Teacher invites student to play bingo card game by relating the image with the word, teacher say the word and they work in the card with images, until someone says Bingo!, then participants have to check. • Teacher makes a performance of five words, students have to recognize and write them in a sheet of paper. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students have to draw any dessert or meal they like after they have to write idioms under the drawing to express what they think about the food they chose 	<ul style="list-style-type: none"> • Tiles • Board
<p>MONITORING PLAN: Data Source 1: Drawing sheet Data Source 2: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: May 27th to May 31st, 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



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB
School Year: 2018-2019
Topic: Famous Characters

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, Word formation, Word meaning, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To enhance vocabulary adjectives by applying games • To relate vocabulary with grammar to talk about famous characters 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
UNIT 5 Famous Characters Page 64-65 Vocabulary <ul style="list-style-type: none"> • Personality Adjectives 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> • Teacher emphasizes in some famous characters through pictures, inviting students to talk about these ones, then teacher apply hot seat game by relating the image and give some adjectives about the famous people presented. CONNECTION: <ul style="list-style-type: none"> • The characters presented by the teacher are <i>Simon Bolivar, Frida Kahlo, etc.</i>, To get discussion there are some questions; <i>who were they? What were they famous for?</i> 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Hot seat pictures • Scrabble tiles

<p>Grammar</p> <ul style="list-style-type: none"> • Simple past tense with the verb to be <p>Key words</p> <ul style="list-style-type: none"> • Science, politics, religion, arts 	<p>Students answer the questions. Teacher focuses on some characters mentioning some personality adjectives that describe the personality of each person mentioned before. The teacher explains some adjectives meaning and the use of these important part of English learning. To form the adjectives teacher uses scrabble game, this game help them to write well each adjective. On the other hand, Teacher uses spot it game, this game relate images with vocabulary in this case about famous characters with their adjectives for what they are known. Finally, applies a bingo game to enhance vocabulary about adjectives. It is a funny game where a student could memorize new vocabulary through playing. Students have to choose a bingo card to play, in which it contains new vocabulary about adjectives, the teacher works as the guide that takes tiles with some words related to adjectives. The person who wins is who has all the card full and say what the adjectives are. After, the teacher explains grammar about simple past tense with the verb to be.</p> <ul style="list-style-type: none"> • The teacher gives some pictures of some famous characters and invites to the student to write some personality adjectives to describe the person in their cards. Teacher diagnoses in how they refer to a person about personality using adjectives played in the previous bingo game. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students work individually in a worksheet about adjectives. They have to check the correct definitions for each adjective. 	<ul style="list-style-type: none"> • Board • Bingo cards • Assessment sheet
<p>MONITORING PLAN: Data Source 1: Assessment sheet Data Source 2: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 3rd to June 7th</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.



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”

Teacher: Lic. Jorge Ortiz

Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB

School Year: 2018-2019

Topic: World History

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused on the following aspects: Word definition, Word formation, Word meaning, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To relate vocabulary adjectives by using games in reading activities • To use new vocabulary to write about a famous character 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
UNIT 5 World History Page 66-67 Expressions <ul style="list-style-type: none"> • Smart • Actually, no Grammar	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> • Hot seat game applied for the teacher encourages students to participate, one student come to the front and describe its favorite character giving some clues in order to the rest of the students have to guess who their classmates are referring about. CONNECTION: <ul style="list-style-type: none"> • Teacher focuses on reading skills, where there is a new vocabulary about characters in history. All the vocabulary refers to <i>discoverers, founders, conqueror, etc.</i> to practice new vocabulary teacher applies scrabble game to form new words about history. Added, some new adjectives are involved especially to describe each famous character. According to the reading students have to categorize information 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Newsprint • Bingo cards • Assessment sheet

<ul style="list-style-type: none"> • Questions in the simple past tense <p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary in context 	<p>into charts using, the grammar learned about simple past tense with the verb to be. Besides, to enhance vocabulary students practice in spot it game by relating images with vocabulary in this case with adjectives. Students have to pass the cards quickly until someone see the same symbol in each card and take it to win. To enhance vocabulary teacher uses bingo game for a better engages of vocabulary. The teacher uses this game in a different way using some pictures to relate the image with the adjective learned. The teacher explains grammar about questions in the simple past tense where students use the grammar focus and the vocabulary to describe some characters in the past. Students have to unscramble questions and answer them based in a text. Teacher gives some pictures of well-known characters so they have to describe each of them using adjectives learned by the application of bingo game.</p> <ul style="list-style-type: none"> • The teacher encourages students to perform role-plays technique by taking important characters in the world. Then, students get in pairs and perform a survey about the character they chose to be. Teacher gives them some questions to fill the survey. The teacher looks at their progress in the survey if students use new vocabulary learned by using bingo game. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students have to work in a worksheet about simple past tense with the verb to be in relation to the vocabulary learned. Writing about some new famous characters 	
<p>MONITORING PLAN: Data Source 1: Assessment sheet 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.



