



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN

## ENGLISH LANGUAGE CAREER

### TITLE:

THE USE OF GAMES TO IMPROVE VOCABULARY  
OF THE ENGLISH LANGUAGE WITH 7<sup>TH</sup> YEAR  
STUDENTS IN PARALLEL "B" AT "POMPILIO  
REINOSO JARAMILLO" PUBLIC SCHOOL,  
ACADEMIC YEAR 2013-2014

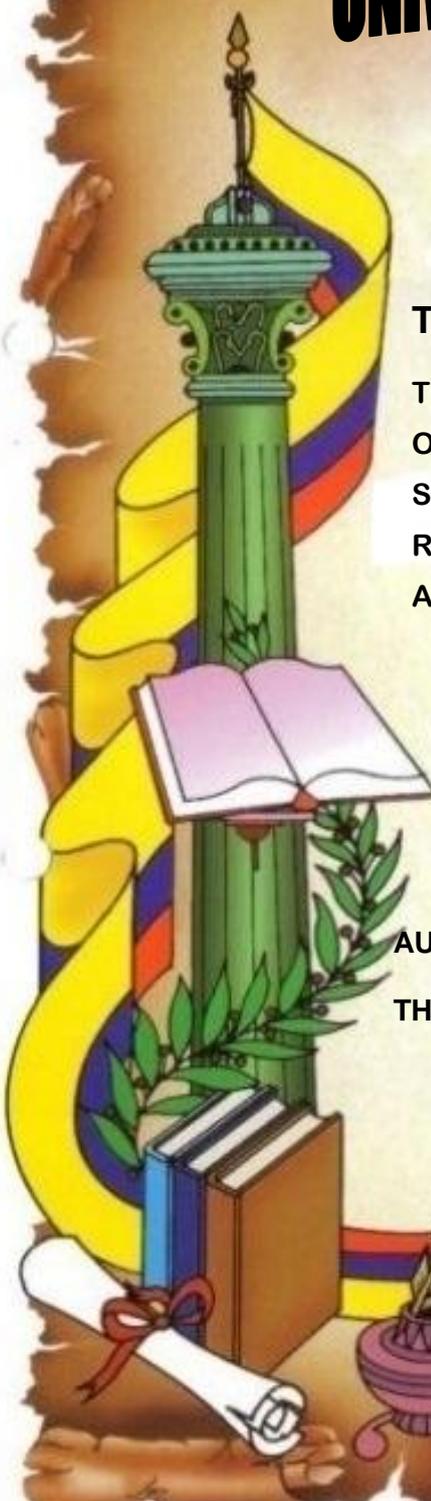
Thesis required for obtaining  
the Bachelor's Degree in  
Sciences of Education, English  
Language Major

**AUTHOR:** SOLANO SOLANO CARMEN MARLENE

**THESIS ADVISOR:** MARÍA AUGUSTA REYES VELEZ, MG. SC.

LOJA – ECUADOR

2015



## CERTIFICATION

Licenciada Mg.Sc.

María Augusta Reyes Vélez

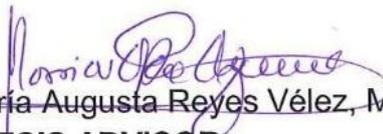
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### CERTIFIES:

That the present research work entitled **THE USE OF GAMES TO IMPROVE VOCABULARY OF THE ENGLISH LANGUAGE WITH 7<sup>TH</sup> YEAR STUDENTS IN PARALLEL "B" AT POMPILIO RIENOSO JARAMILLO, PUBLIC SCHOOL, ACADEMIC YEAR 2013-2014** is the responsibility of the undergraduate student: Solano Solano Carmen Marlene.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

Dated this day: January 28<sup>th</sup>, 2015

  
~~María Augusta Reyes Vélez, Mg Sc.~~  
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Numero de cedula: **0106731557**

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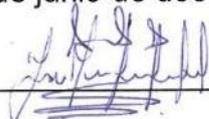
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**Autor:** Carmen Marlene Solano Solano  
**Número de cédula:** 0106731557  
**Dirección:** La Argelia  
**Correo electrónico:** [krmittsol@outlook.com](mailto:krmittsol@outlook.com)  
**Celular:** 0995620117 - 0982717769

**DATOS COMPLEMENTARIOS**

**Director de tesis:** Licenciada Mg. Sc. María Augusta Reyes Vélez

**Tribunal de grado**

**Mg. Sc.** Carmen Enith Dávila Vega  
**Mg. Sc.** Silvana Isabel Trujillo Ojeda  
**Mg. Sc.** María Patricia Rodríguez Ludeña

**PRESIDENTA**  
**VOCAL**  
**VOCAL**

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I wish to acknowledge Gloria María Andrade Mg. Sc. and María Augusta Reyes Mg. Sc. for their contribution with stimulating suggestions and encouragement, which helped me to complete my research work and especially with the writing of this thesis.

**The Author**

## **DEDICATION**

I dedicate my thesis work to God, who with his infinite goodness and love, allowed me to achieve this goal.

To my family and friends. A special feeling of gratitude to my loving mother, María Solano whose words of encouragement and tenacity, have motivated throughout my life. To my siblings Gabriela, Miguel, Margarita and Hernán, who have never left my side, I extend a special dedication.

I also dedicate this work to my friends who have supported me throughout the process. I will always appreciate all they have done, especially my best friends for helping me during this important process in my life.

I dedicate this work and give special thanks to my boyfriend for being there for me throughout the entire learning process.

**CARMEN MARLENE**

## MATRIZ DE ÁMBITO GEOGRÁFICO

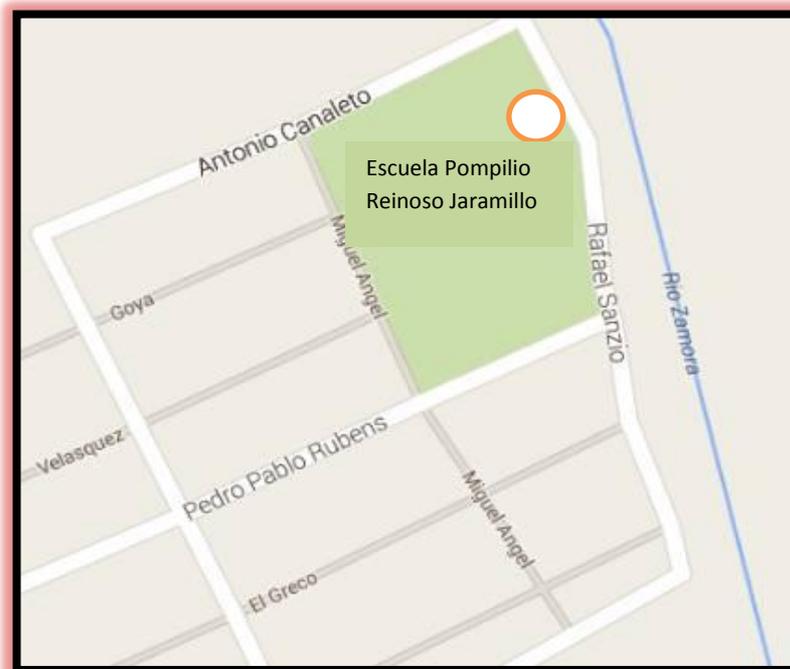
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## MAPA GEOGRÁFICO Y CROQUIS



Fuente: Ajustada de google por Carmen Solano, 2014

## CROQUIS



Fuente: Ajustada de google por Carmen Solano, 2014

## **THESIS SCHEME**

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**a. TITLE**

THE USE OF GAMES TO IMPROVE VOCABULARY OF THE ENGLISH LANGUAGE WITH 7TH YEAR STUDENTS IN PARALLEL "B" AT "POMPILIO REINOSO JARAMILLO" PUBLIC SCHOOL, ACADEMIC YEAR 2013-2014

## **b. RESUMEN**

Este trabajo de investigación tuvo como objetivo mejorar el vocabulario de inglés, usando juegos con 19 estudiantes de noveno año en la escuela Pompilio Reinoso Jaramillo. El plan de intervención de ocho sesiones se llevó a cabo para mejorar el aprendizaje de vocabulario en los estudiantes. Pruebas y cuestionarios fueron diseñados y utilizados para medir el progreso y la percepción de los estudiantes a través de juegos. Instrumentos adicionales como hojas de observación también se utilizaron en cada sesión para registrar el avance. Los resultados indicaron que el uso de juegos facilitó significativamente el proceso en el conocimiento y adquisición del vocabulario que se vio reflejado en el notable aumento de las puntuaciones en el post-test. Las respuestas recibidas de los cuestionarios confirmaron también el entusiasmo y la actitud positiva de los estudiantes en el aprendizaje. En conclusión esta investigación ayudó a los estudiantes a mejorar sus conocimientos del vocabulario.

## **ABSTRACT**

The aim of this action research study was to improve the English vocabulary using games with 19 ninth year students at Pompilio Reinoso Jaramillo public school. An intervention plan of eight sessions was carried out to improve the knowledge of students' vocabulary. Researcher's-made tests and questionnaires were designed and used to measure the students' progress and perception of the use of games. Additional instruments like observation sheets were also used in each session to record the students' progress. The results indicated that the use of games facilitated meaningfully the improvement of vocabulary knowledge which was reflected in the noticeable increase of the post-test scores and students' progress during the intervention. The answers received from the questionnaires also confirmed the enthusiasm and the positive attitude toward working with games. It is concluded that this study helped the students to improve their vocabulary knowledge.

### **c. INTRODUCTION**

This descriptive study was centered on the use of games to improve the vocabulary learning with children from ten to twelve years old in a public school. Conferring to the current study explored, the students in their classes had difficulties to understand and identify the English vocabulary. They had this problem because their learning was in a traditional way. The students were learning English only with the book "Happy Always". Also, they had English classes twice a week without the support of resources and activities that facilitate their learning. According to the students' problem, this study gave to the students the opportunity to learn vocabulary using games; this strategy motivated them to learn and help to have fun in their classes through the question: How does the use of games improve the vocabulary of English language?

This research had remarkable relevance for the University, the students and the researcher, because the use of games as a strategy to improve the vocabulary learning had not been done before in the English Language Department of the Universidad Nacional de Loja. Moreover, this study had the purpose to provide practitioner new knowledge, understanding and resolve significant problems in classrooms. This study was applied through action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to students, and more generally the flourishing of individual learners and their communities.

The current study was worked with a sample of 19 seventh year students (sixth grade, elementary school) in an urban school. This action research work was based on the intervention plan of 8 lessons. It had pre and post-tests, pre and post questionnaires and the students' check list. This intervention was planned based on the students' cognitive process to build up their knowledge. The lessons were reinforced with activities that enable

students to identify and master new words; the activities also helped them to remember and understand the vocabulary in context.

