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ENGLISH LANGUAGE DEPARTMENT

TITLE

**THE IMPLEMENTATION OF COOPERATIVE
LEARNING GAMES AS A STRATEGY TO INCREASE
THE ENGLISH VOCABULARY AMONG SEVENTH
YEAR STUDENTS AT “JULIO SERVIO ORDÓÑEZ
ESPINOZA” SCHOOL IN LOJA CITY, DURING THE
ACADEMIC PERIOD 2014 - 2015.**

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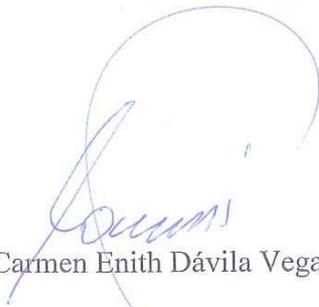
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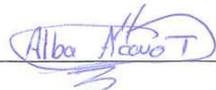
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THE AUTHOR

DEDICATION

First, I want to dedicate my thesis to my mother Maria Eufemia Acaro Tandazo for her love and support throughout my life, and teaching me the importance of values.

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THESIS OUTLINE

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a. TITLE

THE IMPLEMENTATION OF COOPERATIVE LEARNING GAMES AS A STRATEGY TO INCREASE THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS AT “JULIO SERVIO ORDÓÑEZ ESPINOZA” SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 - 2015.

b. RESUMEN

El objetivo de este trabajo de investigación fue incrementar en los estudiantes el conocimiento de vocabulario en inglés a través de la implementación de juegos de aprendizaje cooperativo, con el séptimo año de educación básica en la escuela “Julio Servio Ordóñez Espinoza”, durante el período académico 2014-2015. Los métodos descriptivo, analítico-sintético, científico y estadísticos se utilizaron para hacer el análisis y procesar los datos. Pruebas y cuestionarios se aplicaron a treinta y seis estudiantes para obtener información sobre su conocimiento de vocabulario en inglés y su percepción sobre los juegos de aprendizaje cooperativo. Los resultados, mostraron que los estudiantes mejoraron significativamente en todos los aspectos de vocabulario: en la forma, en el significado y en el uso. En conclusión, la aplicación de esta estrategia contribuyó positivamente ya que incremento en los alumnos el deseo por el aprendizaje del inglés y la confianza para hablar y compartir ideas con sus compañeros.

ABSTRACT

The objective of this research work was to increase the students' knowledge of English vocabulary through the implementation of cooperative learning games with the seventh year of basic education at "Julio Servio Ordóñez Espinoza" school, during the academic period 2014-2015. The scientific, descriptive, analytic- synthetic and statistical methods were used to make the analysis and process the data. A pre-post test and pre-post questionnaire were applied to thirty six students to get information about their level on English vocabulary and their perception about cooperative learning games. The results showed that students improved significantly in all aspects of vocabulary: in form, in meaning and in use. In conclusion the implementation of this strategy contributed positively due to, it incremented the learners' desire for the English learning and the confidence to speak and share ideas with their partners.

c. INTRODUCTION

Vocabulary knowledge is transcendent because it encompasses all words. With vocabulary, people may express their ideas, to have an effective communication, learn about new concepts and help to develop new skills, but unfortunately for some students, there are significant obstacles in increasing vocabulary to be successful in school, many students do not have enough knowledge about English language, they do not read outside of school, and some have reading and learning disabilities. They try to memorize list of words but do not know their meanings. Students feel confused about the function of the words and they study English by obligation, feeling uncomfortable and bored by the subject. So, teachers must search for new appropriate and innovative strategies to teach English vocabulary to students.

This research contains all the necessary data to confirm if cooperative learning games actually work. Upon beginning the research, a main problem was identified: How do cooperative learning games serve as a strategy for increasing English vocabulary?

This theme was selected in order to solve the problems that students faced in vocabulary learning, applying cooperative learning games. They make students feel motivated to participate, practice and learn new words, make them feel happy, comfortable and interested in the language.

As specific objectives, the following were determined: to investigate the theoretical references on vocabulary learning in the English language and

cooperative learning games as a strategy to help the seventh-year students at “Julio Servio Ordóñez Espinoza” school, to diagnose the limitations that the seventh-year students have in vocabulary learning, to design an intervention plan that features cooperative learning games, to apply the cooperative learning games as a part of the lesson plan in order to solve the students’ limitations in learning English vocabulary and to reflect upon the effectiveness that the cooperative learning games had on students’ vocabulary.

The methods that were used to execute this research work were, the Scientific Method, to obtain and analyze theoretical referents, the Descriptive Method, to describe the current situation of the researched object, the Analytic-Synthetic Method, used to analyze and interpret the obtained results through the tests. It also helped to draw conclusions; Statistical Method, used to make quantitative statistical analyses of the quantitative data obtained from the test and the qualitative data obtained from observation.

The present Action Research takes into account the following parts: First, the Abstract contains a briefly summary of the most important aspects of the thesis. Second, the Introduction presents a complete description of how the research was developed, what methodology was applied and what outcomes were found in the research field. Third, the Literature review contains the principal theoretical referents which are in relation with the two variables. After that, Materials and methods include different materials, methods, instruments and procedures used to develop the research. Furthermore, the population that participated in the research work. Afterwards, the results, where all the inquiries of the survey are presented

through statistical tables and figures with their respective interpretations and analyses. Finally, it shows a selection of conclusions and recommendations concerning the cooperative learning games in accordance with the results.

d. LITERATURE REVIEW

Vocabulary

Definition

According to Merriam-Webster (2015) vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. In another way, according to Hornby (2005) vocabulary is as a collection or list of words with brief explanations of their meanings. While, Linse (2005:121) says that vocabulary is the collection of words that an individual knows.

So, based on the previous definitions vocabulary are the words that an individual person knows and uses being so vital for the communication.

The Importance of Vocabulary in English Learning

According to Helena fariska putri (2010) Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary.

How to teach effectively vocabulary

According to Reading Horizons (2014) there are a few evidence-based practices that can help your students ‘own’ vocabulary words that they are explicitly or implicitly taught.

Read Aloud

Read aloud are probably the best-known way to expose students to the meaning of words that are beyond their level to decode. Intentionally select words that you want teach before reading out loud.

Associate the ‘new’ with the ‘known’

Point out and explore connections and relationships between new words and words that students already use in their vocabulary. For example: what is the relationship between the word ‘car’ and the word ‘vehicle’? How is it different? What is the difference in the degree of emotion displayed when you are ‘mad’, ‘angry’, or ‘livid’? These explorations can be fun and will go a long way in giving students immediate access to the meaning of words.

Use new words in sentences

Using a new vocabulary word in the context of a sentence will further support students in understanding the word as well as recognizing it when they hear it again. In fact, use the same vocabulary word in multiple sentences. Here are some examples using the word ‘compulsory’.

To win the prize, attendance at the game is compulsory.

Is this homework compulsory or voluntary?

When you model new words in this way, students are more likely to use them in their speaking vocabulary as well.

Create opportunities for students to see, hear, read, and write the new words

A student truly owns a word when they can effortlessly use it when they speak and write. Make it ‘compulsory’ for students to use the new vocabulary word at least five times in their conversations with classmates. Keep track of how many times the new word is used in the classroom. Encourage students to use the word at home with their family members. Reward students when they correctly use the new words in their writing.

Students also need to receive explicit instruction in fluency, comprehension, and vocabulary to become proficient readers. Vocabulary instruction has a powerful affect in all components of proficient reading when vocabulary increases, learning increases and the good news is that vocabulary instruction is fun.

Vocabulary aspects

According to Nation (2001) there are some aspect that teachers need to take into account when they teach and evaluate vocabulary

ASPECT	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	spoken	How is the word pronounced?	How is the word pronounced?
	written	How is the word written and spelled?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the

		What word parts are needed to express the meaning?	meaning?
MEANING	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
		What word form can be used to express the meaning?	
	concept and referents	What is included in the concept?	What items can the concept refer to? What other words could people use instead of this one?
		What items can the concept refer to?	
	associations	What other words does this make us think of?	What other words could we use instead of this one?
		What other words could we use instead of this one?	
USE	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word? What words or types of words must people use with this one?
		In what patterns must we use this word?	
	collocations	What words or types of words occur with this one?	Where, when, and how often can people use this word?
		What words or types of words must we use with this one?	
	constraints on use	Where, when, and how often would we expect to meet this word?	

Types of vocabulary

According to Montgomery, J.K. (2007) there are four types of vocabulary; listening, speaking, reading and writing.

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations

and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Think about it:

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon. (Mental dictionary). Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

According to the information above, there are 4 types of vocabulary, listening: the words we hear and understand, speaking: the words we use when we speak,

reading: the words we understand when we read text and writing: the words we can retrieve when we write to express ourselves.

Ways to increase vocabulary

According to Nguyen ThiThanh and KhuatThithuNga (2003), students learn new vocabulary more quickly and retain it better when it is applied in a relaxed and comfortable environment such as while playing ESL games. AngkanaDeesri (2002) reveals that there are several strategies used to improve student's language proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role– play, and games .Additionally, Randall S. Hansen, Ph.D. (2014) notices that there are seven easy ways to increase vocabulary and learn new words.

Read, read, and read. The more you read -- especially novels and literary works, but also magazines and newspapers -- the more words you'll be exposed to. As you read and uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.

Keep a dictionary and thesaurus handy. Use whatever versions you prefer -- in print, software, or online. When you uncover a new word, look it up in the dictionary to get both its pronunciation and its meaning(s). Next, go to the thesaurus and find similar words and phrases -- and their opposites (synonyms and antonyms, respectively) -- and learn the nuances among the words.

Use a journal. It's a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your

everyday vocabulary. Plus, keeping a journal of all your new words can provide positive reinforcement for learning even more words -- especially when you can see how many new words you've already learned.

Learn a word a day. Using a word-a-day calendar or Website -- or developing your own list of words to learn -- is a great technique many people use to learn new words. This approach may be too rigid for some, so even if you do use this method, don't feel you *must* learn a new word every day. (Find some word-a-day Websites at the end of this article.)

Play some games. Word games that challenge you and help you discover new meanings and new words are a great and fun tool in your quest for expanding your vocabulary. Examples include crossword puzzles, anagrams, word jumble, Scrabble, and Boggle.

Engage in conversations. Simply talking with other people can help you learn discover new words. As with reading, once you hear a new word, remember to jot it down so that you can study it later -- and then slowly add the new word to your vocabulary.

How to Assess Vocabulary

Having a strong vocabulary allows you to communicate well with others and to succeed on standardized tests. Teachers teach vocabulary to students in their first language as well as to students who learn a foreign language. Methods of assessing vocabulary differ depending on your aim in testing the vocabulary knowledge.

Define the Word

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the easiest way to assess whether a student has mastered these new vocabulary words is to give them a closed book test in which they must provide the definitions.

However, this type of formal test is an incomplete method of assessing vocabulary because:

It is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it.

The true value of knowing a word is to be able to use it; and knowledge of a word is often easiest to obtain if the word is used in context.

Use in Context

A more complete method of assessing vocabulary is to decide whether a student can use a word properly in context, or recognize and discern the definition in context.

Common Mechanisms Used in Schools

These mechanisms include:

Observational data (What can you determine about the person's vocabulary from having a conversation with them).

Vocabulary games.

Teacher created tests.

Word journals (journals where students keep track of the words they have learned and definitions).

Standardized tests (The website mentions the Peabody Picture Vocabulary test, but other more advanced standardized tests such as the SAT, GRE and GMAT all encompass a vocabulary portion as well) (Your dictionary, 2015).