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB
School Year: 2018-2019
Topic: Inspirational Lives

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustín Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, Word formation, Word meaning, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To understand new vocabulary from reading the context • To relate phrases in reading of history 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
UNIT 5 Inspirational Lives Page 68-69 Expressions <ul style="list-style-type: none"> • Homeland • Be involved 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> • As in last class, adjectives were talked about; hot seat game is applied here. Teacher forms and makes a warm up activity where the student who has de ball is going to pass in front in give some descriptions about characters, the rest have to guess. CONNECTION <ul style="list-style-type: none"> • The teacher starts the class by presenting a picture of one important political leader Mohandas Gandhi. Students have to guess what this character is known for; they have to make some predictions about this character’s life by looking at the picture 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Scrabble game • Worksheet

<p>Vocabulary</p> <ul style="list-style-type: none"> • Vocabulary in context 	<p>on the book too. The teacher starts to explain new vocabulary to refer to things happen at a specific time in the past presented in the text. In addition, the text provides some new words for a better understanding of the text. To enhance vocabulary teacher uses scrabble game to form words and students could write well and memorize each word easier. The teacher explains how to use a timeline to organize the time when things happen. Then, spot it game takes part by focusing words that refers to the past; it means years, phrases and new vocabulary. Finally, bingo card game is about adjectives, the person who has the card full is the winner.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Students have to write a historical character about a person on their preference, using time expression, simple past tense with the verb to be and vocabulary to describe characters' personalities. 	
<p>MONITORING PLAN: Data Source 1: Assessment sheet Data Source 2: Worksheet Data Source 3: Field notes</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: June 17th to June 21th, 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



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: Unidad Educativa “Manuel Agustín Cabrera Lozano”
Teacher: Lic. Jorge Ortiz
Teacher Candidate: Kerly Maria Quezada Gualán

Participants: 9th EGB
School Year: 2018-2019
Topic: Success Against All Odds

RESEARCH PROBLEM: How does the application of games as a motivational strategy enhance English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano 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 vocabulary-using games as a motivational strategy focused in the following aspects: Word definition, Word formation, Word meaning, Adjectives, and Idioms		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> • To use idioms to refer to success • To relate idioms in reading contexts. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
UNIT 5 Success Against All Odds Page 68-69 Expressions <ul style="list-style-type: none"> • Look up to 	ACTIVATION - activate prior knowledge <ul style="list-style-type: none"> • Hot seat idioms teacher gives students an idiom, such as “raining cats and dogs” and give them 3 minutes draw a representative picture. When time is up, have students share their pictures and elicit guesses about what the idiom may mean before telling students the actual meaning. Finish the activity by giving students several example sentences or scenarios using the idiom for them to write in their notebooks. 	<ul style="list-style-type: none"> • English Students book • English Teacher book • Flashcards • Hot seat game • Worksheet

<p>Vocabulary</p> <ul style="list-style-type: none"> • Idioms 	<p>CONNECTION:</p> <ul style="list-style-type: none"> • The teacher starts talking about success and people who have had the courage to achieve all the things they want in life. Therefore, the teacher presents some images of important characters and their contribution to the society, for example, <i>Mark Zuckerberg, Angelina Jolie, etc.</i>, saying all the things they could achieve because of their effort and dedication. The teacher explains some expression used to refer to success, by using newsprints and flashcards for an explanation about the definition of each idiom. Teacher by using scrabble game encourage students to form idioms word by word until forming a whole idiom. Then, spot it game is applied by relating images and idioms, through passing it quickly until find the same idiom. Next, students match the expressions with their meanings and relate them into context. • A teacher by using bingo card game to enhance idioms is helping students to comprehend each of them easily. Idioms present a piece of difficulty to apply in an easy way. So, teacher diagnoses each student by giving them a photo of people performing actions of each idiom, so students remember the previous vocabulary and say the correct idiom learned with hot seat game. <p>AFFIRMING</p> <p>Students have to write about any famous character on their preference giving relation with the previous vocabulary about adjectives</p>	<ul style="list-style-type: none"> • Test
<p>MONITORING PLAN: Data Source 1: Post test Data Source 2: Post questionnaire Data Source 3: Test</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	150
Print of project	100
Print of report	100
Print of the report and thesis	200
Other	150
Total	\$ 700