The main goal of this study was to improve the English vocabulary using games. To achieve this goal, the researcher investigated the theoretical references about vocabulary and games. Then, she diagnosed the issues that limited the vocabulary learning. With the goal to encourage the learning of the vocabulary she designed an intervention plan with a set of games. Next, she applied the action research in order to improve the vocabulary learning. Finally, she reflected upon the effect that the games had on students' learning vocabulary.

During this action research the experience that the researcher acquired was a strength that facilitated the progress of it. Another important point was the motivation that the researcher felt helping students to improve their vocabulary. The students from 7-B were a great group because they were cooperative, enthusiastic, interested and respectful. Other strength was the classroom teacher and the school director who were friendly, communicative and collaborative. However, an obvious weakness to this research was the reduced space in the classroom that did not facilitate to play games in a comfortable space. Finally, the weekly class-periods were a difficulty; they only attended at two-class periods per week.

The action research presented dealt with the influence that games might have on the improvement of the English vocabulary. The findings of the research showed that the use of them determined positively the improvement of the vocabulary and made the students more relaxed and cooperative in the teaching learning process. The students learning through games could encourage the operation of certain psychological and intellectual factors

which could facilitate communication heightened self-esteem, motivation, and spontaneity, reinforcing learning, improving intonation and building confidence. Finally, the use of this strategy helped students to make a good team work and it helped them to solve their problems in real life.

The development of this work was very useful in the way that helped to the research not only to gain more knowledge but also to share her teaching skills. In addition, through this work the researcher could notice the great way in which students get motivated to work with games and the significant progress during the intervention, thus the researcher achieved her goal and also gave to the English teacher a chance to evaluate her teaching skills and try to improve them

The information of this written report is constructed in five parts: The literature review section describes the variables of vocabulary and games. The materials and methods section describe the design of the investigation, the methods that helped to do this study and the five points that were considered.

In the results section is detailed of the research. These findings are presented in charts and figures with the logical analysis section. The other point is the discussion that indicated the major findings of the research, the importance of them and why the data are relevant. The last part in this work is the conclusion and recommendations that showed the effectiveness of the strategy in English classes and answered the questions how and why this work helped the learners improve vocabulary learning. Finally, the researcher made some suggestions that will help other researches.

#### **d. LITERATURE REVIEW**

**“The limits of my language are the limits of my mind. All I know is what I have words for”**

**Ludwig Wittgenstein**

#### **INTRODUCTION**

This chapter consists of two main variables. The first one is the vocabulary, the definition, the importance of it, types, classification and role of the vocabulary in the English language. The second variable is about games that have been conducted in the field of teaching vocabulary.

#### **WHAT IS VOCABULARY?**

Taylor (1990) defined vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also stated that the lexicon of a language is its vocabulary, which includes words and expressions, in the same way Herrel (2004) extended Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind, also he argued that an individual's mental lexicon is that person's knowledge of vocabulary. However Zimmerman stated that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

Equally important CathyM (1992) in Oxford Advanced Learner's Dictionary Online has applied a meaning of vocabulary as follow: “All the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject and finally a list of words with their meanings especially in a book or learning a foreign language”.

Similarly according to Pyle and Alges (1970) mentioned that “vocabulary is the focus language with its sound and meaning interlock to allow us to communicate with one another and it is words that we arrange together to make sentences, conversation, discourses of all kinds.” Besides, in terms of methodology concepts of vocabulary: “a word is a basic unit of a language denoting concept, things and phenomena in society”.

Also, in terms of methodology, Penny offered more clear and specific definition of vocabulary by saying that: “Vocabulary can be defined, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking ‘items’ rather than ‘words”. By this way, he defined that vocabulary is bigger than just the meaning of words. It covers a huge aspect of language and is the medium to express idea.

On the other hand Adger (2002) argued that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship among words, phrases, categories of words and phrases, also he affirmed that vocabulary is the total number of words in a language. According to Pigeat’s theory, a child at the age of 7 – 12 years is always interested in recognize and know new words.

## **THE IMPORTANCE OF VOCABULARY**

Wallace (1982) argued that vocabulary is one of the important parts of languages, because if we speak a language, we need several words to convey ideas. So people can understand what we mean. He also mentions two of the important of vocabulary that are: Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself; actually, vocabulary is one of the important of the four language skills.

Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it. A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information. The mastery of this element should be ensured and developed. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore, schools have a task to teach vocabulary to their students as suggested by Margaretha MC Keown although a considerable amount of vocabulary, learning is associated with primary language learning in early years.

The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and inflicts one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.

## **TYPES OF VOCABULARY**

To start with types of vocabulary is important to mention that Herrel stated that there are different types of vocabulary like: First reading vocabulary this refers to all the words an individual can recognize when reading a text. Second Listening vocabulary, it refers to all the words an individual can recognize when listening to speech. Third writing vocabulary this includes all the words an individual can employ in writing and finally speaking vocabulary this refers to all the words an individual can use in speech.

Lexicon also referred to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication, but McCarthy also consider that the role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and Eurolinguistics.

Celce and Larsen (1999) defined lexicon as a mental inventory of words and a productive word derivational process. They also state that lexicon does not only comprise of single words but also of word compounds and multi-word phrases. According them the lexical units function at three levels: the level of the individual word, word compounds and co-occurrences and conventional multi-word phrases. Nations and Waring on the other hand, classify vocabulary into three categories: high frequency words, general academic words and technical or specialized words.

## **CLASSIFICATION OF VOCABULARY**

There are various ways to classify the kinds of vocabulary. In the first place, in terms of semantics (meaning of the words), it is classified into Notional words and Functional words. The former, whose meanings are lexical, has certain terminal meaning and server as members of the sentence such as subjects, attributes, adverbials.

Notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on. Whereas, functional words have grammatical meaning, they only have meanings in relation to other words. They play structural roles and show the relationship between words or between other parts of the sentences, or help to build various tenses, voices and moods, etc.

Functional words are articles, prepositions, conjunctions, interjections, and so forth. Moreover, according to Doff vocabulary can be classified into active vocabulary and passive vocabulary in terms of methodology. The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing. Another category to classify vocabulary is in terms of communicative language teaching.

By the same token Nguyen Bang and Nguyen learner's vocabulary is divided the learner's into receptive and productive vocabulary, the receptive vocabulary refers to learner's understanding of vocabulary when he hears or reads it. In other words, it is words learners achieve while hearing, listening

or reading and productive vocabulary denotes the understanding of words or phrases in verbal or written scenarios. It means that productive vocabulary is what learners can use effectively in communication to express their idea.

## **THE ROLE OF VOCABULARY IN ENGLISH LANGUAGE**

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. According to Wilkins (1972) without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. Besides, similarly Harmer shared the same idea that: "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used". Concerning about the significance of vocabulary, Mc Carthy stated, "Without words to express a wide range of meanings, communication in the second language cannot happen in any meaningful way". By these statements, it can be concluded that vocabulary is the decisive component of all uses of language. Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others.

Additionally, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening and reading. Putri (2010) supported that: "A good command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with a strong vocabulary and students who work to improve limited vocabulary are more successful in school. In addition, one research school study found that a good vocabulary, more than any other factors, was

common to people enjoying successful careers. To make it short, vocabulary is considered a vital part of effective communication; therefore, teaching vocabulary is necessary. I. S. P. Nation offered that: "Giving attention to vocabulary is unavoidable. Even the most formal or communication-directed approaches to language teaching must deal with needed vocabulary in one way or another."

Harris and Snow (2004) suggested that attempting to teach vocabulary is ineffective and the time spent on vocabulary teaching and learning is often "time... wasted". This idea is so badly misleading for both teacher and learners. In fact, vocabulary teaching must be directly contradicted and should be regarded as an essential part of progress in a foreign language.

In conclusion, vocabulary is the backbone of any language. It not only enables students to decode message while listening or reading but also helps them improve their speaking and writing.

## **WHAT IS ACADEMIC VOCABULARY?**

According Chamot and O'Malley academic vocabulary is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning new information, describing abstract ideas and developing student's conceptual understanding. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. Students who study chemistry are required to know the chemistry concepts. In the same way according to Adger academic vocabulary includes general academic terms such as analyze, infer and conclusion. It enables students to understand the concepts and content taught in schools; it is critical for students to have a deep understanding of

the content vocabulary in order to understand the concepts expected throughout the content standards.

## **IMPORTANCE OF LEARNING VOCABULARY**

Putri (2010) argued that 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. In addition he argued that 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. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

## **WHAT VOCABULARY SHOULD BE TAUGHT?**

In determining the vocabulary to be taught to students, the teacher should know which should be taught first, second and so on. According to Harmer the general principle of vocabulary that should be taught first is the frequency of vocabulary that appears in the students' daily communication. Such as, 'books', 'house', 'names of subjects', 'teacher' and so on. Another principle of teaching vocabulary is to teach from concrete words and gradually become more abstract ones. The words like chair, table, chalk, and book are easy to explain because those words are in front of the students.

One more principle that has been used to determine which words to be taught is coverage "a word is more useful if it covers more things than if it

only has a very specific meaning”. For example the word “book” it covers a lot of meanings. It can be ‘notebook, exercise book, text book, hand book, and so on.

## **HOW TO TEACH VOCABULARY?**

Beglar (1998) stated that teaching vocabulary is more than presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication. There are a lot of strategies in teaching vocabulary.

Firstly, there is teaching vocabulary through explicit learning. In this activity students learn the most frequent words that appear in the students’ daily communication or the words that they are most needed by the students in their academic purpose. In addition, He argued that this approach is good for the beginners, because, how can they learn vocabulary through an extensive reading if they do not have enough vocabulary to understand it?

Secondly, most words in both first and second language are learnt incidentally in context through reading, listening and conversation. This approach provides students with a lot of activities that enable them to find new words they do not know the meaning of which they try to infer through the context. According to Carte (1988) the context can be viewed as morphological, syntactic, and discourse information in a given text which can be classified and described in terms of general features. In the same way Gairns (1988) added that the ability to guess meaning from context is really a valuable skill and should play a part in teaching textual exploitation in the class. It should be remembered that there are students who use context as their strategy to guess the meaning and do not need much time but there are

students who have difficulty with this strategy and need to have this skill gradually developed. So, for the teacher who teaches vocabulary using this approach, it is important to consider the difficulty level of the text as well as the students' vocabulary level.