Additionally, Johnson (2001) suggests that teachers should assess vocabulary in their classrooms using written work, cloze passages, hinky pinkies (riddles), memory games, teacher tests, and by asking students directly.

Cooperative learning games

Definition

Cooperative learning games are games which emphasize participation, challenge, and fun rather than defeating someone. Cooperative games are not new. Some of the classic games we participated in as children are classic because of the play emphasis. There may be competition involved, but the outcome of the competition is not losing and sitting out the rest of the game. Instead, it may involve switching teams so that everyone ends up on the winning team (Adam Fletcher & Kari Kunst, 2006).

Benefits of using cooperative learning games

According AngkanaDeesri (2002) games play a very important role in learning vocabulary, Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered for its one element that is fun. In fact games can provide EFL (English as a Foreign Language) and ESL (English as a Second Language) to

students more than fun. Suzanne Lyons (2015) notices that there are a lot of benefits of using cooperative learning games:

All students benefit (nobody is left out).

Less teacher directed (student centered).

Students are primary decision makers.

Teacher provides a challenge--students determine response.

Opportunity for students to work together, struggle, deal with failure and master the problems presented to them.

Students build better relationships with team members.

Students interact verbally and physically in order to master challenges presented.

Develops cognitive ability in students.

Students learn to think fast, make quick decisions, and understand rules and strategies.

Builds self-confidence for individuals and groups.

Cooperative learning games, challenge students to work individually and cooperate while building self-esteem.

Team building helps students learn how individual efforts combine to help the team accomplish goals.

Team building teaches students how to fail and succeed teaches them to become good teammates and help foster their self-esteem.

Team building requires that certain rules be kept and that if the rules are broken, consequences must be suffered or sacrifices made.

Cooperative learning games eliminate the fear of failing and makes sure everyone becomes a winner.

How to choose a game to teach English to children

According Tyson, R. E. (2000) there are some important aspects that teachers need to take into account when they choose a game to teach children.

A game must be more than just fun.

A game should involve "friendly" competition.

A game should keep all of the students involved and interested.

A game should encourage students to focus on the use of language.

A game should give students a chance to learn, practice, or review specific language material.

A game should be familiar by children.

How to teach vocabulary with cooperative learning games

The games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated, when attention is hard to get and harder to keep (Minoos Alemi, 2010, cited in Nicolson and Williams, 1975).

According Cameron Dynne (2001) teachers need to pay attention to some important things when they teach children with the use of cooperative learning games

Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector and many others object surround them, that teachers may include in order to engage students with the topic and use during the develop the class.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games should be at the heart of teaching (foreign) languages.

Games can be used at all stages of the lesson. But teachers must be sure that games provided, are appropriate and carefully selected by the teachers.

Cooperative learning games to teach English vocabulary

These are some appropriate cooperative learning games to teach vocabulary.

Broken Telephone

First the class is divided into a few groups, with about 10 in each group. one person in the group read or listen the sentence, which he or she must then memories and pass on to the next person, by whispering.

The next person will pass the sentence down the line to the next and so on until it finally gets to the last person in the group.

That person in the group will have to say what the sentence is.

Guess the word

Write definitions of words in sheet of paper and the answers and other

Paste the answer on the board.

Asks students to form two groups.

Gives the sheet of paper with definitions to each group.

Each group has to discover the word that correspond with the definition and paste the definition next to the word.

The winner group will be who finished first and correctly.

The mime

Write vocabulary words on individual index cards.

Break your class into two teams, and have one individual from each team act out the same word.

The team to correctly guess the word first scores a point.

Memory

Create your own memory game using vocabulary words.

Write each topic on individual index cards.

Ask the students make a circle.

The first students choose a card (which have the topics) and have to say a sentence saying a sentence (according to the topic) or a sentence that the teacher wrote on the board.

The next students have to repeat the sentence and include a new word about the topic. e.g.: my sister is a doctor and a secretary.

Teacher may ask to students to choose a new card when he/she thinks is appropriate in order to star with other and students continue playing in the same way.

Scavenger hunt

Ask students to form two groups.

Teacher gives to each group a sheet of paper which include the first clue to find a treasure in this clue you may include the new vocabulary e.g.: the next clue to find the treasure is next to the book).

Each group have to find the treasure following the clues then they have to write the words about the clues y read them.

The group that find first the treasure and wrote the words correctly will be the winner.

Scrabble

Ask students to form three groups.

Give several pieces of paper with letters for each group.

Now, students have to order / arrange the letters to form words about means of transportation.

When they find out the words they have to write one sentence for each word discovered and read it.

The winning group will be who finishes first and correctly. (You're Dictionary, 2015).

e. MATERIALS AND METHODS

Materials

In this research work three types of resources were used; human, material and technical. The human resources were: the researcher who made an intervention plan and implement it, thirty six students of seventh-year, the thesis advisor who gave suggestions to carry out in a good way the intervention plan, the teacher who controlled the class and helped when it was necessary. The material resources were beneficial to impart each lesson. The office supplies, the book, toys, posters, songs and videos helped to introduce and carry out the activities successfully. Finally, the technical resources, computer and the projector which were used to project the videos and songs.

Design of the research

The design of this research work was constructed on the Action Research, which was carried out in order to understand, to evaluate and to change a situation connecting the research to practice. It involves a self-reflective cycle proposed by Kemmis and Mc Taggart (2000). It contains the following stages, identifying a problem, designing a plan, acting and observing the process and consequence.

Methods

The information collected resultant from the application of the intervention plan was analyzed, through the following methods:

The Scientific method supported the implementation of cooperative learning games to increase the English vocabulary knowledge, the elaboration of the instruments and the analysis of the information gathered.

The Descriptive method permitted to describe the diverse stages of the research and the kind of resources used, and the object of the investigation.

The Analytic-Synthetic method facilitated to analyze the collected information through tests and questionnaires. Also it was adopted to interpret the data and draw up conclusions.

The Statistical method was used to make the quantitative statistical analysis of data resultant from the tests and the qualitative data received from the questionnaires, observations and teacher's diary. Similarly helped to tabulate the information and applied the formula $x = \frac{x}{n}$ to gather the mean.

Techniques and instruments

To gather the information, tests, questionnaires, observation and a diary were designed and applied at the beginning, during and after the application of the intervention plan.

Test

Two tests were used. A pre-test with seven questions of multiple choice, matching, unscramble and classification questions was used at the beginning of the intervention plan to diagnose the level of the students' knowledge about vocabulary. The same pre-test was used as a post-test and applied at the end of the intervention plan, to gather information about students' progress on vocabulary learned during the intervention

The test was directed in class and the researcher provided students a perfect explanation and made clear all interrogations raised.

Observation

With the observation sheets the researcher detected the students' performance during the lesson. It also helped to conclude what happened in the class and analyzed and revealed the results when the plan finished.

Questionnaire

A questionnaire with three closed questions and four multiple choice questions was used at the beginning and at end of the intervention plan to obtain data about students 'progress in English vocabulary.

Field diary

A diary was used by the researcher to record what happened in every lesson. It served to write the results during the intervention, relevant occasions during the observation or specific circumstances that happened.

Population

The students who participated in the development of this research were thirty six boys of seventh-year of Basic Education. They were between ten and twelve years old. They received two hours of English per week with a certified teacher.

f. RESULTS

This section of the research presents in detail how the objectives were accomplished.

The objective one which was to research the theoretical references about cooperative learning games and English vocabulary, was achieved with the research of theoretical references that were useful to support the two variables of this research to design the data collection instruments, to planning the intervention plan and to analyze the results obtained.

The second objective was accomplished with the pre-test results that are presented below in table 1, and allowed to diagnose the students' limitations in the English vocabulary.

The objective three was fulfilled with the design of the intervention plan. It was elaborated with eight lessons. Each one included different cooperative learning games: broken telephone, the mime, scavenger hunt, scrabble, guess the word and memory. This intervention were developed during two months with seventh year students of basic education.

The objective four was fulfilled through the implementation of cooperative learning games and the questionnaires results shown in tables from 2 to 8.

The objective five was corroborated with the post-test results that are shown below in table 9. Which helped to verify the intervention plan proposed.

Pre-test Results

Objective two: to diagnose the limitations that the seventh year students have in vocabulary learning.

a. Table 1

Pre-Test Scores of Seventh Year Students School in Vocabulary Learning

STUDENT'S CODE	F	M	U	TOTAL
	/4	/4	/2	/10
EJSOE01	1.8	2.8	0.3	4.9
EJSOE02	4	4	1	9
EJSOE03	3.3	4	1	8.3
EJSOE04	2.7	4	1	7.7
EJSOE05	2.9	3.8	1	7.7
EJSOE06	2.7	3.6	1	7.3
EJSOE07	2.9	4	0	6.9
EJSOE08	1.8	3.6	1	6.4
EJSOE09	1.5	3.6	1	6.1
EJSOE10	3.2	4	0.5	7.7
EJSOE11	1.5	4	2	7.5
EJSOE12	3.3	3.6	0.5	7.4
EJSOE13	2.9	3.2	0	6.1
EJSOE14	3.3	3	0.5	6.8
EJSOE15	2.8	4	1	7.8
EJSOE16	2.2	3.6	1	6.8
EJSOE17	2.1	3.4	0.5	6
EJSOE18	1.5	2.6	0	4.1
EJSOE19	0.9	2.8	0.5	4.2
EJSOE20	0.3	2	0	2.3
EJSOE21	0.3	2.8	0	3.1
EJSOE22	0.6	1.8	0.5	2.9
EJSOE23	0.6	2.3	0	2.9
EJSOE24	0.3	1.5	0	1.8
EJSOE25	1.4	2.6	0.5	4.5
EJSOE26	0.3	3.2	1	4.5
EJSOE27	0.6	1.6	1	3.2
EJSOE28	1.5	4	0	5.5
EJSOE29	1.3	3.2	0	4.5
EJSOE30	3	1.8	0	4.8
EJSOE31	2.8	2.2	0	5
EJSOE32	1.5	2	0	3.5
EJSOE33	2.4	3.6	0	6
EJSOE34	1.6	3.6	0.5	5.7
EJSOE35	2.6	2.7	0.5	5.8
EJSOE36	1.3	2.4	0.5	4.2
Mean	1.9	3.1	0.5	5.5

NOTE. EJSOE =Escuela Julio Servio Ordoñez Espinoza; **01**=Student's Code; **F**= Form, **M**= Meaning **U**= Use.

b. Interpretation and Analysis

Based to the data gotten in table 1, the total score gathered by students in vocabulary was 5.5 out of ten, which demonstrates that it is below the expected level 8/10 (see grading scale p.109). Analyzing the findings the highest score mean was for the meaning aspect shown by the score mean of 3.1/4 that place students in a high level and reveals that students identify and associate the words almost good only with few mistakes. However, the lowest score mean was for the aspect of use which has 0.5/2. This indicates that students were in a low level (see grading scale p.109) and proves that they were not able to apply the words to make sentences. Consequently, students had limitations in all vocabulary aspects, their poor knowledge on vocabulary made them incapable to identify and associate the words, likewise their pronunciation was incorrect and their sentences were wrong. Based on what has been said above, Nation (2001) says that are three aspects that teachers need to take into account when they teach and evaluate vocabulary they are: form, meaning and use that are so important to know perfectly in order to have a complete knowledge in vocabulary.

Comparison of pre- questionnaire and post-questionnaire results

Objective four: To apply cooperative learning games as a part of the lesson plan in order to solve the students' limitations in learning English vocabulary.