Financing

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

Resources

Human

- ❖ The researcher
- ❖ The 9th year of Basic Education
- ❖ The teacher
- ❖ The thesis advisor

Material

- ❖ Book
- ❖ Bingo
- ❖ Scrabble tiles
- ❖ Print material
- ❖ Paper
- ❖ Flashcards

Technical

- ❖ Computer
- ❖ Printer
- ❖ Internet
- ❖ Web site

i. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARMENT
DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Kerly Maria Quezada Gualán

OBSERVATION SHEET					
Observation #1:	Date/Time:			Role of the researcher: Nonparticipant observer	
Topic:					
The objective of the session:					
Things to be observed (Indicators)	Levels of Acceptability				Remarks
	Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Word definition					
Word formation					
Word meaning					
Adjectives					
Idioms					

Annex 2: Fieldnotes



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ENGLISH LANGUAGE DEPARMENT
DATA COLLECTION SOURCE: FIELD NOTES**

Researcher: Kerly María Quezada Gualán

FIELD NOTES		
<p>Observation N° 1</p> <p>Topic:</p> <p>The objective of the session:</p>	<p>Date/Time:</p> <p>Class size:</p> <p>Participants: Students of Ninth year “B” & The researcher</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation:</p>
<p>Description of the event</p>		<p>Reflective Notes</p>

Annex 3: Pre and post test & Scoring grade



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST TEST

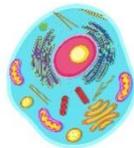
Student's code:

Date:

- 1. Complete the chart with words or definitions that are missing (Word definition).**

WORD	DEFINITION
Bowl	
	A series of commands to prepare a dish
Slice	
	To squeeze fingers

- 2. According to the picture you look, write a short definition (Word definition)**



- 3. Look at the sentences, order the letters in *italics* and write with the corresponding affix (Word formation).**

Blueberries are *epaecsil* good for immune system. _____

Exercise is the best option to stay *hehlat*. _____

Eating fruits means feel a great *happy* _____

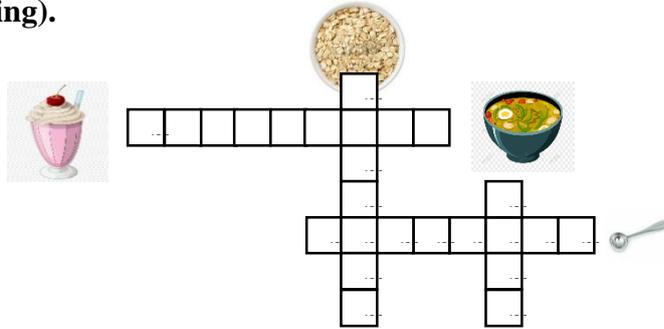
Celery helps to the *prnevet* of heart problems _____

4. Unscramble the following words (Word formation)

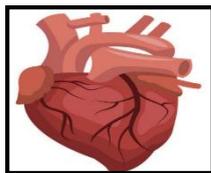
s/s/e/e/t/n/i/y/a/l/l/..... l/t/e/h/a/y/h

p/r/e/o/t/n/c/t/i/o m/i/u/n/e/m/ y/s/t/e/m/s.....

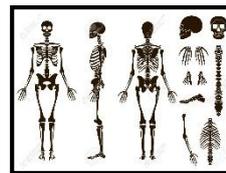
5. Complete the crossword with the names of the pictures presented (Word meaning).



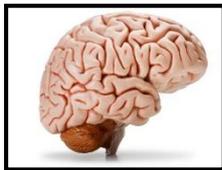
6. Choose the correct word according to the picture below (Word meaning).



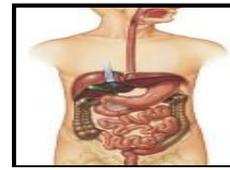
- a. heart b. lungs c. liver



- a. hair b. brain c. bones



- a. brain b. immune system c. skull



- a. digestive system b. heart c. trunk

7. In the following sentences, circle the correct word. (Adjectives).

- a) I like to eat oranges, because they are **sour/raw/fresh**.
- b) My sister is a **strong/smart/gentle** person, especially with older people.
- c) Vitamins are **the worst/essential/bitter** for immune system.
- d) In the break, I always eat **traditional/dry/crunchy** dessert.

8. Check the best definition for the following words (Adjectives)

Hardworking is someone who...

- Loves a particular activity
- Works very hard

Passionate is someone who...

- Loves a particular activity
- Has a great courage

Brave is someone who ...

- Helps people in need
- Has a great courage

Successful is someone who...