Thirdly, collocation is understood and used in different ways. Gairns and Redman affirmed that collocation is when the two words co-occur, or are used together frequently, while Bahns (1993) stated that collocation is understood and used "In English and other languages, there are many fixed, identifiable, non-idiomatic phrases and construction. Such groups of words are called current combinations, fixed combinations or collocations". Also he stated that collocation can provide a useful framework for revising items which are partially known for expanding the students' knowledge.

According to Harmer (1998) teaching vocabulary through adjacent collocation is suitable for the English beginners, because it is a very simple activity. This activity is also suitable for engaging students' attention and involving them in the topic, where the teacher tries to arouse the students' interest and thus involving their emotion. However, Dynne argued that there are essential steps of learning vocabulary like: Having source for encountering new words, getting a clear image for the form of new words, learning the meaning of new words, making a strong memory connection between the form and the meaning of the words and using the words.

In addition teaching to children, teacher has to use performance to teach vocabulary to them, because the children in literacy level are Performance, it means children learn language with accompanying action/scaffolding. In this level, teacher can use media; according to Nation in recited by Cameron is listed basic technique of explaining the meaning of new words. By

demonstration picture: Using an object, using a cut-out picture, using gesture, performance action, photographs, drawing and or diagram on the board, picture from books, TV, Video or Computer by verbal explanation: Analytical definition, putting in a context and translating

## **STAGES OF TEACHING VOCABULARY**

Doff (1988) affirmed that there are four stages in teaching vocabulary, namely presentation, practice, production, and review.

### **✓ Presentation**

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. Its function is introducing new lexical items to learners. Thornbury (2002) suggested that learners need to learn both the meaning and the form of a new word. He also emphasizes some major factors subject to the number of word to be presented such as: The learners' level (beginner, intermediate, or advanced), learners' likely familiarity with the words and the difficulty of the items.

According to Gairns and Redman (1986), there are three techniques used in the presentation of new vocabulary items. The first one is visual techniques including mime, gestures, and visuals such as flashcards, photographs, blackboard drawings, wall charts, and regalia. The second one is verbal techniques: Use of illustrative situations, use of synonymy and definition, contrasts and opposites, scales, and, examples of the type. The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary.

Similarly, Thornbury (2002) suggested a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. Also Doff (1988) made groups these techniques into four categories: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation. He added that a combination of the techniques should be implemented when it comes to the effectiveness of presenting meaning of new words.

### ✓ **Practice**

When the teacher presents the meaning of the words, they can only become students' passive vocabulary, and students may easily forget them or do not know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities. Thornbury underlined the popular belief that "practice makes perfect". Additionally, he emphasized the action of moving from short-term memory into permanent memory. In order to ensure long-term retention, words or lexical items need to be put into practice.

Teacher plays an important role in helping students' vocabulary motivated. Scivener (1994) argued that some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, filling in gaps in sentences and memory games. Similarly, Thornbury (2002) pointed out that there is a variety of tasks which can be used in order to help move words into long-term memory. They can be

divided into five types in order of least cognitively demanding to most demanding: identifying, selecting, matching, sorting, and ranking and sequencing.

### ✓ **Review**

This process aims at helping students acquire active, productive vocabularies. According to Davies and Pearse, reviewing is “new work on old language”, “a challenge, requiring ingenuity and creativity”. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more “opportunities to use language and receive feedback”. Methodologists agree that games and communicative activities are the best ways to help students review vocabulary. Besides, visual aids can make vocabulary revision more interesting and effective. Revision can be done in both individuals and collaboration. Doff (1988) expressed that vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing students’ memories or as a preparation for a new presentation.

## **TECHNIQUES IN VOCABULARY TEACHING**

Harmer (1993) argued that learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed. Beside this incidental acquisition there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items. Thornbury (2004) added that there are various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning.

McCarty (1992) suggested that before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful.” Pre-teaching activities often arouse students’ attention and desire to explore a particular topic or subject in greater detail.

Both McCarthy and Thornbury (2004-1992) suggested two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning. In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique.

There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for ‘Direct Method’ as Thornbury (2004) specifies them “using real objects (called regalia) or pictures or mime.” The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total physical response), which is a technique where the teacher gives commands and students perform the actions. All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together.

## **WHAT IS GAME?**

According to Richard a game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language, also Hadfield (1990) defined a game as an “activity with rules, a goal, and an element of fun”.

## **EDUCATIONAL GAMES**

Educational games are explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment. Wikipedia (2008) published that Educational games are games that are designed to help people to learn about certain subjects, expand concepts, reinforce development, understand an historical event or culture, or assist them in learning a skill as they play. Game types include board, card, and video games. An educational game is a game designed to teach humans about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion.

Rixon argued that almost everybody loves playing whether they are young or old. From early childhood playing is an enormous part of most children’s lives and it plays a big part of their development as well. Children start playing as early as infancy but as they develop throughout their childhood

they keep playing, and as they grow up and mature the nature of their play changes. When children enter middle childhood (6-12) their play starts to change into games which are different from play in the sense that they are more organized and planned, and they usually include a variation of rules and a specific objective.

Similarly, Grunnskola (2007) mentioned when participants play games, they are almost forced into communicating with each other in order to work. The need for communication during games, and the informal setting games provide encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill. The national curriculum for foreign language emphasizes the importance of learning languages and especially the importance of communication. Because of this fact it is vitally important for teachers to create a positive learning environment, and to try to spark interest amongst their students both in the foreign language and culture because that is important to a successful language learning process. Games help achieve these goals as they help satisfy the requirement of the national curriculum that language learning should be enjoyable for students.

## **GAMES IN LEARNING ENGLISH LANGUAGE**

Sugar (1998) mentioned that teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games. The national curriculum in foreign languages in Iceland talks about the importance of keeping teaching diverse in order to light and sustain interest amongst students.

In addition, Ultramar (2007) added that teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching tool. According to the national curriculum games can be a good teaching tool, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning.

According to Gardner (2006) who theorizes that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is “the personal way”, where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions. In addition, In 2000 Armstrong suggested that board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

## **GAMES IN A LANGUAGE LEARNING CONTEXT**

In relation to language teaching and learning Doctrines argued that we understand games as conceptual models that work across formal and informal contexts of learning. In language teaching games have often been used to stimulate motivation and authentic communicative practices, as games have been conceptualized as the “the fun factor” of language learning. In addition to this, games have been understood as a serious and pervasive element for providing stimulation and simulation in instructional settings. In informal settings, games have often been associated with the

leisure activities of children as gaming is a central activity in children's off school practices with languages. In this context, languages English have often had to be learned and used by children in order to engage and participate in games.

Hensen (2000) when children play games in online environments they often emphasize interactivity and individual action as significant practices. Interactivity is here understood in a wide perspective as communication patterns in conversation, consultation, transmission and registration. These understandings to some extent coincide with communicative and socio-cognitive approaches to language and language learning, the prioritization of negotiation and communicative ability.

In school contexts, children thus generally understand and use languages as a means for communication, information gathering and gaming, whereas in schools the understanding and use of languages is often understood to be a goal of the activities, an aspect of an intended learning process in which language may be understood as an internal system to be learned. As argued by Warschauer (2004), interactivity and the fulfilment of a meaningful purpose for a real audience is a significant issue in Internet activities as "the purpose of studying English...becomes not just to acquire it as an internal system but to be able to use English to have a real impact on the world".

## **WHY GAMES?**

Games bring real-life situations to the confinement of the classroom which provides learners an opportunity to use the language. Celce (1979) argued that "in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter

how contrived they may be.” To state this differently, by putting learners in real life situations, games make a connection with the real usage of language.

In addition to these, McCallum (1980) explained that there are many advantages of games such as: Focus students' attention on specific structures, grammatical patterns, and vocabulary items, can function as reinforcement, review and enrichment, involve equal participation from both slow and fast learners, can be adjusted to suit the individual age and language levels of the students, contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation, can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening), provide immediate feedback for the teacher and ensure maximum student participation for a minimum of teacher preparation.

To sum up, according some authors games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas.

## **THE IMPORTANCE OR BENEFITS OF USING GAMES**

Wright (1994) proposed that there are some benefits of using games in teaching English. The following are some of the benefits: Games help and encourage learners (fun and interesting), games help the teacher to create contexts in which the language is useful and meaningful, games provide intense and meaningful practice of the language, games provide practices in

all the skills in all the stages of the teaching/learning sequence (presentation, repetition, recombination, etc.), and for many types of communication (encouraging, agreeing, explaining) and using games can engage the students and motivate them to interact with the topic.

In addition, Sugar (2002) also identified some benefits of using games to teach English. He mentioned that games are experiential, it allow special tutoring for one or two, games provide choices for your classroom, it reinforce learning, games provide immediate feedback, it improve test-taking skills, playing shows that classroom energy is good, games can introduce new or difficult material, games complement reading assignments, improve teamwork, games teach playing within the rules, games foster both individual and team achievement, games reinforce and improve multitasking and games can replace drill work.

## **WHICH GAMES TO USE**

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, when its value is considered from the view point of foreign language teaching, it may have little or no purpose. Cohen (2007) underlined the fact that we “should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc.” when they choose a game.

Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students’

language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game.

The fact that games enable social interaction and participation is also important stated Rixon (1991). He also mentioned that learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team. What teachers should consider while choosing a game is the fact that children learn best with games which require physical action, interaction, competition and participation.

In conclusion, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end.

## **WHEN TO USE GAMES**

According to Lee (1979) games are mostly used when there is some time left at the end of the lesson to keep students quiet. However, Lee argued that "games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do." With this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. In addition, Rinvoluceri (1990), clarified that a game can be used in any of these three stages while using

them as a part of grammar instruction: Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners; After a grammar presentation to see how much the group have grasped; as a revision of a grammar area.

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum suggested that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the givens of the class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way.

The author also stated that especially for young learners, it may be necessary to use the mother tongue because if these learners cannot understand how to play the game, there is no educational purpose in playing it. Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners.

According to Celce (1979) “interruptions should be as infrequent as possible so as not to detract from the student’s interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over”. In other words, as sudden interruptions may distract learners’ attention, it is better to wait until the game is over to discuss

and correct the mistakes of the learners. In addition, appropriate class organization 223 increases the success of a game. Many games require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game.

McCallum (1980) asserted that learners should be in the same team during the year because it both saves the teacher's time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners' communication skills. In short, dividing class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students' language development.

## **HOW TO USE GAMES**

Sugar mentioned that even though games are usually started with the aim of having fun, they can sometimes end badly, for example if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings. When games are used in the classroom the teacher must keep this in mind and control the game in the right way. Also he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, or all groups of students, and that it can be hard finding the right game. In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge.