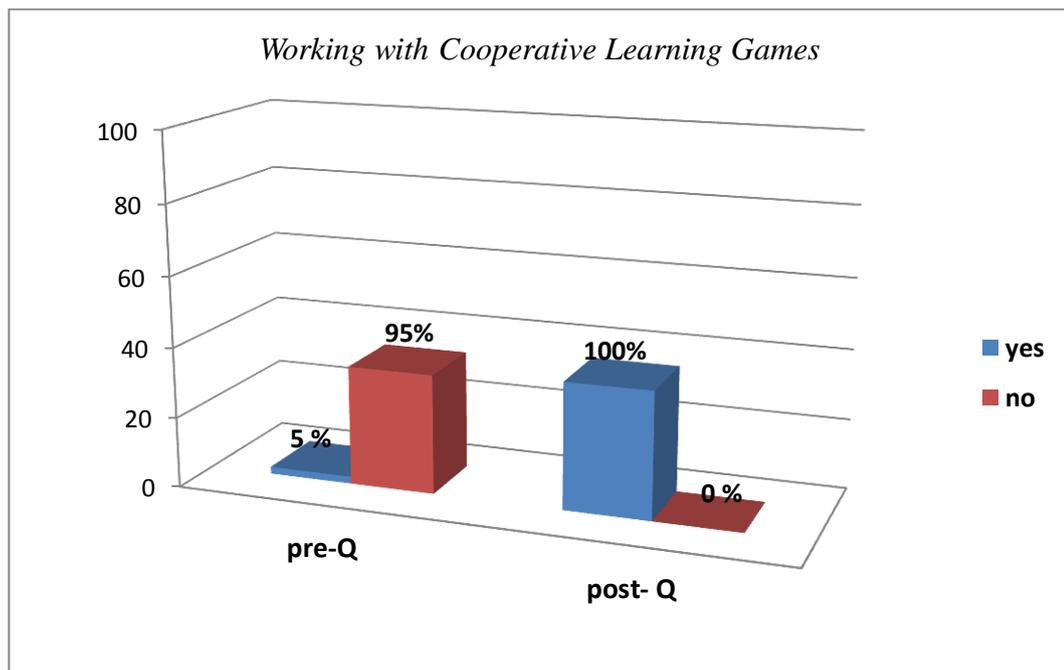
Question 1: Have you ever worked with cooperative learning games?

a. Table 2

Working with Cooperative Learning Games.

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	2	5	36	100
No	34	95	0	0
Total	36	100	36	100

b. Figure



c. Interpretation and Analysis

The data collected from this question stated that most of students represented by 95 percent answered they have never worked with cooperative learning games which indicates students did not practice activities in order to learn and increase their vocabulary through different activities. However, after the application of the

intervention plan the student's situation changed, all students had the opportunity to work in an enjoyable and participative way, knowing the different advantages that games provide. Deesri (2002, cited in Byrne 1995) defines games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

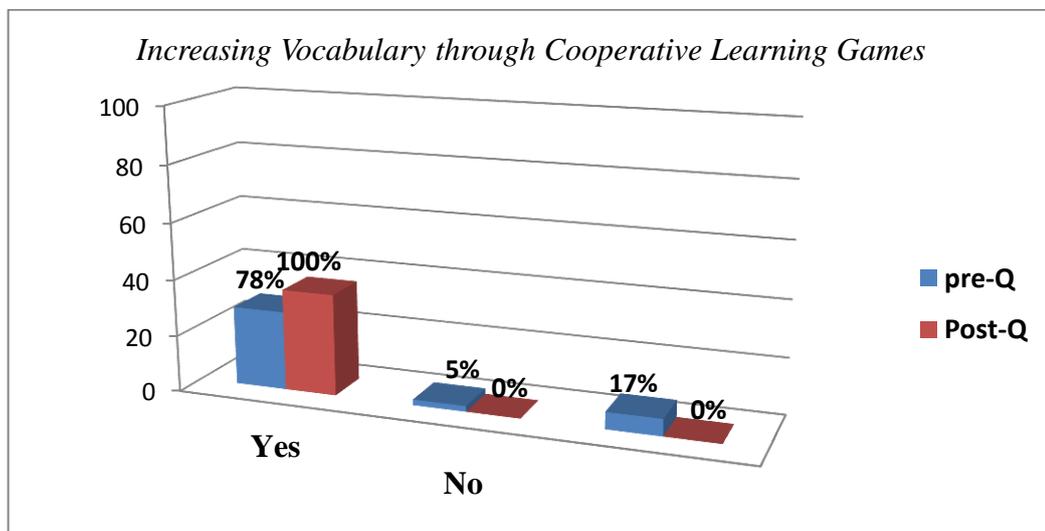
Question 2: Do you think that cooperative learning games help you to increase vocabulary?

a. Table 3

Increasing Vocabulary through Cooperative Learning Games

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	28	78	36	100
No	2	5	0	0
Sometimes	6	17	0	0
Total	36	100	36	100

b. Figure



c. Interpretation and Analysis

The data collected from this question stated that many of learners that correspond to the 78 percent considered that cooperative learning games help to increase vocabulary. It means that most of students were aware of the usefulness of this kind of games towards vocabulary learning. Even they had not worked before with cooperative learning games. However, after applying this strategy all students agreed that this type of games helped to increase the English vocabulary, they had the opportunity to learn and use new words while they were playing, getting excellent results in the increment of vocabulary. According to Nguyen ThiThanh and KhuatThithuNga (2003), students learn new vocabulary more quickly and retain it better when it is applied in a relaxed and comfortable environment such as while playing ESL games.

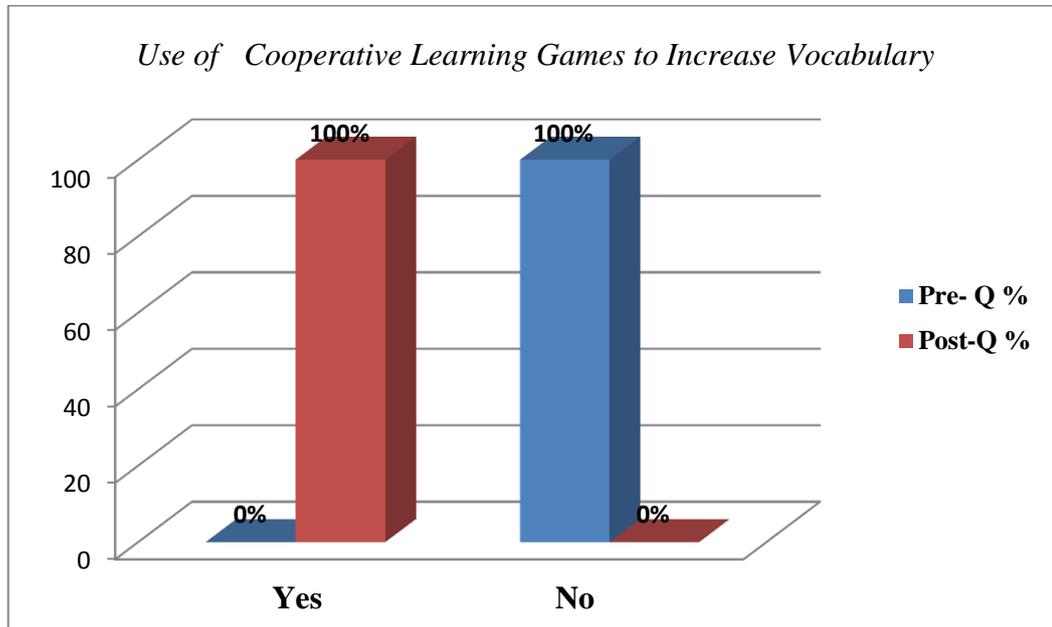
Question 3: Does the teacher use cooperative learning games to increase your vocabulary in the English class?

a. Table 4

Use of Cooperative Learning Games to Increase Vocabulary

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	0	0	36	100
No	36	100	0	0
Total	36	100	36	100

b. Figure



c. Interpretation and Analysis

After to the results gotten on the table 4 it is noticed that cooperative learning games have been not used during the classes before to apply the intervention plan , it shows that teacher uses others strategies to teach vocabulary, which have not demonstrated to get good results to increase the students' vocabulary. Nevertheless, after the intervention plan all of the students (100%) affirmed that cooperative learning games have been used in all classes during the time of application of the intervention plan, incrementing their vocabulary and their interest for the English learning.

According AngkanaDeesri (2002) games play a very important role in learning vocabulary, Some teachers think that language games are a waste of time and prefer not to use them is classroom since games sometimes have been considered for its one element that is fun. In fact games can provide EFL

(English as a Foreign Language) and ESL (English as a Second Language) students more than fun.

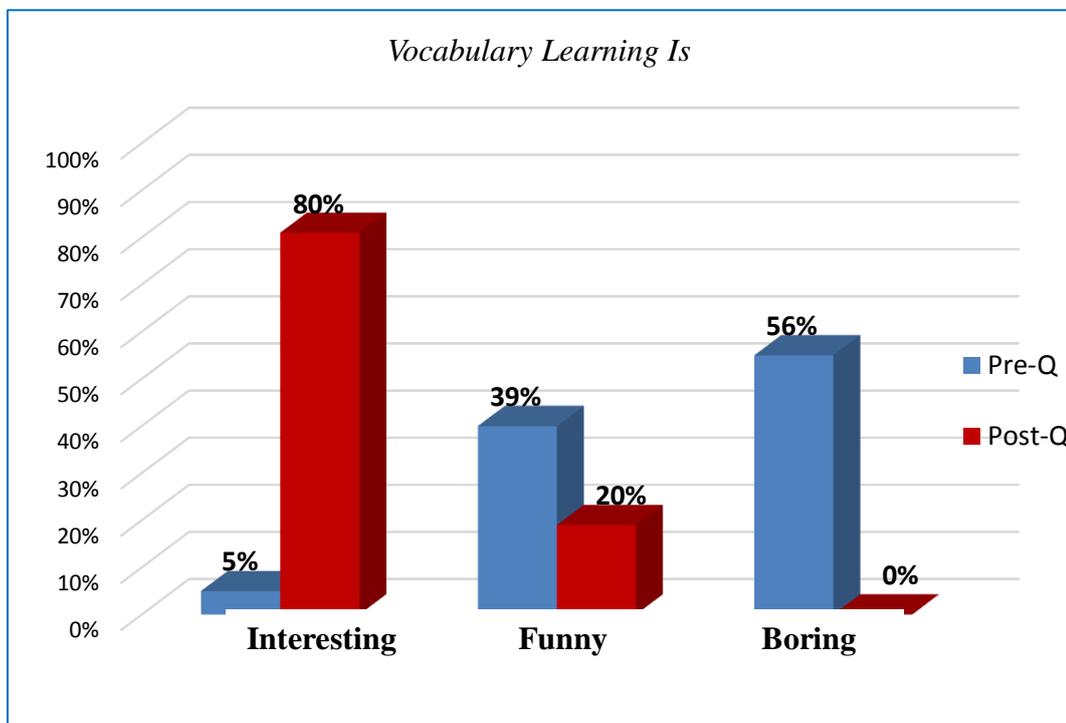
Question 4: In the English class the vocabulary learning is?

a. Table 5

Vocabulary Learning Is

	Pre- Questionnaire		Post -Questionnaire	
	F	%	f	%
Interesting	2	5	28	80
Funny	14	39	8	20
Boring	22	56	0	0
Total:	36	100	36	100

b. Figure



c. Interpretation and Analysis

In accordance with the results of table 5, more than half of the students represented by 56 percent manifested that the English classes are boring .It indicates that teachers did not give the necessary importance to the investigation of innovative strategies to get the interest of learners. So students require the implementation of a new strategy that increase their desire to learn vocabulary. However, after applying the same, many students corresponding to the 80 percent believe the English classes are interesting, this was due to with the implementation of cooperative learning games they learned vocabulary in a comfortable and funny manner. Randall S. Hansen, Ph.D. (2014) claimed that play some games is one of an easy way to increase vocabulary, word games that challenge you and help you discover new meanings and new words are a great and fun tool in your quest for expanding your vocabulary. Examples include crossword puzzles, anagrams, word jumble, Scrabble, and Boggle.