- Works very hard
- Gets recognition

9. Match the idioms with their definitions (Idioms).

- | | |
|----------------------|--|
| a. Dress for success | to be successful (...) |
| b. Hit a home run | be confident that they will success (...) |
| c. Against all odds | others believe in you to be success in life (...) |
| d. It's in the bag | to perform an action that is very successful (...) |

10. Unscramble the following idioms below to the picture (Idioms).



boat/float/my/doesn't/it



street/my/right/up/it's



It's/tea/my/of/not/cup



It/water/mouth/my/makes

THANK YOU FOR YOUR COLLABORATION

Scoring grade

Test Questions	Indicators	Score per item	Average
1. Complete the chart with words or definitions that are missing	Word definition	0,25	1
2. According to the picture you look, write a short definition	Word definition	0,25	1
3. Look at the sentences and order the letters in italics to form a complete word	Word formation	0,25	1
4. Unscramble the following words	Word formation	0,25	1
5. Complete the crossword with the names of the pictures presented	Word meaning	0,25	1
6. Choose the correct word according to the picture below	Word meaning	0,25	1
7. In the following sentences, circle the correct word	Adjectives	0,25	1
8. Check the best definition for the following	Adjectives	0,25	1
9. Match the idioms with their definitions	Idioms	0,25	1
10. Unscramble the following idioms below to the picture	Idioms	0,25	1

Annex 4: Pre and Post Questionnaire



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

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

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

Student's code:

Date:

1. How often does the teacher apply games to enhance your vocabulary?

- Always ()
- Frequently ()
- Sometimes ()
- Never ()

2. To what extent do you think that your teacher employs scrabble games to enhance your vocabulary?

- High ()
- Moderate ()
- Low ()
- None ()

3. How much do you learn when bingo games are used in English class?

A great deal ()

Much ()

Somewhat ()

Nothing ()

**4. How important do you think the use of card games is to enrich your
lexicon?**

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

**5. How important is it for you to practice vocabulary with games in your
English classes?**

Very important ()

Moderately important ()

Slightly important ()

Not important at all ()

THANK YOU FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme: Games as a motivational strategy to enhance English vocabulary among students of ninth-grade “B” of basic education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano in the city of Loja during the 2018-2019 school year.

Problem	Objectives	Theoretical Frame	Methodology design (Action Research)	Techniques and instruments
<p>General How does the application of games as a motivational strategy enhance English vocabulary among students of Ninth grade “B” of basic education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, 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 the application of games as a motivational 	<p>General To enhance vocabulary through the application of games as a motivational strategy among students of Ninth-grade “B” of basic education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, 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 reference about the application of games as a motivational strategy 	<p>Dependent Variable</p> <ul style="list-style-type: none"> • Vocabulary (Word definition, Word formation, Word meaning, Adjectives, Idioms) <p>Independent Variable</p> <ul style="list-style-type: none"> • Importance of games • Classification and types of games • Games for vocabulary • Bingo game • Hot seat game • Spot it game • Scrabble game 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing English classes • Identifying the problem • Stating the background of the problem • Describing the current situation • Creating a methodological framework for research • Design an intervention plan <p>Intervention and observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing students’ performance according to the intervention plan. 	<ul style="list-style-type: none"> • Observation sheet • Participant observation • Pre and post test • Pre and post questionnaires • Field notes • Questionnaires

<p>strategy are adequate to improve the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? 	<p>to enhance vocabulary among students of Ninth-grade “B” of basic education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, 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 improvement of the learning of English vocabulary among students of Ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year. • To design the phases of the intervention 		<ul style="list-style-type: none"> • Presentation of research findings. • Reflecting, analyzing and answering the proposed inquiries. • Organizing the final report 	
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<ul style="list-style-type: none"> • What are the phases of the intervention plan that address the current issues to improve the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? • Which games as a motivational strategy are suitable to improve the learning of English vocabulary among students of ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel 	<p>plan that address the current issues to enhance vocabulary among students of Ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year.</p> <ul style="list-style-type: none"> • To apply games as a motivational strategy to enhance vocabulary among students of Ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year. 			
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<p>Agustin Cabrera Lozano, 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 ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year? 	<ul style="list-style-type: none"> • To validate the effectiveness of the application of games as a motivational strategy to enhance vocabulary among students of Ninth-grade “B” of Basic Education, afternoon session at Unidad Educativa Manuel Agustin Cabrera Lozano, in the city of Loja during the 2018-2019 school year. 			
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Annex 6: Grading scales

Vocabulary

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

Games as a motivational strategy

Quantitative score range	Qualitative score range
81-100	High level of effectiveness of games as a 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	The unexpected level of effectiveness of games as a motivational strategy to improve the learning vocabulary
01-20	Low level of effectiveness of games as a motivational strategy to improve the learning vocabulary

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