In addition Sigurgeirsson (1995) mentioned another point that teachers need to keep in mind is to choose wisely when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students. First of all, he stated that teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards. Selecting an appropriate game for a specific group of students who are working towards a specific goal can be tricky because, for example, they need to make sure that the game is relevant to the subject, that it fits their students' age and, teachers must remember not to select a game that is too complicated because that might result in a loss of interest amongst the students, or even defeat.

Also Langran (1994) argued that teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the student's time to reflect upon the game and how it turned out. It is important for teachers to know that augmenting a game is allowed and can certainly be necessary in some cases. More difficult games can be made easier so they become a challenge instead of too hard for less skilled or younger students and vice versa.

Although, Guðmundsdóttir (1981) added that games can usually be modified to suit students of various ages, there are certain characteristics in games that appeal to children within specific age groups. For children age 6-

8 repetition is very common in games, rules are often few, and the games usually do not take a very long time. When it comes to children age 9-11 they have patience for longer games, which often include much more suspense. Also when children reach this age they start to be able to augment the games themselves, for example to bend the rules to make the game more suited for their group. For children older than 12 games are often much more planned and they often emphasize teams and teamwork.

## **GAME CATEGORIES**

Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. Sigurgeirsson (1995) had divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games.

Another way of dividing educational games is by categorizing them into co-operative games and competitive games. Although competitive games can be a useful way to get some students interested and to maintain their focus, co-operative games, which revolve around working together towards reaching a specific goal, can be an excellent way to foster the skill of working with others. In co-operative games the emphasis is not on winning or losing, and as a result nobody should have to suffer trauma to his or her self-confidence which could lead to better results in the learning process. In 1989 Mashedier stated that Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-,

and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing games a complex project.

### **Games for dividing larger groups into smaller groups**

According to Sigurgeirsson (1995) added that within the group: games for dividing larger group into smaller groups, there are games that can be used prior to some group activity in order to divide the whole group into smaller groups. A great game that fits into this category is the game “Group dividing by miming” and it goes like this: The teacher has prepared notes with a certain role written on them. If the teacher wants to have 4 students in a group he has made 4 notes of each role, for example 4 notes that say “teacher” or “clown”. The second step is to give each student a note and remember to tell the students that they have to make sure that nobody besides them sees their note. Once everybody has gotten a note then they can begin acting out their roles and while they are doing so they must watch the others in order to figure out who is acting the same role as them. Once they have figured that out they will have created their groups. An activity like this can also be very good because it “breaks the ice” and prepares the students for the group work.

### **Introduction games**

Ingvar mentioned that this category might include games like: “Searching for people” where students have to walk around the classroom and find students that have for example lived on a farm, been to Spain or eaten Mexican food and of course they would have to use the target language in order to get the necessary information. Also a good game in this category is the game “Stating the names” where students sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own

name they always have to repeat the names of the students who have already introduced themselves, and as the game progresses it gets harder and harder for students to memorize all the names. In order to make this game more fitting in a language classroom the teacher could ask the student to add something they like that starts with the “my name is Anna and I love apples”.

### **Group games**

Sigurgeirsson gave an example of a group game is the game “Fruit basket” which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to “be”. One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats. The one in the middle has to try and “steal” a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit. This game could easily be augmented to suit different situations or to train some other vocabulary just by using other categories of words, for example clothes, names of relatives, or different types of food instead of fruits.

### **Physical games**

An example of a physical game is “Walking the line” where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example “everybody has to walk

backwards”. Another example of a physical game could be the game “Simon says”, where someone plays Simon and gives the others orders, for example “Simon says jump” or “Simon says clap your hands”. I categorize this game as a physical game because of the fact that the Simon’s orders are usually physical. Activities like “Simon says” fits into a teaching method called Total Physical Response (TPR) in which languages is taught by allowing students to observe and take their time to understand the language before having to speak it.

Larsen (2000) stated that TPR is thought to be a good teaching method for learning a foreign language for two reasons. The first one is that it is thought to reduce the stress level of learning a language and therefore making the learning more enjoyable, and the second one is that it resembles the learning of children’s native language, where children are exposed to the language for many months before starting to talk.

### **Scavenger hunt games**

Scavenger hunt games are especially fitting in the language classroom because the clues can be written in the target language, which forces the participants to read and fellow team members to listen and test their understanding. Also within the scavenger hunt could be puzzles, which the students would have to solve, such as crossword puzzles, word searches and/or questions. The possibilities are almost endless and teachers are only bound by the limits of their own creativity.

### **Educational games**

The “mail game” where participants have to deliver “mail” and make sure it gets to the right places works as an excellent example of an educational

game. For languages a good idea would be to work around a theme of a certain place, such as the home. The first thing the teacher has to do is to make the envelopes and the “mail”. The envelopes should be labeled with a specific genre, which in this example would be “kitchen”, “bedroom”, “bathroom” etc.

Sigurgeirsson (1995) argued that the mail should then be letters with words on them that fit into specific envelopes, for example the word “knife” or the word “refrigerator” would match the envelope labeled “kitchen”. Each student should then get a certain amount of “mail” that he has to write his name on and then get to work delivering. The first one to deliver all of his mail would win if it turned out he delivered correctly.

### **Theoretical expression games**

Ingvar affirmed that the game “who am I?” fits perfectly into the theoretical expression category. In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing.

### **Drawing- and coloring games**

Viðarsdóttir, Sótt gave an example of a game from the category: drawing- and coloring games can be a game called “drawing in a foreign language”.

That game is very similar to the “who am I” game from the category above but the only difference is that the students have to draw on the blackboard instead of acting, and they could be working with other types of vocabulary than professions, for example nouns, verbs or adjectives.

### **Educational card games**

Ingvar (1995) added that one educational card game is Bingo, which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match it to the right picture.

### **Word games**

In the same way Ingvar affirmed that word games can be especially good for language teaching. Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game “Filling in a chart” where participants have to find, for example a country, a city, an animal, or a type of food.

### **Story games**

Also Ingvar argued that an excellent example of a game from the category: story games, is the game “to tell a story”. The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it.

Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences. This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

### **Question games**

The author mentioned that a good game in the category: question games, is the game “riddles about European countries”. The students get divided into pairs and each pair gets assigned a specific country and the task of preparing a small riddle about it, such as “It has many horses, it is surrounded by sea, and there you cannot travel by train.

After each pair has made their riddle they would be asked to come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddles all the answers are collected and the pair with the most correct answers wins.

## **GAMES AND THE FOUR AREAS**

### **Writing**

Writing is a skill that, even in the native language, is learnt and not acquired. That fact could explain in part why writing is often considered to be difficult, or even boring in the target language. Another explanation could be that it is often assigned as homework, and many students don't like

homework. One possible reason why writing can be viewed as being difficult is because the writer does not get an immediate feedback similar to what happens during conversations, and as a result the writer could feel more insecure about his work. Some teachers also unwisely use writing as punishment: “Ok, just for that Bobby, I want to see an essay on my desk tomorrow on the dangers of smoking!” Writing also demands a completely different language than normally used in conversations. For students in school this must not become their experience of writing because that can lead to their loathing of writing.

Hadfield (1990) mentioned that games can be a good way to prevent this because not only are games fun but they can provide writers with a reason to write and it is obvious that writing will become easier when there is a clear reason instead of just having to write because the teacher said so. Another thing that games can provide for writers is an audience. In many games other students will play the readers’ part and therefore provide the writer with the necessary feedback that writing often lacks.

A variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing. For example, when teaching students how to write a formal letter a game where participants would have to rearrange sentences to position them correctly, so they make a formal letter, could be a good game.

## **Listening**

Most people remember training their listening skill mainly by doing listening activities when they were in school. Listening activities might very well be an effective way of training that particular skill but teachers need to

remember to keep the activities versatile or their students might get bored. By combining listening with games, teachers might prevent their students from getting bored, and by keeping them interested they are increasing the chances of the students achieving their goals. An example of a good listening game is the famous game “Simon says” where one participant plays the role of Simon and gives the others directions, for example by saying: ‘Simon says jump’, or “Simon says stop jumping” and then everybody would have to do that. If Simon only says “everybody jump” and does not attach the phrase “Simon says” at the front then the other participants are not supposed to follow the direction. Because of this, students need to listen carefully in order to know when to follow Simon’s directions and when to ignore them. This game can also be used to train any vocabulary.

## **Speaking**

According to the national curriculum, teaching communication is very important because of the fact that it plays such a big part of knowing a language. The curriculum also claims that since communication is unpredictable in real life, students must get the chance to practice exactly that and not just to read premade conversations. In order to achieve this, the curriculum suggests games as a good method. Also Grunnskóla (2007) stated that even though the importance of teaching communication is stressed in the national curriculum, some teachers seem to be lacking when it comes to actually teaching students to communicate. Finally, in 2006 Krisjánsdóttir affirmed that students look up to their teachers and when they do not use the target language inside the language classroom it should not come as a surprise that many students do not use it either.

Hadfield (1990) argued that games could be helpful in solving this problem because they call for communication, and they emphasize fluency instead of

accuracy, which should encourage students to communicate because when the emphasis is on fluency students usually do not receive much criticism although they might make errors. Fluency is an important skill to practice because it is what is needed in the real world, and in that sense it could be said that games provide a necessary connection between the classroom and the real world. Although games in general might emphasize fluency the category speaking games can be divided into two main categories.

## **Reading**

Harmer (2004) affirmed reading is an important skill to possess especially when learning the English language. First of all it is important because of the fact that to be able to write people need to know how to read. Secondly it is important for people if they plan to visit the country where the language is spoken because then they will have to be able to read, for example, various directions, menus, and tourist brochures. Thirdly, knowing how to read is important if students are planning on getting an education beyond elementary school because that requires reading. This last point applies especially in Iceland where the majority of textbooks for university are in English. Because of how important the skill reading is it is crucial that teachers seek appropriate means in order to keep students interested. As with the other skills, games can provide diversity and help keep subjects fun and interesting.

## **ADVANTAGES OF USING GAMES IN THE CLASSROOM:**

Bahr (2008) argued that games are a welcome break from the usual routine of the language class because they are motivating and challenging, learning a language requires a great deal of effort, games help students to make and sustain the effort of learning, games provide language practice in

the various skills- speaking, writing, listening and reading, they encourage students to interact and communicate, they create a meaningful context for language use, to vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

- ✓ Games usually involve friendly competition and they keep students interested in learning the language.
- ✓ Games can help them (children) learn and hang on to new words more easily
- ✓ Games make learning fun so your class and children are willing participants and not just there because they have to be.
- ✓ Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
- ✓ Students get to use the language all the time during the games
- ✓ They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to these games, it is fun.
- ✓ How do you expect your class or children to remember vocabulary if they never use it?
- ✓ The games lend themselves perfectly to quick bursts of revision. Using some of the games, you can revise a massive amount of vocabulary and grammar in a few minutes.
- ✓ If you use games to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.