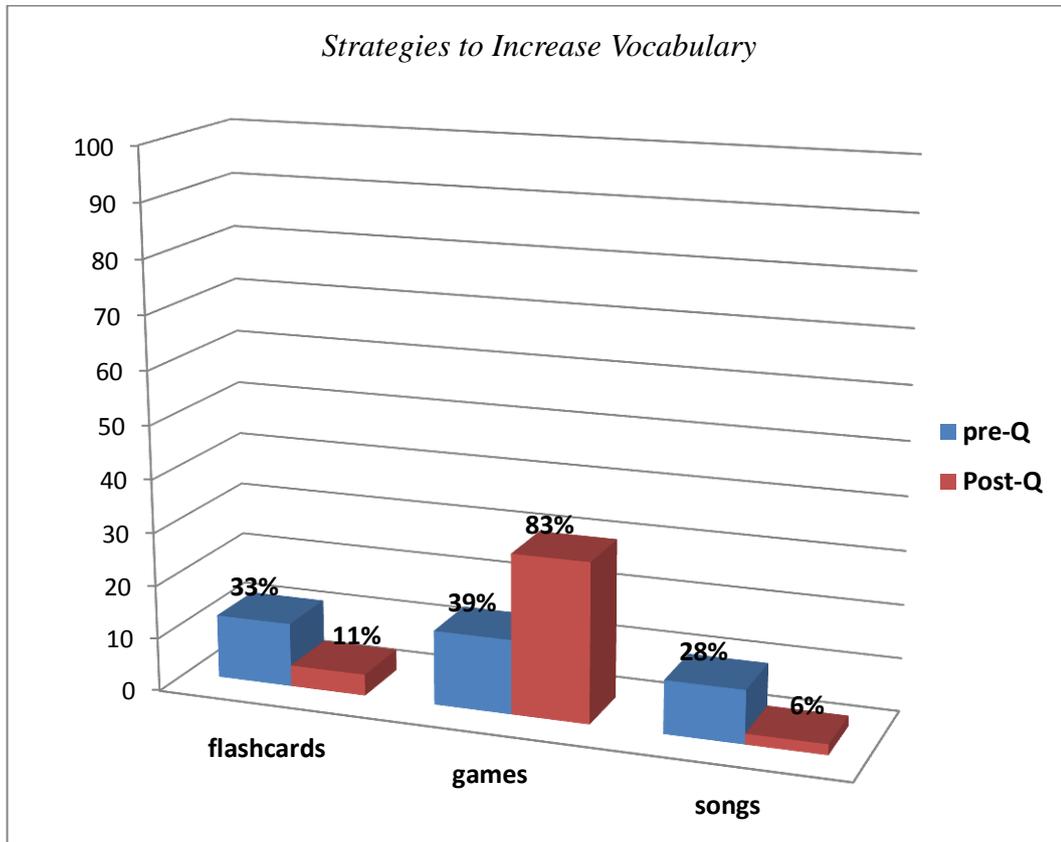
Question 5: Which strategies help you to increase vocabulary?

a. Table 6

Strategies to Increase Vocabulary

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Flashcards	12	33	4	11
Games	14	39	30	83
Songs	10	28	2	6
Total	36	100	36	100

b. Figure



c. Interpretation and Analysis

After the information collected the question 5 several learners corresponding by 39 percent answered that games are a good strategy to increase vocabulary but after applying the same, many students represented by 83 percent confirmed that the games are the best strategy to increase vocabulary it was, due to they already worked with this strategy and they saw excellent results. AngkanaDeesri (2002) reveals that there are several strategies used to improve student's language proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and games.

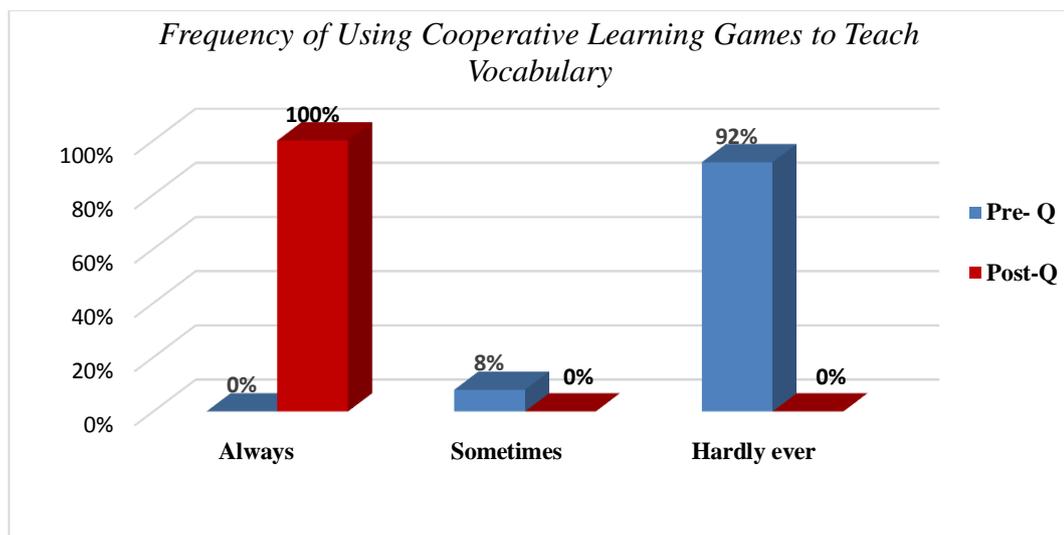
Question 6: How often does the teacher use games to teach vocabulary?

a. Table 7

Frequency of Using Cooperative Learning Games to Teach Vocabulary

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	0	0	36	100
Sometimes	3	8	0	0
Hardly ever	33	92	0	0
Total	36	100	36	100

b. Figure



c. Interpretation and Analysis

The data collection from this question affirmed that the majority of the students represented by 92 percent answered that teacher uses hardly ever games to teach vocabulary .It proves that students did not have the opportunity to use cooperative learning games to increase vocabulary with the appropriate frequency that they need in order to feel happy and interested in the vocabulary learning .But, after

applying the same, the outcomes were totally inverted all the students (100%) answered that cooperative learning games have been used by the teacher in all classes during the application of the intervention and their interest by vocabulary learning increased totally.. (MinooAlemi, 2010 , cited in Nicolson and Williams , 1975) affirms the games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated , When attention is hard to get and harder to keep.

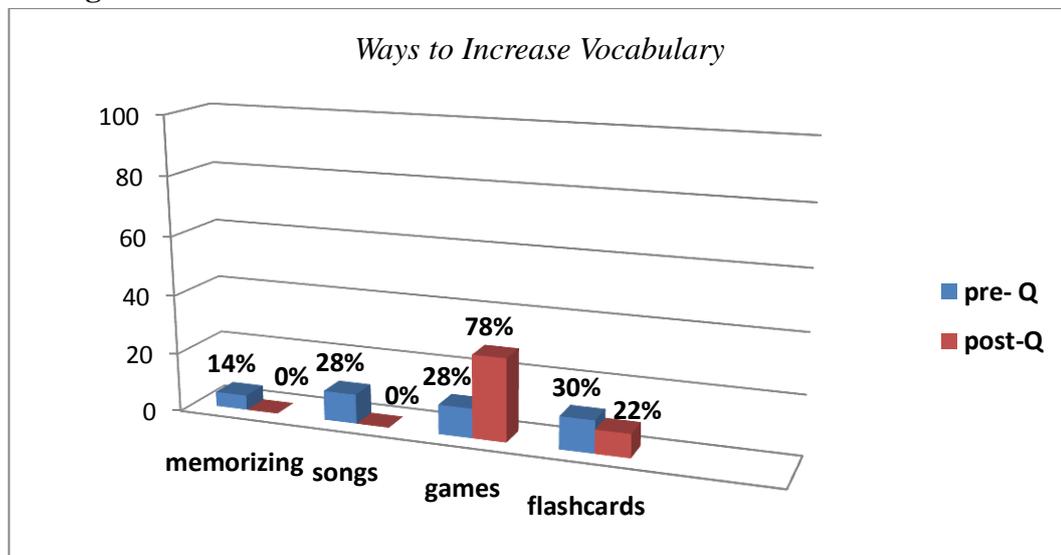
Question 7: In what way do you learn vocabulary?

a. Table 8

Ways to Increase Vocabulary

	Pre- Questionnaire		Post-Questionnaire	
	frequency	%	frequency	%
Memorizing	5	14	0	0
Songs	10	28	0	0
Games	10	28	28	78
Flashcards	11	30	8	22
total	36	100	36	100

b. Figure



c. Interpretation and Analysis

Based in the results gotten in the table 8, several learners represented by 30 percent said that they learn vocabulary through flashcards, it shows that they have different points of view about in what way they learn vocabulary nevertheless, and they were not sure what the best way to increase this strategy is. However, after applying the same question many students represented by 70 percent answered that games are the best way in which they learn .It means that after the application of the strategy of cooperative learning games to increase vocabulary, all students were conscious that games are the best way in which they learn vocabulary easier. So, like Suzanne Lyons (2015) says there are a lot of benefits of using cooperative learning games like a summary , cooperative learning games are a good way to teach to students, motivate them to study, encourage them the values, the teamwork and so on and at the same time develop the cognitive ability on students.

Post-test Results

Objective five: To reflect upon the effectiveness that the cooperative learning games had on students' vocabulary.

a. Table 9

Post-Test Scores of Students of Seventh Year School in Vocabulary Learning

STUDENT'S CODE	F	M	U	TOTAL
	/4	/4	/2	/10
EJSOE01	4	4	0.5	8.5
EJSOE02	4	4	2	10
EJSOE03	4	4	2	10
EJSOE04	4	4	2	10
EJSOE05	4	4	2	10
EJSOE06	4	4	0.5	8.5
EJSOE07	4	4	1	9
EJSOE08	4	4	2	10
EJSOE09	4	3.8	2	9.8
EJSOE10	4	4	2	10
EJSOE11	4	4	1.8	9.8
EJSOE12	4	4	2	10
EJSOE13	4	4	2	10
EJSOE14	4	3.8	1	8.8
EJSOE15	4	4	1.5	9.5
EJSOE16	4	4	1	9
EJSOE17	4	4	1.5	9.5
EJSOE18	4	4	0	8
EJSOE19	4	4	2	10
EJSOE20	4	3.2	2	9.2
EJSOE21	3	3.2	1	7.2
EJSOE22	4	3.6	1.5	9.1
EJSOE23	4	4	2	10
EJSOE24	0	2.4	0	2.4
EJSOE25	4	3.8	2	9.8
EJSOE26	3.8	4	0	7.8
EJSOE27	2.2	4	1.2	7.4
EJSOE28	4	2.8	0	6.8
EJSOE29	4	3.8	0.5	8.3
EJSOE30	4	3.8	1	8.8
EJSOE31	4	4	1.5	9.5
EJSOE32	3.5	4	1	8.5
EJSOE33	4	3.8	1	8.8
EJSOE34	4	3.8	1	8.8
EJSOE35	4	4	2	10
EJSOE36	2.6	4	1.5	8.1
Mean	3.8	3.8	1.3	8.9

NOTE. EJSOE = Escuela Julio Servio Ordoñez Espinoza; **01**=student's code; **F**= form, **M**= meaning, **U**= use.

b. Interpretation and Analysis

According to the data gathered in table 9, the total score mean students gathered was 8, 9 out ten, which is over the expected level 8/10 (see grading scale, p.109). The highest score mean 3, 8 /4 for both aspects form and meaning which indicates that students are in an excellent level (see grading scale, p.109) due to they identified and associated the words appropriately and also, they could pronounce and spell the words correctly. The lowest score mean was for the use aspect with 1.3/2 they reached an acceptable level (see grading scale, p.109). This is because most of students were able to make correct sentences using the new words. Thus, these results demonstrated that students increased their level in both aspects form and meaning almost 100% with a perfect progress. Subsequently, students increased their vocabulary knowledge in all its aspects feeling interested and motivated to learn English vocabulary.

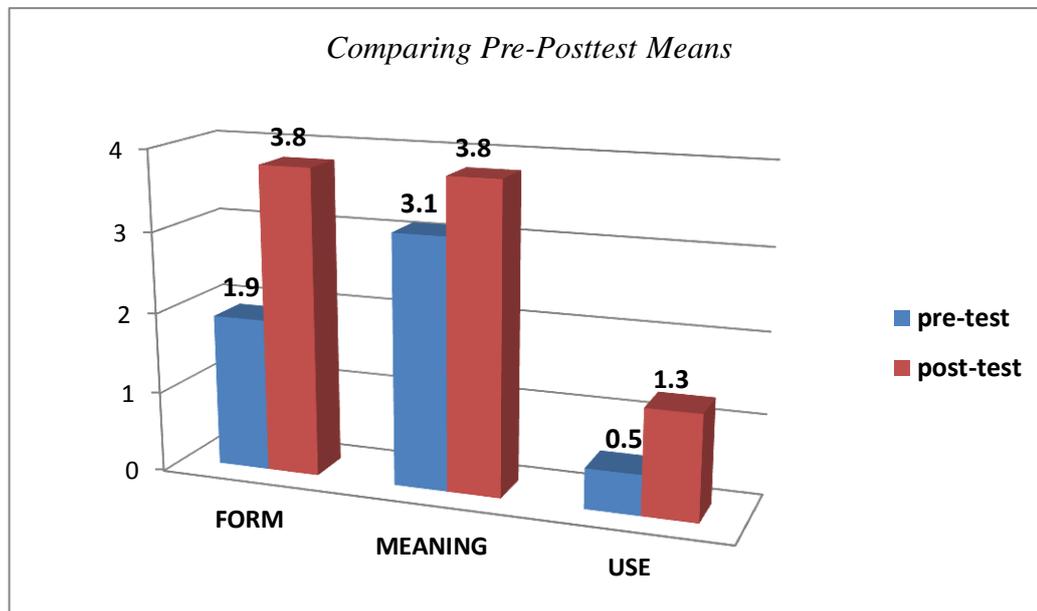
According to Helena fariska putri (2010) Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas.

a. Table 10

Comparing Pre-Posttest Means of Seventh Year Students in English Vocabulary

Aspects	pre-test	post-test
form	1.9	3.8
meaning	3.1	3.8
use	0.5	1.3
total	5.5	8.9

b. Figure



c. Interpretation and Analysis

The information in table 10 shows the result of the total mean of the pre-test and post-test for each aspect. Thus, it indicates that the cooperative learning games strategy applied, had a good influence in learning students' vocabulary. As it is noticed all aspects were improved, in form they changed the mean score from 1.9/4 to 3.8/4, in meaning from 3.1/4 to 3.8/4 and in use from 0.5/2 to 1.3/2. So, the implementation of games as a part of the lesson was successful, let students to pronounce, spell, identify, associate and make correct sentences using the words learned. The improvement was really considerable having a progress of the mean from 5.5/10 to 8.9/10. As a result, the strategy implemented during the development of this work had a meaningful impact on the students' vocabulary knowledge.

g. DISCUSSION

The results on this investigation, showed that the implementation of cooperative learning games as a strategy had a positive effect on the increase of Students English vocabulary. This effect was presented in the findings in the pre-posttest, which were applied at the beginning and at the end to thirty six students of seventh year of Basic Education at "Julio Servio Ordoñez Espinoza" School, The outcomes in the pre and posttest, pre and post questionnaires, the researcher's diary and observation sheet, similarly exposed the significant effect that this strategy produced on students' vocabulary. These results were consistent with Nguyen ThiThanh and KhuatThithuNga (2003) who state student's seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing ESL(English Second Language) games.

The intervention plan focused on cooperative learning games changed the vocabulary knowledge of learners from a low level to a high. This adjustment can be seen in the great increment of the students score mean from the pre-test that was 5.5/10 and in the post test mean which was 8.9/10. So, the pre-test showed that most of students had problems in all aspects of vocabulary. In form, they had problems in spelling and pronunciation. In meaning, students had problems to identify and associate the words, and finally in the use, they did not know how to structure a sentence. In the post test after the intervention the findings indicated that there was an improvement in all aspects of vocabulary. Such as, they

achieved suitable spelling and pronunciation in form, correct associations of the words in meaning and coherent sentences in the use. As a conclusion, through the implementation of cooperative learning games students increased their English vocabulary in all its aspects.

Through the application of the intervention plan, the student's attitude towards the implementation of cooperative learning games was good and it was improving class by class, taking into account the problems that students faced at the beginning in all aspects of vocabulary. The learners' improvement was slow in the first stages, but then, during the process students step by step started improving their pronunciation and spelling of the words, identified and associated adequately the words and also the use of these ones in sentences was more appropriate. Consequently, at the end of the process the results were positive because this strategy not only help to improve each aspect of vocabulary but also develop positive attitude toward English learning.

Additionally, this research had certain strengths and limitation during the intervention that influenced on students` progress. A number of strengths in the implemented application were that students were so excited to participate in class having a lot of interest to all the instructions. Also, the period used for every class was the required for achieving their participation because they used the vocabulary as much as they could. Nevertheless, there was a limitation to be considered, it was the large number of students which caused they sometimes made rampage.

Moreover, it is important to note the progress in vocabulary learning that students experimented with regard to cooperative learning games. Students felt motivated and pleased to learn English vocabulary. They were enthusiastic to use the new vocabulary while they were playing games .Consequently, they could increase their English vocabulary knowledge that was proven in the last results obtained in the post-test and post-questionnaires.

h. CONCLUSIONS

- The problems that students of seventh year of basic school faced were in relation to form, meaning and use. Students had a lot of mistakes on pronunciation and spelling also, they were incapable to identify and associate the words and in use they had problems to place the words in sentences properly. Also, students felt bored learning vocabulary. Likewise the strategies and activities used in the English classes were not enough to increase vocabulary and get the students` interest on the English learning.
- The implementation of cooperative learning games contributed to overcome the English vocabulary difficulties that students had. Their pronunciation and spelling improved significantly, they identified and associated the words suitably and also, they used the appropriate words in sentences according to the content.
- The findings of the research showed that the implementation of cooperative learning games as a strategy was successful, due to it increased the students` desire for learning English. This is, they felt more comfortable to performing activities, they were more motivated to participate during the class, and their confidence in themselves to share with partners at the moment of speaking English, increased considerably.

i. RECOMMENDATIONS

- Teachers should recognize the problems that their students have in language learning mainly in vocabulary knowledge by giving tests, making observations and applying questionnaires. The information gathered from them can be used as feedback to change the teaching and learning methods in order to motivate students to learn and participate more, and create a comfortable environment while they learn English vocabulary.
- Teachers should implement new strategies that are suitable to encourage students in learning and using English vocabulary such as cooperative learning games. This strategy gives students the opportunity to learn in a free and a fun way new vocabulary and simultaneously, they enjoy the English learning.
- Teachers should work most of the time with cooperative learning games in order to increase students' vocabulary in all aspects properly. This kind of games challenge students to work individually and cooperate while building self-esteem, develops their cognitive ability, eliminates the fear of failing and encourage students to use the words learned while they take pleasure of the English learning.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE IMPLEMENTATION OF COOPERATIVE LEARNING GAMES AS A STRATEGY TO INCREASE THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS AT “JULIO SERVIO ORDÓÑEZ ESPINOZA” SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 - 2015.

This thesis project is a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language

AUTHOR

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1859

LOJA – ECUADOR

2015

a. THEME

THE IMPLEMENTATION OF COOPERATIVE LEARNING GAMES AS A STRATEGY TO INCREASE THE ENGLISH VOCABULARY AMONG SEVENTH YEAR STUDENTS AT “JULIO SERVIO ORDÓÑEZ ESPINOZA” SCHOOL IN LOJA CITY, DURING THE ACADEMIC PERIOD 2014 - 2015.

b. PROBLEM STATEMENT

Background

“Prof. Julio Servio Ordóñez Espinoza” School is an elementary school which was founded on October of 1938 with the name of “ Indoamerica” School. It is located on Universitaria Avenue between Juan Salinas and Juan Rodríguez Streets. Its first Principal was the Teacher Honorio Cabrera. In January , 1941 the institution was named José Angel Palacio.

In 1955 the school started working with 6 courses, but in 1963 the number increased to 12 with 600 students. This was the reason, why the principal asked for other place in order to students work better. So, the Consejo Municipal donated a place in which the school was built .Also, the staff contributed to do it. They were teacher Rogelio Valdivieso , Dr. Miguel Aguirre , Dr. Alfredo Aguirre , Dr. Luis Amable Delgado , Mr. Manuel Fernandez , Dr. Francisco Costa and Dr. Nelson Samaniego.

On November 8th of 1974 with the intervention of the supervisor of the school Mr. Hector García, the school was divided in two sections. The morning section has the name of José Angel Palacio n° 1 and the afternoon section José Angel Palacio n° 2.

In 2002 the principal of this institution was teacher Julio Ordóñez Espinoza , but on October 11th of 2002 he had an accident in which he died. Due this situation teachers, parents and students made an agreement to ask the provincial

education authorities to change the institution name by “Profesor Julio Servio Ordoñez Espinoza” for the morning section .Nowadays the principal of this school is the Mr. Rodrigo Espinoza Ordóñez.

Description of the current situation of the research problem.

Vocabulary knowledge is important because it encompasses all words. Learners can express ideas, have an effective communication, and learn about new concepts. Also, the knowledge of vocabulary allows students to develop all the skills reading , listening, writing and speaking. Consequently, there is a tremendous need for more vocabulary instruction at all grade levels around the world. According Texas Education Agency (2002) “The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies”. But, for some students, there are significant obstacles to learn English vocabulary and to be successful in school. Some of them are: the students do not have enough knowledge about the English language, they do not read outside of school, there are students with reading and learning disabilities, they try to memorize all words and do not know exactly what is the meaning, students feel confuse about the function of the words and they study English by obligation, feeling uncomfortable and bored about the subject.

In the same way in the school of Basic Education “ Julio Servio Ordoñez Espinoza” after the class observations done, with students of 7th year, it was found that the students have a big lack of vocabulary knowledge in all aspects, in form they are not able to pronounce and spell the words correctly, in meaning they

do not identify and associate the words and finally in the use they are confuse about the grammatical functions and how to place of the words in a sentence consequently ,they are incapable to make sentences using the words. This problems do not permit them to develop the language skills, so is necessary to implement a new strategy in order to help students increase their English vocabulary and at the same time to encourage and motivate them to continue learning English.