## **LEARNING VOCABULARY THROUGH GAMES**

Staines (1990) suggested that, there is no mystery to learning through play. When children play, they cannot help but learn and develop". I believe

that the play we provide for children through games will help learning to be successful. Similarly, Moon (2000) argued that when we use games with young learners, we "appeal to their sense of fun and arouse their interest, games give them a real purpose for using language and provide opportunities for them to use language more freely".

Moreover, according to Rixon (1992) "Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it". Moreover, the author continues, "Vocabulary games provide a good chance for students to learn something from one another".

Research reveals that games seem to provide young learners with the element of fun and enjoyment which is important for learning. However, not a lot of teachers consider games worthwhile, and only worry about finishing the curriculum.

## **SUGGESTIONS FOR USING GAMES IN VOCABULARY TEACHING**

Obey (2002) added that the various types of classroom activities can be applied suitably such as pair work, small or large group work, collecting things around the room and finding partners. The activities must not be the same for example, a whispering game can be played into one large 818 group first and then, the game can be changed into two groups and finally, the game can be applied into small groups. Teacher can also add more word or sentence while playing game or teacher can also applied the game into racing game.

According to Huyen and Bogdan (2003/2009) Learners' participation is necessary. Learners obtain more vocabularies and use them confidently through the participation of the meaningful and different tasks based on real life context For example, instead of teacher tell learners to memorize words of fruits and vegetables, teacher can assign learners a task of making their own Pictionary of fruits and vegetables from supermarket's pamphlets. Pictionary by learners let learner be participation of language learning and supermarket's pamphlet is from learners' real-life and meaningful context.

More over Alemi (2010) argued that the different learners take different roles of games. They can reveal different words or meaning differently from their perspective which the other learners can learn from those perspectives as the suggestion, Also Kumar and Lightner stated that the personality is the most important factor in teaching. For example, when teacher asks learners to make a sentences with the word "useful", a learner can create many sentences from their experience such as "Electric drill is useful" from a learner which lives in factory. Teacher may also notice learners some awareness from learner's mistakes such as "Milk is useful".

Jitmuad added that teaching too many vocabularies to learners may not the suitable way of teaching. Teaching many words to learners by memorizing at the beginning of the lesson may not the suitable way of teaching because learners can't use language although they can memorize a lot of words. The main purpose of language learning is to use language correctly. So learning vocabulary in a form of sentences and/or pictures can be more effective.

Similarly, Linse (2006) stated that classroom management can facilitate environment and conduct classroom to learning. Clear rules at first, appropriate and inappropriate concept in class, reward offering and enough activities are the elements of the classroom management which can control

classroom easier. For example, when the class begins, teacher asks learners to rearrange their chairs into groups of four or five at first because the games need to be used a group of four or five learners. Then, teacher tells and reviews the playing rules clearly before playing game. After the game finishes, teacher give a reward appropriately to the winner. These can facilitate your class and your game easier; otherwise, the game may not be successful.

## **ROLE OF GAMES IN VOCABULARY LEARNING**

In order to learn and retain new words, learners should participate in different task-based activities in their classroom and such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it. Many experts of language teaching methodology agree that playing games is a good way to learn vocabulary, especially in communicative language teaching classes. Games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

First, using games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition. Learning is a process by which "information is obtained, stored, retrieved, and used"; therefore, the teacher needs to provide initial encoding of new words and then "subsequent retrieved experiences". Rubin (1987) suggested that if learners see or use a word in a way different from the way they first met it, then better learning is achieved. According to Schmitt amount of exposure can affect second language vocabulary acquisition.

Research in vocabulary acquisition reported by Nation (1990) revealed that students require at least five to sixteen exposures to a new word before learning it. Also, Bunch (2009) pointed out that English language learners will benefit from a variety of activities aimed at increasing exposure to key vocabulary. Besides, Laufer (1997) pointed out that vocabulary acquisition is related to the effect of repetition on learning. It can be said that repetition is one of the most effective ways to learn new words. Similarly, according to Carter and McCarthy new words are forgotten if they are not recycled in some way and make it into long-term memory. In order to learn vocabulary, words have to be recycled numerous times. In fact, providing incidental encounters with words is one method to facilitate vocabulary acquisition.

## **e. MATERIALS - METHODS**

In this section, by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

### **DESIGN**

The spiral model of action research proposed by Kemmis and McTaggart was followed in this study in 2000. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflections of her teaching and improved her students' situation.

### **CONTEXT**

"Pompilio Reinoso Jaramillo" public school was selected as the place for the present research work, and it is the school where the researcher was currently teaching and observing as a part of her teaching practicum; therefore, she had insight into the spectrum of English teaching within the school. "Pompilio Reinoso Jaramillo" Educational Center is located in Saucos Norte neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this

urban school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of “Pompilio Reinoso Jaramillo” Educational Center, the treatment of English as a subject within the curriculum of the school is compulsory, but the periods of class devoted to teach it are limited to two classes weekly. It had a certified English teacher as part of its teaching staff.

## **PARTICIPANTS**

The seventh-B year students of Basic Education were chosen as sampling to develop this present action research work. The population was 19 students between boys and girls. The students in this class were between eleven and twelve years old. They habitually received two hours of English per week with a certified teacher, but in these classes the resources used to teach English are limited and English book “Happy Always”. Permission to conduct the study was obtained from the principal through written format, and from the teacher through oral authorization. Confidentiality was maintained through password-protected data banks, with only the researcher and research professor having access to the data.

## **METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS**

This general denomination included description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

## **METHODS**

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the use of games applied to improve vocabulary of the English language. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution. This particular method helped support data collection in order to make relevant predictions and further analysis.

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

The analytic-synthetic method was used to analyze the obtained results through two questionnaires, three tests and a check list. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the tests and questionnaires as well as the qualitative text analysis of the data received from the check list.

## **TECHNIQUES**

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

## **DATA COLLECTION INSTRUMENTS**

- ✓ Check list of five items to observe the students' performance during each lesson ( annex 1, page 150 )
- ✓ Three researcher's-made tests of 5 questions was applied to determine the qualitative knowledge of the students during the intervention (annex 2, page 151 )
- ✓ Two Questionnaires of eight multiple chooses questions was used to compare the students' perception on the use of games to improve vocabulary (annex 3, page 157)
- ✓ Observation sheet was used to identify the effectiveness of the strategy during the process.

## **MATERIALS**

This research work was accomplished with the help of three main resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was the

seventh-B year students of “Pompilio Reinoso Jaramillo” Educational Center. The cooperating teacher helped provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked enthusiastically in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

## **PROCEDURE**

The study started during the period of the teaching practicum in which the researcher had the opportunity to observe the English classes of seventh-B year students, in order to identify the issues the students were facing. In the visits to English classes observations sheets (annex 1, page 158) were field out to record the activities and students’ work did. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plans (Annex 1, page 134) was organized in 8 lessons, it was designed with the help of the literature framework. Then, the intervention plan was applied in April-May. During this stage quantitative and qualitative data was collected using the instruments mentioned above. The questions of the test were grouped according to Bloom’s cognitive approach to assessments. It means that it was considered what students need to perform in order to answer the questions correctly.

After collecting the data it was tabulated and translated into tables. Means for each test section were calculated to have a better overall view of performance of the group/class in each test. The Pearson Correlation coefficient  $r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$  was used to find out the relationship between the learning outcomes before and after the intervention plan. It was one of the best means for evaluating the strength of a relationship between pre and posttests (x and y). Both variables were expressed in terms of quantitative scores and the statistical analysis was used to determine whether there was a significant change in achievement from the base line data to the posttest results. Observation data was also obtained by periodical monitoring of the evaluation of the language skill by means of a researcher-designed checklist.

The discussion of the outcomes was completed with the analysis of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

## f. RESULTS

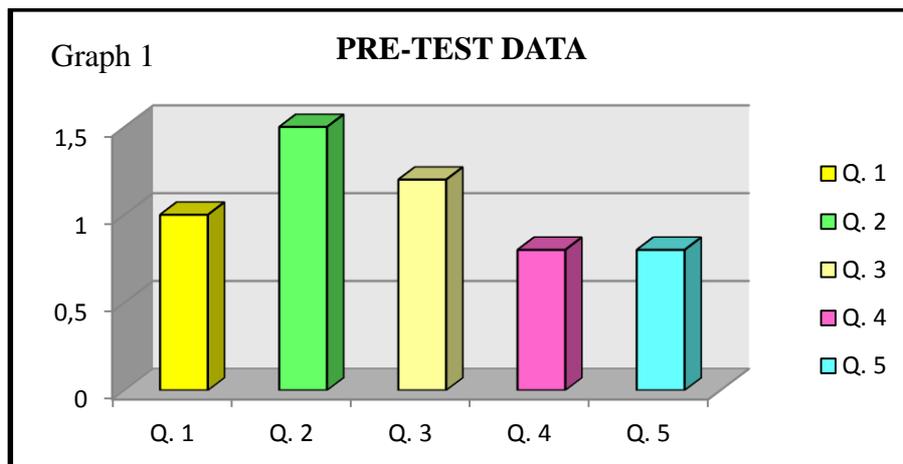
After collecting data by tests, questionnaires and check lists, from the reflections of applying games in the classes to learn English vocabulary. It was found that the strategy will be helpful for teaching and learning vocabulary. The results will be the following:

### *Chart 1*

#### *The Pre-test data*

Student's code	R			U		Total/10
	Q. 1/2	Q.2/2	Q.3/2	Q.4/2	Q.5/2	
OPRJ01	0,5	1	1	1	0,5	4
OPRJ02	1	1	1,75	0	0,25	4
OPRJ03	0,5	0,5	0,25	0	0	1,25
OPRJ04	1	1	1	0,75	2	5,75
OPRJ05	0,5	2	1,75	0	1	5,25
OPRJ06	2	2	1,5	2	1	8,5
OPRJ07	2	2	1,75	1,25	1	8
OPRJ08	2	2	1,5	2	1	8,5
OPRJ09	0,5	1	1	0	0,25	2,75
OPRJ10	1	2	1,75	0,25	1	6
OPRJ11	0	2	0,25	1	0	3,25
OPRJ12	1	0,5	0,75	0,75	0,5	3,5
OPRJ13	1	2	1	1	1,25	6,25
OPRJ14	2	2	1,5	2	2	9,5
OPRJ15	2	2	1,75	1,25	1,25	8,25
OPRJ16	0	2	1	0,75	1,25	5
OPRJ17	0,5	0,5	1,25	0	0	2,25
OPRJ18	2	2	1,5	1	1	7,5
OPRJ19	1	0,5	0,5	0,75	0,75	3,5
Mean	1	1,5	1,2	0,8	0,8	5,4