For this reason, the researcher considers that the implementation of cooperative learning games will contribute to increase the English vocabulary, and to make students feel happy and free in the English learning.

Research problem

How do cooperative learning games serve as a strategy for increasing the English vocabulary among seventh year students, at “Julio Servio Ordóñez Espinoza” School in Loja city, during the academic period 2014-2015

Delimitation of the research

Temporal

This research will be carried out during the academic period 2014-2015.

Spatial

The Julio Servio Ordóñez Espinoza School is the establishment in which the research will be carried out.

Observation Units

- Students and English teacher of seventh year.

Subproblems

- What kind of theoretical references about English vocabulary and cooperative learning games are appropriate to help students of seventh year, at “Julio Servio Ordoñez Espinoza” school during the academic period 2014 -2015?
- What are the problems that limit the vocabulary learning of the seventh year students?
- What are the important phases of the intervention plan that address the current issues of the English vocabulary of the seventh year students?
- Which cooperative learning games as a strategy are implemented to increase the English vocabulary knowledge among seventh year students?
- How does the implementation of cooperative learning games solve the limitation of the English vocabulary learning of seventh year students?

c. JUSTIFICATION

The researcher has chosen to implement cooperative learning games as a strategy to increase the English vocabulary among seventh year students of Basic Education at “Julio Servio Ordóñez Espinoza” school, due to cooperative learning games facilitate learning and promote the development of the students’ mind, maintaining social connections with their partners and teachers, encouraging and engaging in enjoyable activities to practice the language freely.

This research work is relevant because it might provide to students a funny way for learning English vocabulary. Cooperative learning games are a good strategy to teach vocabulary, it might make students become more interested, and to have the desire to participate and practice the language

This research work will be helpful due to it is going to help the researcher to get much experience inside the educational field and also to have professional experience.

Finally, this research will be made in order to get the Bachelor’ degree in the English language and because, it is a requirement of the university.

d. OBJECTIVES

General

- To increase the English vocabulary through the implementation of cooperative learning games as a strategy among seventh year students, at “Julio Servio Ordóñez Espinoza” School, during the academic period 2014-2015.

Specific

- To investigate the theoretical references on about vocabulary learning in the English language and cooperative learning games as a strategy to help the seventh year students at “Julio Servio Ordóñez Espinoza” School.
- To diagnose the limitations that the seventh year students have in vocabulary learning.
- To design an intervention plan that features cooperative learning games to increase the students’ vocabulary
- To apply cooperative learning games as a part of the lesson plan in order to solve the students’ limitations in learning English vocabulary.
- To reflect upon the effectiveness that the cooperative learning games had on students’ vocabulary.

e. THEORETICAL FRAMEWORK

Vocabulary

Definition

According to Merriam-Webster (2015) vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. In another way, according to Hornby (2005) vocabulary is as a collection or list of words with brief explanations of their meanings. While, Linse (2005:121) says that vocabulary is the collection of words that an individual knows.

So, based on the previous definitions vocabulary are the words that an individual person knows and uses being so vital for the communication.

The Importance of Vocabulary in English Learning

According to Helena fariska putri (2010) Vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their ideas.

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English, the mastery of vocabulary.

How to teach effectively vocabulary

According to Reading Horizons (2014) there are a few evidence-based practices that can help your students ‘own’ vocabulary words that they are explicitly or implicitly taught.

Read Aloud

Read aloud are probably the best-known way to expose students to the meaning of words that are beyond their level to decode. Intentionally select words that you want teach before reading out loud.

Associate the ‘new’ with the ‘known’

Point out and explore connections and relationships between new words and words that students already use in their vocabulary. For example: what is the relationship between the word ‘car’ and the word ‘vehicle’? How is it different? What is the difference in the degree of emotion displayed when you are ‘mad’, ‘angry’, or ‘livid’? These explorations can be fun and will go a long way in giving students immediate access to the meaning of words.

Use new words in sentences

Using a new vocabulary word in the context of a sentence will further support students in understanding the word as well as recognizing it when they hear it again. In fact, use the same vocabulary word in multiple sentences. Here are some examples using the word ‘compulsory’.

- To win the prize, attendance at the game is compulsory.
- Is this homework compulsory or voluntary?

When you model new words in this way, students are more likely to use them in their speaking vocabulary as well.

Create opportunities for students to see, hear, read, and write the new words

A student truly owns a word when they can effortlessly use it when they speak and write. Make it ‘compulsory’ for students to use the new vocabulary word at least five times in their conversations with classmates. Keep track of how many times the new word is used in the classroom. Encourage students to use the word at home with their family members. Reward students when they correctly use the new words in their writing.

Students also need to receive explicit instruction in fluency, comprehension, and vocabulary to become proficient readers. Vocabulary instruction has a powerful affect in all components of proficient reading when vocabulary increases, learning increases and the good news is that vocabulary instruction is fun.

Vocabulary aspects

According to Nation (2001) there are some aspect that teachers need to take into account when they teach and evaluate vocabulary

ASPECT	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	spoken	How is the word pronounced?	How is the word pronounced?
	written	How is the word written and spelled?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the

		What word parts are needed to express the meaning?	meaning?
MEANING	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
		What word form can be used to express the meaning?	
	concept and referents	What is included in the concept?	What items can the concept refer to? What other words could people use instead of this one?
		What items can the concept refer to?	
	associations	What other words does this make us think of?	What other words could we use instead of this one?
		What other words could we use instead of this one?	
USE	grammatical functions	In what patterns does the word occur?	In what patterns must people use this word? What words or types of words must people use with this one?
		In what patterns must we use this word?	
	collocations	What words or types of words occur with this one?	Where, when, and how often can people use this word?
		What words or types of words must we use with this one?	
	constraints on use	Where, when, and how often would we expect to meet this word?	

Types of vocabulary

According to Montgomery, J.K. (2007) there are four types of vocabulary; listening, speaking, reading and writing.

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations

and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the second largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Think about it:

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon. (Mental dictionary). Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

According to the information above, there are 4 types of vocabulary, listening: the words we hear and understand, speaking: the words we use when we speak,

reading: the words we understand when we read text and writing: the words we can retrieve when we write to express ourselves.

Ways to increase vocabulary

According to Nguyen ThiThanh and KhuatThithuNga (2003), students learn new vocabulary more quickly and retain it better when it is applied in a relaxed and comfortable environment such as while playing ESL games. AngkanaDeesri (2002) reveals that there are several strategies used to improve student's language proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role– play, and games .Additionally, Randall S. Hansen, Ph.D. (2014) notices that there are seven easy ways to increase vocabulary and learn new words.

- ***Read, read, and read.*** The more you read -- especially novels and literary works, but also magazines and newspapers -- the more words you'll be exposed to. As you read and uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.
- ***Keep a dictionary and thesaurus handy.*** Use whatever versions you prefer -- in print, software, or online. When you uncover a new word, look it up in the dictionary to get both its pronunciation and its meaning(s). Next, go to the thesaurus and find similar words and phrases -- and their opposites (synonyms and antonyms, respectively) -- and learn the nuances among the words.
- ***Use a journal.*** It's a good idea to keep a running list of the new words you discover so that you can refer back to the list and slowly build them into your

everyday vocabulary. Plus, keeping a journal of all your new words can provide positive reinforcement for learning even more words -- especially when you can see how many new words you've already learned.

- ***Learn a word a day.*** Using a word-a-day calendar or Website -- or developing your own list of words to learn -- is a great technique many people use to learn new words. This approach may be too rigid for some, so even if you do use this method, don't feel you *must* learn a new word every day. (Find some word-a-day Websites at the end of this article.)
- ***Play some games.*** Word games that challenge you and help you discover new meanings and new words are a great and fun tool in your quest for expanding your vocabulary. Examples include crossword puzzles, anagrams, word jumble, Scrabble, and Boggle.
- ***Engage in conversations.*** Simply talking with other people can help you learn discover new words. As with reading, once you hear a new word, remember to jot it down so that you can study it later -- and then slowly add the new word to your vocabulary.

How to Assess Vocabulary

Having a strong vocabulary allows you to communicate well with others and to succeed on standardized tests. Teachers teach vocabulary to students in their first language as well as to students who learn a foreign language. Methods of assessing vocabulary differ depending on your aim in testing the vocabulary knowledge.

Define the Word

One way to assess vocabulary is to ask a person the definition of the word. This means that if a teacher assigns students a list of vocabulary words to learn, the easiest way to assess whether a student has mastered these new vocabulary words is to give them a closed book test in which they must provide the definitions.

However, this type of formal test is an incomplete method of assessing vocabulary because:

- It is incomplete because it is artificial. It is rare for a person to encounter a word in an isolated setting and be asked to define it.
- The true value of knowing a word is to be able to use it; and knowledge of a word is often easiest to obtain if the word is used in context.

Use in Context

A more complete method of assessing vocabulary is to decide whether a student can use a word properly in context, or recognize and discern the definition in context.

Common Mechanisms Used in Schools

These mechanisms include:

- Observational data (What can you determine about the person's vocabulary from having a conversation with them)
- Vocabulary games
- Teacher created tests

- Word journals (journals where students keep track of the words they have learned and definitions)
- Standardized tests (The website mentions the Peabody Picture Vocabulary test, but other more advanced standardized tests such as the SAT, GRE and GMAT all encompass a vocabulary portion as well) (Your dictionary, 2015).

Additionally, Johnson (2001) suggests that teachers should assess vocabulary in their classrooms using written work, cloze passages, hinky pinkies (riddles), memory games, teacher tests, and by asking students directly.

Cooperative learning games

Definition

Cooperative learning games are games which emphasize participation, challenge, and fun rather than defeating someone. Cooperative games are not new. Some of the classic games we participated in as children are classic because of the play emphasis. There may be competition involved, but the outcome of the competition is not losing and sitting out the rest of the game. Instead, it may involve switching teams so that everyone ends up on the winning team (Adam Fletcher & Kari Kunst, 2006).

Benefits of using cooperative learning games

According AngkanaDeesri (2002) games play a very important role in learning vocabulary, Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered for its one element that is fun. In fact games can provide EFL (English as a Foreign Language) and ESL (English as a Second Language) to

students more than fun. Suzanne Lyons (2015) notices that there are a lot of benefits of using cooperative learning games:

- All students benefit (nobody is left out).
- Less teacher directed (student centered).
- Students are primary decision makers.
- Teacher provides a challenge--students determine response.
- Opportunity for students to work together, struggle, deal with failure and master the problems presented to them.
- Students build better relationships with team members.
- Students interact verbally and physically in order to master challenges presented.
- Develops cognitive ability in students.
- Students learn to think fast, make quick decisions, and understand rules and strategies.
- Builds self-confidence for individuals and groups.
- Cooperative learning games, challenge students to work individually and cooperate while building self-esteem.
- Team building helps students learn how individual efforts combine to help the team accomplish goals.
- Team building teaches students how to fail and succeed teaches them to become good teammates and help foster their self-esteem.
- Team building requires that certain rules be kept and that if the rules are broken, consequences must be suffered or sacrifices made.

- Cooperative learning games eliminate the fear of failing and makes sure everyone becomes a winner.

How to choose a game to teach English to children

According Tyson, R. E. (2000) there are some important aspects that teachers need to take into account when they choose a game to teach children.

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language.
- A game should give students a chance to learn, practice, or review specific language material.
- A game should be familiar by children.

How to teach vocabulary with cooperative learning games

The games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated , when attention is hard to get and harder to keep (Mino Alemi, 2010, cited in Nicolson and Williams , 1975). According Cameron Dynne (2001) teachers need to pay attention to some important things when they teach children with the use of cooperative learning games

- Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

- There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector and many others object surround them, that teachers may include in order to engage students with the topic and use during the develop the class.
- Games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games should be at the heart of teaching (foreign) languages.
- Games can be used at all stages of the lesson. But teachers must be sure that games provided, are appropriate and carefully selected by the teachers.

Cooperative learning games to teach English vocabulary

These are some appropriate cooperative learning games to teach vocabulary.

Broken Telephone

- First the class is divided into a few groups, with about 10 in each group. one person in the group read or listen the sentence, which he or she must then memories and pass on to the next person, by whispering.
- The next person will pass the sentence down the line to the next and so on until it finally gets to the last person in the group.
- That person in the group will have to say what the sentence is.

Guess the word

- Write definitions of words in sheet of paper and the answers and other

- Paste the answer on the board
- Asks students to form two groups
- Gives the sheet of paper with definitions to each group.
- Each group has to discover the word that correspond with the definition and paste the definition next to the word.
- The winner group will be who finished first and correctly.

The mime

- Write vocabulary words on individual index cards.
- Break your class into two teams, and have one individual from each team act out the same word.
- The team to correctly guess the word first scores a point.

Memory

- Create your own memory game using vocabulary words.
- Write each topic on individual index cards.
- Ask the students make a circle.
- The first students choose a card (which have the topics) and have to say a sentence saying a sentence (according to the topic) or a sentence that the teacher wrote on the board.
- The next students have to repeat the sentence and include a new word about the topic. e.g.: my sister is a doctor and a secretary.
- Teacher may ask to students to choose a new card when he/she thinks is appropriate in order to star with other and students continue playing in the same way.

Scavenger hunt

- Ask students to form two groups.
- Teacher gives to each group a sheet of paper which include the first clue to find a treasure in this clue you may include the new vocabulary e.g.: the next clue to find the treasure is next to the book)
- Each group have to find the treasure following the clues then they have to write the words about the clues y read them.
- The group that find first the treasure and wrote the words correctly will be the winner.

Scrabble

- Ask students to form three groups
- Give several pieces of paper with letters for each group
- Now, students have to order / arrange the letters to form words about means of transportation.
- When they find out the words they have to write one sentence for each word discovered and read it.
- The winning group will be who finishes first and correctly. (You're Dictionary, 2015).

f. METHODOLOGY

Design of the research

The present Research work is based on the Action Research as a constructive inquire, which is carry out in order to understand, to evaluate and then to change a situation, at the time Research is conducting in improve educational practice.

This study is an educational research that will allowed the practitioner to study and practice a variety of aspects making use of cooperative learning games, with the purpose to increase the vocabulary knowledge.

Methods, techniques and instruments

Methods

The following general methods will be applied along the Research:

The scientific method : It will facilitate the study of appropriate resources to increase vocabulary knowledge. Also, it will help in the observation don't before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

The descriptive method: It will be useful to describe the different stages of the study and the kind of the research used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic- synthetic method: It will be used to analyze and interpret the obtained results through the tests. It also will help to drawn up the conclusion.

The statistical method: It will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the questionnaires, observation and teacher 's dairy.

This research work also will follow the process of action research which includes planning, acting, observing and reflective, proposed by (Kemmis,2000).

This process will help the researcher to see if any necessary modification of amendment would be necessary to increase student's vocabulary knowledge.

The process of the research will be carry out systematically by collecting data on one's every day practice, analyzing it in order to draw conclusions about how future practice should be

Techniques and instruments

Data collections

To collect the data, test, questionnaires, observations and a dairy will be design and applied at the beginning, during and after the application of the intervention plan.

Test

Two kinds of tests will be used. A pre-test of multiple choice, matching unscramble, classification and written questions will be used to collect student's answers, in order to diagnose the level of the students 'knowledge about vocabulary, at the beginning of the intervention plan. The same pre-test will be used as a post-test and applied at the end of the intervention plan, to obtaining

information about students' progress on vocabulary learned during the intervention.

The test will be conducted in class and the researcher will give students a clear explanation and clarified all queries raised.

Questionnaire

A pre- questionnaire and post-questionnaire of seven closed and multiple questions will be used to collect students' answers about English vocabulary, at the beginning and at the end of the intervention plan .This will allow students to provide a whole range of responses .The post questionnaire will be used to collect information about students' progress in English vocabulary.

Observation

Through the observation sheet the researcher will observe the students' performance during the lesson. It also will be used to determine what has happened in the class and then analyze and reflect upon the findings when the plan ends.

File dairy

The researcher will use a dairy to record what happens in each lesson. It will help to write the findings during the intervention, relevant events during the observation or particular situation that happen.

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with the application of two tests. The first one will be applied at the beginning of the study to collect data from the students. And the other one will be applied at the end to verify if students increase or not their vocabulary.

During the development of the lessons a variety of activities will be introduced to practice and increase students' vocabulary knowledge. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance.

The findings before and after the intervention plan will be compared and analyzed to draw the conclusions, the conclusions and recommendations about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information gathered in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partner and the school.

Description

The obtained data will be described and represented in graphics considering the information pre and post intervention. The description of each question will be

completed to facilitate the interpretations of the information shown, and also to do a logical analysis of the data received.

Population

The students of seventh year of Basic Education will be who participate in the development of this research. The participants of the research are 36 boys of seventh year of Basic Education. They are between ten and twelve years old. The students receive two hours of English per week with a certificate teacher.

Intervention and observation plan

Alternative:

The implementation of cooperative learning games to increase the English Vocabulary, among seventh year students at “Julio Servio Ordóñez Espinoza” School.

Objective:

To increase the English vocabulary through the implementation of cooperative learning games as a strategy among seventh year students, at Julio Servio Ordoñez Espinoza school during the academic period 2014-2015.

Introduction

The intervention plan is a two months program that will prepare students of seventh year of Basic Education to increase the English vocabulary through the implementation of cooperative learning games.

The goal of the intervention plan is to motivate students to increase their vocabulary in a funny way through:

- Performing Cooperative learning games (which will be adapted to the topics, interests and needs of the students.)
- Group work activities
- Writing sentences
- Asking question

Each lesson will be developed considering three steps: Engage .Study and Activate phases (ESA). Taken from Harmer, J. (2007) How to Teach English.(7th ed.) England, Edinburg.

Engage

Here, teacher tries to arouse student's interest by involving their emotions so, it will be done showing pictures, posters, videos, toys (one for each class) and asking students to predict the topic.

Study

This step focuses on the language and how it is constructed. New information or a revision of previously learned information can be included during this step. Therefore, it will be done making a review about the vocabulary topic, focusing on the meaning, spelling, pronunciation and grammatical functions

Then, students will practice the vocabulary learned playing a cooperative learning game : the broken telephone, the mime, scavenger hunt, scrabble, guess the word, memory (one for each class) After that, researcher will check and correct the mistakes made in the game.

Activate

This phase refers to the use and practice of the language focus on the study segment of the lesson. It will be done asking questions to students about the vocabulary topic that students learned taking into account the meaning, spelling pronunciation and grammatical function.

Period:

This plan will be carried into effect throughout the months of April and May during the academic period 2014 – 2015.

RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Pre-test and pre-questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE 2H	<ul style="list-style-type: none"> To answer the pre-test To answer the pre-questionnaire. 	<ul style="list-style-type: none"> Pre-test about, professions, illnesses, food, means of transportation, and nature. Post-questionnaire about cooperative learning games. 	<ul style="list-style-type: none"> Researcher gives the pre-test to students. Researcher explains about the test to students. Students answer the pre- test questions Researcher monitors and clarifies doubts. Researcher gives the questionnaire to students. Researcher explains students the questions Students answer the pre-questionnaire 	<p>Pre-test</p> <p>Pre-questionnaire</p>

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

NOTES.....

RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO 2h	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Identify the meaning of the word ,spell and Pronounce the words correctly • Make sentences using the illnesses words appropriately. 	<ul style="list-style-type: none"> • Illnesses 	<p>COOPERATIVE LEARNING GAME: “BROKEN TELEPHONE”</p> <p>Engage</p> <ul style="list-style-type: none"> • Researcher shows pictures and asks students to predict the topic. <p>Study</p> <ul style="list-style-type: none"> • Researcher shows the meaning of the illnesses words with their respective pronunciation and spelling, asking students to repeat them. • Students repeat them. • Then, researcher shows the grammatical functions (nouns) of the words making sentences and asking students to say other sentence using one illness. <p>Group work instructions</p> <ul style="list-style-type: none"> • Researcher asks students to form three 	<ul style="list-style-type: none"> ✓ Sheets of paper ✓ pictures

			<p>groups in lines to play “broken telephone” game.</p> <ul style="list-style-type: none"> • Researcher shows a sheet of paper with a phrase to the last student of the group. • Students has to say the message by whispering to the next classmate and so on .The last student who listens the message have to write the phrase on the board, pronounce and show the meaning of the word through acting. • Researcher checks the answers and corrects the mistakes. <p>Activate</p> <ul style="list-style-type: none"> • Researcher asks students to identify, the illnesses pictures that she showed before and say a sentence with a good pronunciation. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

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RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE 2H	<p>Students will be able to :</p> <ul style="list-style-type: none"> Identify the meaning, spell and pronounce the words correctly. Make sentences using the professions appropriately. 	<ul style="list-style-type: none"> Professions. 	<p>COOPERATIVE LEARNING GAME:</p> <p>”THE MIME”</p> <p>Engage</p> <ul style="list-style-type: none"> Researcher shows a video. Students try to guess the topic. <p>Study</p> <ul style="list-style-type: none"> Researcher shows the meaning of the professions words with their respective pronunciation and spelling ,asking Students repeat them Then researcher shows the grammatical functions (nouns) of the words making sentences students say other sentence using one professions <p>.Group work instructions</p> <ul style="list-style-type: none"> Researcher asks students to form two groups to play “ the mime” game. 	<ul style="list-style-type: none"> ✓ Video https://www.youtube.com/watch?v=HwW3PgxzFiw ✓ pictures

			<ul style="list-style-type: none"> • One student of each group chooses a picture and he/she has to show the profession acting in order the group mates guess the profession then, when they guess the profession they have to run and write a sentence using the profession and pronounce it. Then, the game continues with the next students doing the same. The winner group will be who guess more words and write correct sentences. • Teacher checks the answers and corrects the mistakes. <p>Activate</p> <ul style="list-style-type: none"> • Researcher asks students to look at the pictures and to identify the professions and say a sentence using and pronouncing correctly. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

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RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Field diary , observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR 2h	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the meaning, spell, and pronounce the words properly. Make sentences using the food words correctly 	<ul style="list-style-type: none"> Food. 	<p>COOPERATIVE LEARNING GAME: "SCAVENGER HUNT"</p> <p>Engage</p> <ul style="list-style-type: none"> Researcher shows pictures and students try to guess the topic. <p>Study</p> <ul style="list-style-type: none"> Researcher shows the meaning of the food words with their respective spelling and pronunciation asking to the students to repeat them. Students repeat them. Researcher makes sentences using the professions and shows them the grammatical function (nouns) <p style="text-align: center;">Group work instructions</p> <ul style="list-style-type: none"> Researcher asks students to form two 	<ul style="list-style-type: none"> ✓ Pictures ✓ Sheets of paper.