Note: Q= question; R= remembering; U= understanding; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); PRJ = Pompilio Reinoso Jaramillo N°. 1



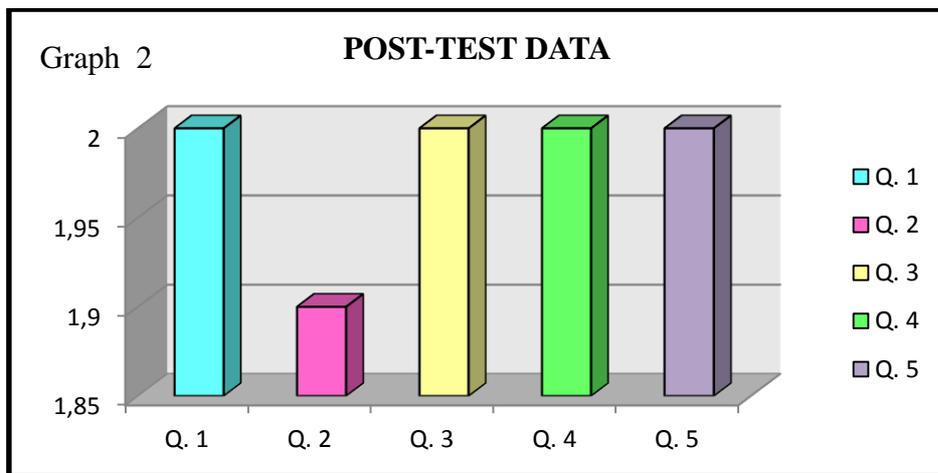
The results demonstrated that most of students of the class got scores less than 6 points, it reveals that according to the data they had more difficulties in the use of the vocabulary in context that is demonstrated in the Q4 – Q5. The data also shows that six of the 19 students reached a score of 7 points and plus. There seems that they had previous knowledge especially in the use of vocabulary in context and identify them. One of the students got a score of 9, 5 points, which means that the student know and use the vocabulary evaluated. Like Nguyen indicates that students in order to learn and retain new words, they should participate in different tasks – based on activities in their classroom whether it is a guessing task, a describing exercise or conversation making with vocabulary games, which specially focus on helping learners develop and use words in different contexts by making the lessons enjoyable.

Chart 2

The Post-test data

Student's code	R					U	Total
	Q.1	Q.2	Q.3	Q.4	Q.5		
OPRJ01	2	2	2	2	2		10
OPRJ02	2	2	2	2	2		10
OPRJ03	2	2	1,5	0	0,5		6
OPRJ04	2	2	2	2	2		10
OPRJ05	2	2	2	2	2		10
OPRJ06	2	2	2	2	2		10
OPRJ07	2	2	2	2	2		10
OPRJ08	2	2	2	2	2		10
OPRJ09	2	1	1,75	2	2		8,75
OPRJ10	2	2	2	2	2		10
OPRJ11	2	0,5	2	2	2		8,5
OPRJ12	2	2	2	2	2		10
OPRJ13	2	2	2	2	1		9
OPRJ14	2	2	2	2	2		10
OPRJ15	2	2	2	2	2		10
OPRJ16	2	2	2	2	2		10
OPRJ17	2	2	2	2	2		10
OPRJ18	2	2	2	2	2		10
OPRJ19	2	2	2	2	2		10
Mean	2	1,9	2	2	2		9,5

Note: Q= question; R= remembering; U= understanding; questions are grouped according to the cognitive process, the ability to apply knowledge (Bloom's cognitive behavior theory); PRJ = Pompilio Reinoso Jaramillo N°. 1



The data on table three, determined that the students' knowledge of English vocabulary increased significantly in the overall majority of the class that demonstrates in the mean obtained (9, 5). Most of the students got a score of ten points; it reveals that the strategy was very useful for them. The data also states that two of the students got a score of 8 points and plus, that reveals the students still have problems to identify the vocabulary. In addition the data indicated that one student got a score of 6 points, he improved his score from pre to post-test. However, the student needs personalized teaching because he had problems to associate the vocabulary with the context and remembering easy the meaning of the vocabulary. Finally, according to all results it seems that the games had a positive effect in the teaching and learning English vocabulary. The games are useful and effective tools that should be applied in vocabulary classes making them more interesting, enjoyable and effective. In the same way, Gardner in 2006 shared that students could remember new words more quickly for a long time and also they can use them in context when they learn through games.

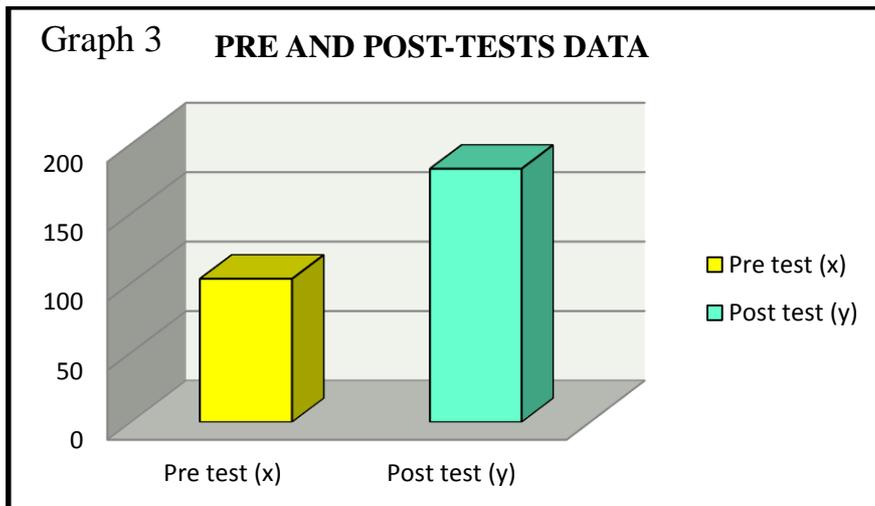
## COMPARING TEST'S RESULTS

*Chart 3*

*Pre and Post-tests data*

Student's code	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
0PRJ01	4	10	14	16	100
0PRJ02	4	10	14	16	100
0PRJ03	1,25	6	7,25	1,56	36
0PRJ04	5,75	10	15,75	33	100
0PRJ05	5,25	10	15,25	27,56	100
0PRJ06	8,5	10	18,5	72,25	100
0PRJ07	8	10	18	64	100
0PRJ08	8,5	10	18,5	72,25	100
0PRJ09	2,75	8,75	11,5	7,56	76,56
0PRJ10	6	10	16	36	100
0PRJ11	3,25	8,5	11,75	10,56	72,25
0PRJ12	3,5	10	13,5	12,25	100
0PRJ13	6,25	9	15,25	39,06	81
0PRJ14	9,5	10	19,5	90,25	100
0PRJ15	8,25	10	18,25	68,06	100
0PRJ16	5	10	15	25	100
0PRJ17	2,25	10	12,25	5,06	100
0PRJ18	7,5	10	17,5	56,25	100
0PRJ19	3,5	10	13,5	12,25	100
$\Sigma$	103	182,25	285,25	664,92	1765,81

Note: X = pre-test; Y= post-test; PRJ = Pompilio Reinoso Jaramillo N°. 1  
 $\Sigma$ = sum of the variables



### The Pearson correlation coefficient

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

$$r = \frac{19(285,25) - (103)(182,25)}{\sqrt{[19(664,92) - (103)^2][19(1765,81) - (182,25)^2]}}$$

$$r = \frac{541975 - 1877175}{\sqrt{[1263348 - 10609][3355039 - 332150625]}}$$

$$r = \frac{1335200}{\sqrt{[1252739][328795586]}}$$

$$r = \frac{1335200}{\sqrt{4118950536100}}$$

$$r = \frac{1335200}{\sqrt{202951978}}$$

$$r = 0,6578$$

The data of table 4 shows the results of the last test, in order to know what knowledge the students gained. They were assessed with the same vocabulary items that the previous ones. It determinates that the majority of the students got scores less than 6 points that demonstrates the symbol (x) in the table. It states the students had difficulties with the English vocabulary. In contrast, the result in the post-test increased meaningfully. Most of the students got a high score. Finally, the results of this action research reveal that games play an important role; they contribute to vocabulary learning making the classroom a pleasant atmosphere. In other hand the result of the Pearson Correlation coefficient was 0, 6578 that helped to find out the relationship between the learning outcomes before and after the intervention plan. It is one of the best means for evaluating the strength of a relationship between pre and post tests (x and y). Both tests were expressed in terms of quantitative scores that determined a significant change in achievement from the base line data to the posttest results. In the same way in 2008 Zwiers argued that games are a great way to revive student's interest in the class and also help them absorb and retain more information. In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classroom. The results of this research stated that games are used not only for mere fun, but more importantly, for the useful practice and review of English vocabulary.

## COMPARISON OF STUDENTS' PERCEPTION ON THE USE OF GAMES TO IMPROVE VOCABULARY

### Question 1

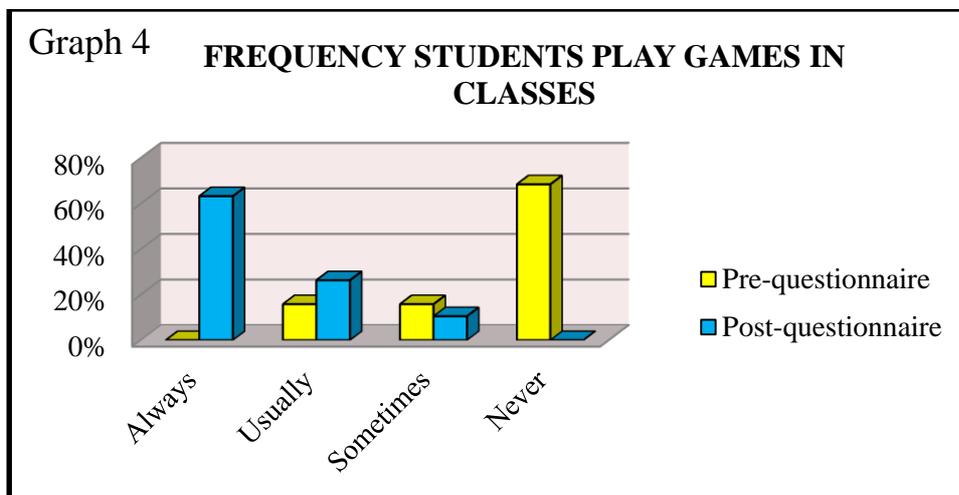
#### Chart 4

*How often students play games in the English classes?*

*Frequency students play games in classes*

The Frequency	Pre-q		Post-q	
	f	%	f	%
Always	0	0 %	12	63,2 %
Usually	3	15,8 %	5	26,3%
Sometimes	3	15,8 %	2	10,5%
Never	13	68,4 %	0	0%

Note. Pre-q = pre questionnaire; Post-q = post questionnaire



In table two, the results indicated that the students' perspective changed from the pre-questionnaire to the post-questionnaire. In the pre-questionnaire the majority of students that represent (68, 4%), stated that they never used games in their English classes. Moreover, the (15, 8%) of the students mention they sometimes learn English with games. Nevertheless, no body mentioned that games are used always in their

English classes. However after the intervention most of students (63, 2 %) that represent 12 students stated they always played games, it demonstrated the frequency that students learn with game activities. According to Wright in 1994 there are some benefits of using games: Games help the teachers to create contexts in which the language is useful and meaningful, in the same way, the author affirmed that games provide practices in all the skills in all the stages of the teaching/learning sequence and finally games can engage the students and motivate them to interact with the topic.