			<p>groups to play the Scavenger Hunt game using the food vocabulary.</p> <ul style="list-style-type: none"> • Researcher gives to each group a sheet which includes the first clue to find a treasure (the clue include a food word eg: the next clue to find the treasure is next to the apple.) • Each group have to find the treasure and write the food words about the clues y read them . • The group that find first the treasure and write the food words correctly will be the winner. • Researcher checks the answers and corrects the mistakes. <p>Activate</p> <ul style="list-style-type: none"> • Researcher asks students look at the food pictures she has on her hand and say sentences using the food word with the phrase: “I like to eat 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

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RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE 2H	Students will be able to: <ul style="list-style-type: none"> • Identify the meaning ,spell and pronounce the words properly. • Make sentences using the means of transportation words correctly. 	Mean of transportation	COOPERATIVE LEARNING GAME: “SCRABBLE” Engage <ul style="list-style-type: none"> • Researcher shows toys and students try to guess the topic. Study <ul style="list-style-type: none"> • Researcher shows the meaning of the mean of transportation words with their respective writing and pronunciation and asks students to repeat them. • Students repeat them • Researcher writes sentences on the board and shows them the grammatical function.(nouns) 	<ul style="list-style-type: none"> ✓ Toys ✓ Pieces of paper ✓ Pictures ✓ worksheet

			<p style="text-align: center;">Group work instructions</p> <ul style="list-style-type: none"> • Researcher asks students to form three groups to play “ scrabble “ game applying the means of transportations words. • Researcher gives pieces of paper with letters to each group and students have to find out the means of transportation words • Then they have to write on the board one sentence and pronounce it correctly. • Researcher checks the answers and correct the mistakes. <p>Activate</p> <ul style="list-style-type: none"> • Researcher asks students to say what is the mean of transportation that she is showing them. • Researcher asks students to complete the worksheet about mean of transportation • Students complete the worksheet. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

NOTES.....

RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Field diary , observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX 2h	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the meaning of the word • spell • Pronounce • Make sentences using the words about nature correctly. 	<ul style="list-style-type: none"> • Nature 	<p style="text-align: center;">COOPERATIVE LEARNING GAME: "GUESS THE WORD "</p> <p>Engage</p> <ul style="list-style-type: none"> • Researcher shows a poster. • Students try to guess the topic. <p>Study</p> <ul style="list-style-type: none"> • Researcher shows the meaning of the nature words the writing and pronunciation, and asks students to repeat them. • Students repeat them. • Researcher writes sentences on the board show them the grammatical function (nouns) of the words. <p style="text-align: center;">Group work instructions</p> <ul style="list-style-type: none"> • Researcher asks students to form two groups and gives sheet of papers with a definition . 	<ul style="list-style-type: none"> ✓ Poster ✓ Work sheet

			<ul style="list-style-type: none"> • Each group has to discover the words that correspond to the definition, and paste it with next to definition on the board. • The winner group will be who have all definitions with the correct answers. • Researcher checks the answers and corrects the mistakes. <p>Activate</p> <ul style="list-style-type: none"> • Researcher asks students to complete the worksheet about the nature and say the pronunciation of the words correctly. • Students complete the worksheet. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

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RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Field diary, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN 2h	<p>Students will be able to:</p> <ul style="list-style-type: none"> Remember the topics learned. 	<ul style="list-style-type: none"> professions, food illnesses, means of transportation nature. 	<p>COOPERATIVE LEARNING GAME: "MEMORY"</p> <p>Engage</p> <ul style="list-style-type: none"> Researcher asks students what topics they learned. Researcher writes the topics on the board and shows some pictures asking to the students to identify to which topic correspond them. <p>Study</p> <ul style="list-style-type: none"> Researcher makes a fast review about all topic learned with some examples. <p>Group work instructions</p> <ul style="list-style-type: none"> Researcher asks students to form a circle to play the "memory" game. The first students choose a card (which have the topics) and students have to start saying the sentence (according to the topic) that researcher wrote on the board and include the word about the topic that the card contained Eg: my sister is a 	<ul style="list-style-type: none"> ✓ Pictures ✓ cards

			<p>doctor , the next students have to say the same sentence that his/her classmate said and include one word more about the same topic Eg : my sister is a doctor and a secretary, so the next students</p> <ul style="list-style-type: none"> • Researcher may ask other students change the topic choosing other card and the game continue with new words about the new topic. • Researcher checks the answers and corrects the mistakes. <p>Activate</p> <ul style="list-style-type: none"> • Researcher asks students to identify, write and pronounce a sentence with the words about the pictures that she is showing. 	
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SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

NOTES.....
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RESEARCH PROBLEM: How does the implementation of cooperative learning games increase the English vocabulary among the students seventh year of Basic Education at "Julio Servio Ordóñez Espinoza " academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Post-test and Post-questionnaire

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT 2h	<ul style="list-style-type: none"> • Answer the post-test correctly • Answer the post-questionnaire properly. 	<ul style="list-style-type: none"> • Post-test about food, professions, illnesses, means of transportation, and nature, • Post questionnaire about cooperative learning games 	<ul style="list-style-type: none"> • Researcher gives the post-test to students. • Researcher explains the questions. • Students answer the post- test questions • Researcher monitors and clarifies doubts. • Researcher gives the post-questionnaire to students. • Researcher explains students the questions <p>Students answer the post-questionnaire</p>	<p>Post-test Post-questionnaire</p>

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION

NOTES.....
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g. TIME LINE

PHASES	ACTIVITIES	2015												2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	
PROJECT	Project presentation	x														
	Appointment of the teacher advisor		x													
	Project approval		x													
	Appointment of thesis advisor		x													
INTERVENTION/ACTION	Application of the instruments		x													
	Act-observe			XXXX	XXXX											
THESIS PROCESSES	data organization and tabulation					XX										
	Interpreting and reflecting					XX										
	Writing up and reporting						XX									
	Presenting the thesis report						X									
	Thesis revision						X									
	Submission of the folder								XXXX	XXXX	XXXX					
	Thesis presentation											XXXX				
	Private review and thesis approval												XXXX			
	Corrections													XXXX		
	Public presentation and incorporation															XXXX

h. BUDGET AND FINANCING

Resources

Human

- The researcher
- The seventh year students of Basic Education.

Material

- Games
- paper
- Book
- Poster
- Toys
- Video
- Worksheets
- Song

Technical

- Computer
- Projector

Budget

RESOURCES	COST
Internet	\$ 30.00
Print of reports	\$ 20.00
Print of the project	\$ 25.00
Print of the final report and thesis	\$150.00
Unexpected expenses	\$50.00
Total	\$ 275

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

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

RESEARCHER FIELD DIARY

Lesson						
Activity						
Objective:						
Materials:						
Timing:						
Procedure:						
Grouping:						
Do students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

OBSERVATION SHEET

Observer:

Date:

Things to be observed	ACTIVITIES	YES	NO	SOMETIMES REMARKS
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

TEST

School: Julio Ordóñez Espinoza

Name

Date

Course

Parallel

1. Match each word food with the correct picture. (Meaning aspect) 2p.



Chicken

Sugar



Sausages



Meat



Potatoes



Rice

2. a) *Classify the professions and illnesses in the chart below (meaning aspect)*
2p.

*Dentist	*Nurse	*Stomachache	*headache	*secretary
*doctor	*fireman	*flu	*fever	*toothache

Professions	Illnesses

b) *Now, write two sentences using professions and two using illnesses (use aspect)* 2p

Eg: My brother is a fireman.

.....

.....

.....

.....

3. *Unscramble the following words about transportation (form aspect)* 2p.

Example : **curkt** : truck

bsu eikB cra masubneri copheliter mobitorke

.....

4. *pronounce the following words (form aspect)* 2p.

WORDS	EXCELLENT (0,3P)	PARTIALLY GOOD (0.15P)	NEED TO IMPROVE (0P)
SUN			
RIVER			
TREE			
CLOUD			
SKY			
MOUNTAIN			
Total			



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

QUESTIONNAIRE

As an undergraduate of the English language career the research is doing an action research work about cooperative learning games. This study will help you to increase the English vocabulary at the English language learning. For that reason, I ask you politely to answer the questions in real and responsible way.

1) Have you ever worked with cooperative learning games?

Yes () No ()

2) Do you think that cooperative learning games help you to increase vocabulary ?

Yes () No () sometimes ()

3) Does the teacher use cooperative learning games to increase your vocabulary in the English class?

Yes() No ()

4) In the English class the vocabulary learning is ?

Interesting () funny () boring ()

5) Which strategies help you to increase vocabulary?

flashcards () games () Songs ()

6) How often does the teacher use games to teach vocabulary?

Always() Sometimes() Hardly ever ()

7) In what way do you learn vocabulary ?

Memorizing () Songs () Games () Flashcards ()

MATRIX

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
<p>Main Research Problem</p> <p>-How do cooperative learning games as a strategy increase the English vocabulary among seventh year students, at Julio Servio Ordóñez Espinoza School in Loja city, during the academic period 2014-2015</p>	<p>General</p> <p>-To increase the English vocabulary through the implementation of cooperative learning games as a strategy among seventh year students, at Julio Servio Ordóñez Espinoza School, during the academic period 2014-2015.</p>	<p>About the two variables of the theme</p> <p><i>Vocabulary</i></p> <p>-Definition -The Importance of Vocabulary in English Learning. -How can we effectively teach vocabulary? -Vocabulary aspects. -Types of vocabulary -Ways to increase vocabulary. -How to assess vocabulary. -How can we effectively teach vocabulary.</p>	<p>Preliminary investigation</p> <p>-Observation of the English classes. -Stating the background of problem. -Describing the current situation -Locating and reviewing the literature. -Creating a methodological framework for the research. - Preparing an intervention plan.</p>	<p>-Questionnaire -Test -Diary -Observation sheet</p>

Sub-problems	Specific	<i>Cooperative learning games</i>	Presentation of Research findings	
<p>-What kind of theoretical references about English vocabulary and cooperative learning games are appropriate to help students of seventh year, at “ Julio Ordoñez Espinoza” school during the academic period 2014-2015?</p>	<p>-To investigate the theoretical references about vocabulary learning in the English language and cooperative learning games as a strategy to help the seventh year students at Julio Servio Ordóñez Espinoza School.</p>	<p>-Definition -Benefits of using cooperative learning games -How to choose a game to teach English to children. -How to teach vocabulary with cooperative learning games.</p>	<p>-Reflecting, analyzing and answering the proposed inquiries. -Organizing the final report.</p>	
<p>-What are the problems that limit the vocabulary learning of the seventh year students?</p>	<p>-To diagnose the limitations that the seventh year students have in vocabulary learning.</p>	<p>-Cooperative games to teach English vocabulary.</p>		
<p>-What are the important phases of the intervention plan that address the current issues of the English vocabulary of the</p>	<p>-To design an intervention plan which includes cooperative learning games to increase the students’</p>			

<p>seventh year students?</p> <p>-Which cooperative learning games as a strategy are implemented to increase the English vocabulary knowledge among seventh year students?</p> <p>-How does the implementation of cooperative learning games solve the limitation of the English vocabulary learning of seventh year students ?</p>	<p>vocabulary</p> <p>-To apply cooperative learning games as a part of the lesson activities to solve the students' limitations in the learning of English vocabulary.</p> <p>-To meditate upon the effectiveness that the cooperative learning games as a strategy had on students' vocabulary.</p>			
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GRADING SCALE FOR VOCABULARY

ASPECTS	LOW	ACCEPTABLE	HIGH
FORM <i>4 POINTS</i>	0.5- 1.9	2-3	3-1- 4
MEANING <i>4 POINTS</i>	0.5- 1.9	2-3	3.1- 4
USE <i>2 POINTS</i>	0.5- 1	1.1-1.5	1.5-2

Elaborated by the researcher

(8/10) Expected level before and after the intervention plan.

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