*Question: 2*

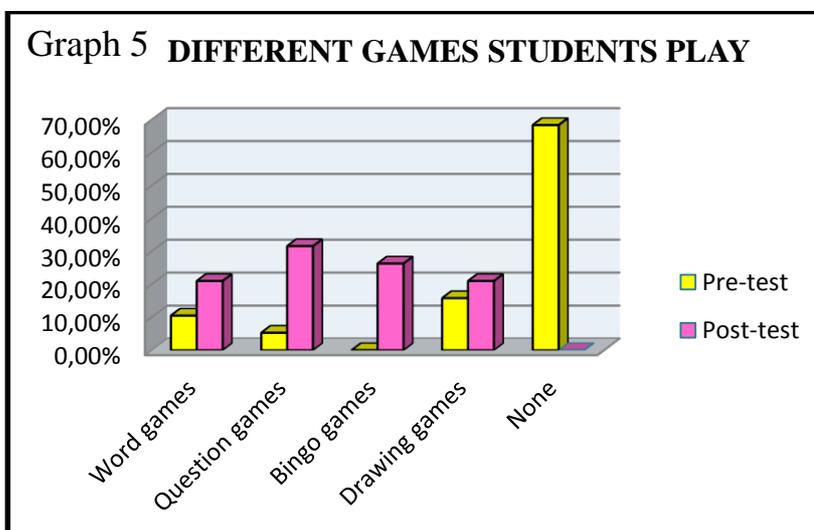
*Chart 5*

*The Kind of games students play to learn vocabulary?*

*Different games students play*

Games	Pre-q		Post-q	
	f	%	f	%
Word games	2	10,5%	4	21%
Question games	1	5,3%	6	31,6%
Bingo games	0	0%	5	26,3%
Drawing games	3	15,8%	4	21%
None	13	68,4%	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire



The data collected from the one hundred percent of students, the 68, 4 % that represent the majority of them affirmed that they do not play any kind of games. However, 3 students stated that they used drawing games to learn vocabulary. Similarly, 2 students argued that they played word games. Moreover, the results showed that any students played bingo game. On the other hand, in the post-questionnaire the results demonstrated that most of the students practiced more frequently different kind of games like: word games, bingo games, drawing games, focused a little more in question game that represent (31, 6%). The benefits to use different kind of games are mention by Larsen, in 2000 he argued that these kinds of games are a good method for learning a foreign language for two reasons. The first one is that games reduce the stress level of learning a language and therefore making the learning more enjoyable, and the second one is that games resembles the learning of children's native language.

*Question: 3*

*Chart 6*

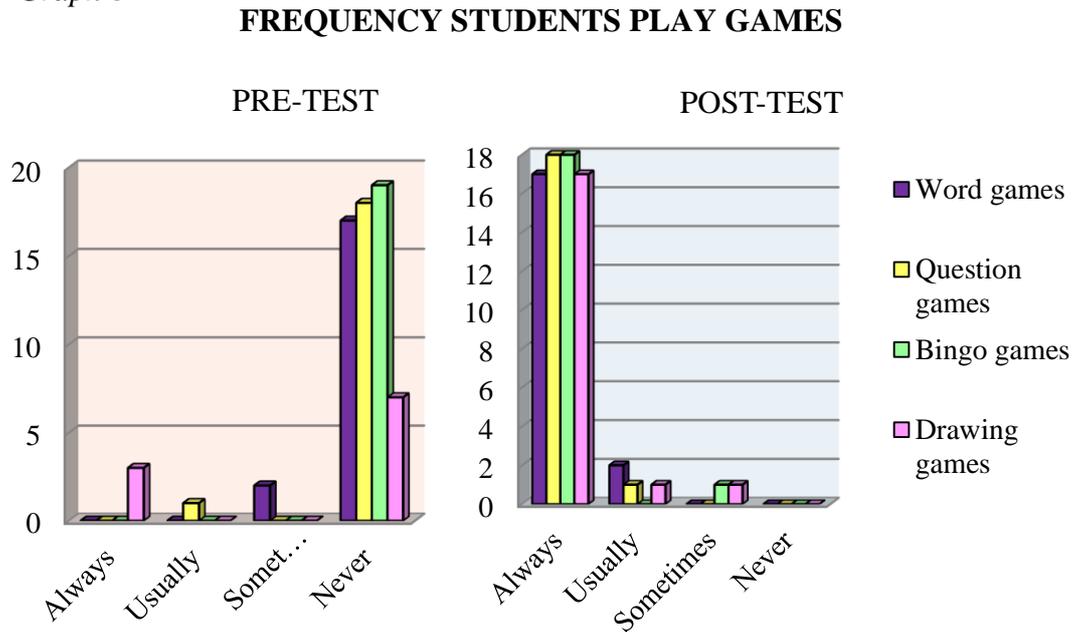
*How often students play different kind of games?*

*Frequency students play games*

Variable	Pre-q								Post- q							
	a		u		s		n		a		u		s		n	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Word games	0	0 %	0	0%	2	11%	1	89%	17	89,4 %	2	10,5 %	0	0 %	0	0%
Question games	0	0%	1	5,2 %	0	0 %	1	95%	18	95%	1	5,2%	0	0%	0	0%
Bingo games	0	0%	0	0%	0	0 %	1	100 %	18	95%	0	0%	1	5,2%	0	0 %
Drawing	3	16 %	0	0%	0	0%	1	84%	17	89%	1	5,2%	1	5,2 %	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire; a= always; u= usually; s= sometimes; n= never

Graph 6



The data in table 7, demonstrated that there was a significant change between the pre and the post-questionnaire; the majority of the students stated that before the intervention they did not play different kind of games frequently, especially bingo and question games. However after the intervention the results showed that students play all kind of games always in their English class in order to learn vocabulary. This is supported by Doctrines, who mentioned in 2005 “Games are helpful because they can make students feel that certain words are important and necessary, when playing a game they will concentrate and will try to recall words learnt in order to play the game. If games were used more often in classroom, this may help students learn vocabulary because vocabulary is introduced and used in an enjoyable and challenging way.

Question: 4

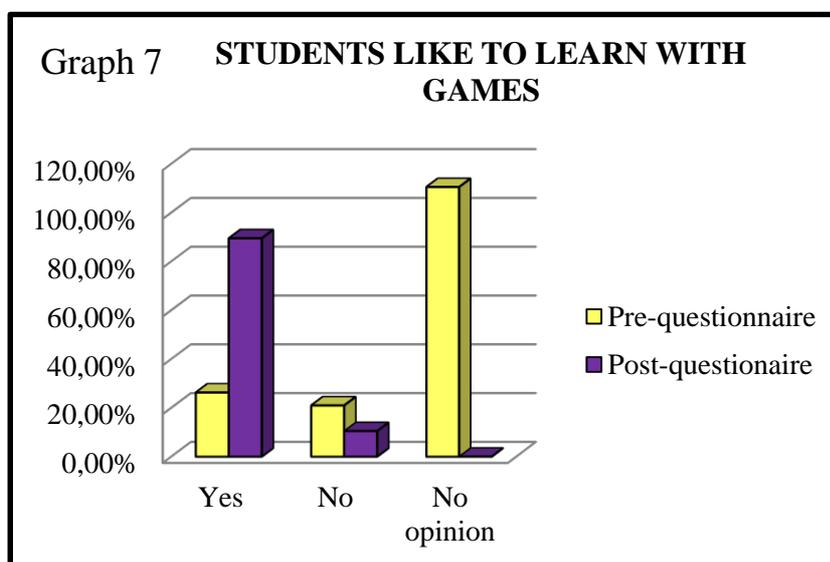
Chart 7

Students like to learn vocabulary when teacher uses games?

Students like to learn with games

Variable	Pre-q		Post-q	
	f	%	f	%
Yes	5	26,3%	17	89,5%
No	4	21%	2	10,5%
No opinion	10	52,6%	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire



The data derived from the question four, demonstrated that (52, 6%), it represents 10 students who did not have any opinion about the question. Moreover, the (26, 3%) of the students stated that they like to learn vocabulary when the teacher uses games. However, the results in the post-questionnaire showed that students like to learn and enjoy their English classes using games. That is reinforced by Rixon who stated that games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it, also he argues that games provide a good chance for students to get confidence and security to participate in each, also he argued that students get motivate to learn new words and try to be the best.

*Question: 5*

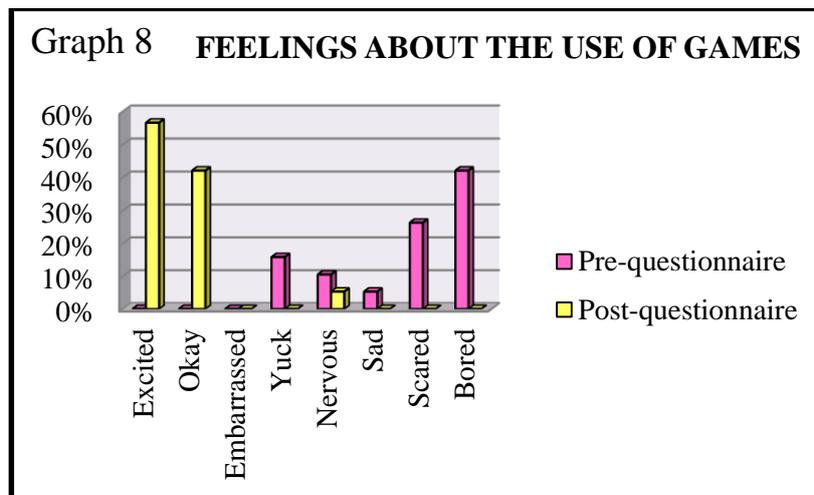
*Chart 8*

*How students feel when teacher uses games to teach English vocabulary?*

*Feelings about the use of games*

Feelings	Pre-q		Post-q	
	f	%	f	%
Excited	0	0%	10	56,6%
Okay	0	0%	8	42,1%
Embarrassed	0	0%	0	0%
Yuck	3	15,8%	0	0%
Nervous	2	10,5%	1	5,3%
Sad	1	5,3%	0	0%
Scared	5	26,3%	0	0%
Bored	8	42,1%	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire



Regarding the data the 42,1% of the students in the pre-questionnaire argued that they felt bored in the rarely time that teacher uses games to teach vocabulary because the students do not feel familiarized to learn with games. In the same way, the 5,3% of the students stated that they feel sad. However, according the data of the post-questionnaire the 56,6% of the students felt excited when teacher used games because she created a positive learning environment and she tried to spark interest among their students. In addition, 8 students stated that they feel okay in the learning process through games. It is reinforced by Staines who stated that the students playing games feel motivated to learn and it helps to be successful learning. Similarly, Moon argued that when teacher uses games the students appeal to their sense of fun and arouse their interest, games give them a real purpose for using language and provide opportunities for them to use language more freely.

Question: 6

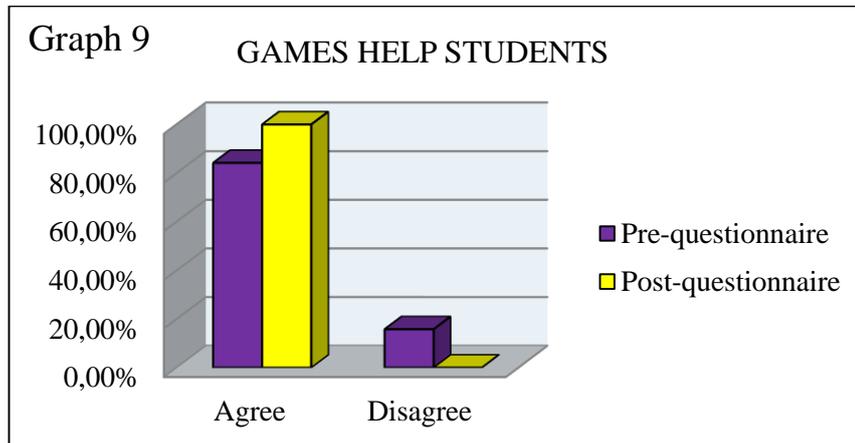
Chart 9

Games help students to learn vocabulary?

Games help students

Variable	Pre-q		Post-q	
	f	%	f	%
Agree	16	84,2%	19	100%
Disagree	3	15,8%	0	0%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire



With reference to the data recollected about this question in the pre-questionnaire 13 of students stated that games helped them to learn vocabulary in a better and easy way. In the same way, in the post-questionnaire all the students considered that games helped them to learn vocabulary. That is supported by Rubin who argued that using games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition. Learning is a process by which information is obtained, stored, retrieved, and used; therefore, the teacher needs to provide initial encoding of new words and then subsequent retrieved experiences because using games the classroom

are organized, creative, and the passionate activities help students to learn through fun.

*Question: 7*

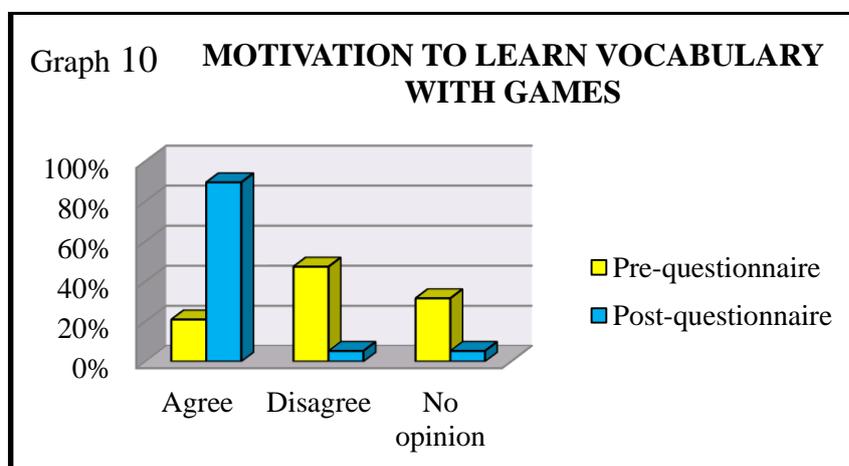
*Chart 10*

*Games motivate students learn English vocabulary*

*Motivation to learn vocabulary with games*

Variable	Pre-q		Post-q	
	f	%	f	%
Agree	4	21%	17	89,5%
Disagree	9	47,4%	1	5,3%
No opinion	6	31,6%	1	5,3%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire



The results determinate that there were (47,4%) of students whom stated that games do not motivated them to learn vocabulary, the minority of them that represent 21% considered that games motivated them. While, the results of the post-questionnaire demonstrated that more than half of students (89, 5%) wrote that games motivated them.

According to these results, it is supported by Rixon who revealed that games seem to provide learners with elements of fun and enjoyment which is important for learning. However, not a lot of teachers consider games worthwhile, and only worry about finishing the curriculum.

Question: 8

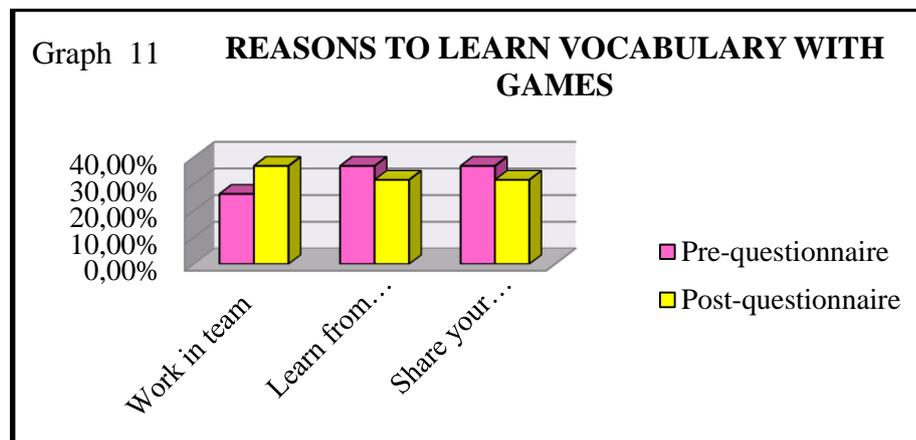
Chart 11

Reasons that students have to learn vocabulary using games

Reasons to learn vocabulary with games

Reasons	Pre-q		Post-q	
	f	%	f	%
You can work in team	2	26,3%	7	36,8%
You can learn from each other	3	36,8%	6	31,6%
You have the opportunity to share your knowledge	4	36,8%	6	31,6%

Note. Pre-q= pre questionnaire; Post-q = post questionnaire



The analysis of the data confirmed that (36, 8%) students liked to learn vocabulary because they could learn from each other and they had the opportunity to share their knowledge, the results from the post-questionnaire stated that (36,8%) games helped students to work as a

team, also these gave the opportunity to share their knowledge and help each other. According to Marissa Ochoa the students like to learn in an environment where they feel encouraged to participate because they enjoy demonstrating their knowledge through team games. This allows the students to learn from each other and they have the opportunity to share their knowledge. Also Antonaros and Couri stated that “Games in the foreign language classroom encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning.”

## **g. DISCUSSIONS**

The research was carried out with 7-B year students at “Pompilio Reinoso Jaramillo” school; the data showed that students’ knowledge on the vocabulary changed after the intervention. The findings in the pre-post tests and the pre-post questionnaires indicated the significant progress students got.

The results of this research demonstrated that games can effectively improve students’ vocabulary. The improvement of students’ score can be seen from the differences between pre-test and post-test. While in the pre-test the mean score was 5, 4 in the post-test it improved to 9, 5. It proved that teaching through games could improve students’ vocabulary knowledge. The students became more active in teaching and learning process; they demonstrated in the post-test their ability to apply knowledge, recognizing vocabulary words in different ways and understanding it in context. Like Larsen in 2000 affirmed that there are numerous benefits that come with using games to help students improve in their communicative ability and they are also highly motivating and sustain the effort of learning.

The effectiveness of the strategy was also shown from the differences of students’ perceptions between pre and post-questionnaires. In the pre-questionnaire the results determinate that most of the students did not like to learn vocabulary through games, which is demonstrated on the tables 8,9,11. It seems that they did not have an experience developing activities using this strategy. On the other hand, in the post questionnaire the perception students toward the use of games changed positively. It revealed that the students enjoyed

and feel motivated to learn vocabulary through games. The students' checklist was another instrument used. It helped to notice the perception and see the progress of students during the process. Students in the first class were nervous and did not help each other. However, after the second intervention they were willing to play games with activities where they could aid each other and share their knowledge. This means that students really wanted to have the opportunity to play games, as they provide an active and good environment in the classroom; it is supported by Halliwell who stated that games exploit and develop the students' capacity for interaction and talk, for indirect learning, for creative use of language resources, and the capacity for playing and fun. In short, games and activities provide students with chances to examine the words closely, as well as enhancing their motivation to learn.

This study was enhanced by the games which were used in the developed of the intervention plan. At the beginning of it some students looked worried about the presence of the practitioner in their class. Then, when the researcher mentioned the strategy and the form they will work learning vocabulary, the students got enthusiastic, curious and interested to use games in their learning. During the teaching and learning process, most of the students were motivated to learn vocabulary performing different activities with games. They also enjoyed the classes cooperating and performing the tasks assigned. Researcher also emphasized on the students' pronunciation. At the end of the intervention students were enthusiastic having a new experience with another strategy for learning vocabulary and the scores that they got.

This study was also even more precise by the students from 7-B. It was a great group because they were cooperative, enthusiastic, interested and respectful. Strengths were the classroom teacher and the school director who were friendly, communicative and collaborative. However an obvious limitation to this intervention was the reduced space in the classroom that did not facilitated to play games in a comfortable space. Another limitation was the weekly class-periods; they only attend at two-class periods per week.

The researcher considered that the whole process of conducting this action research had enriched her teaching experience. It provided her with a wide knowledge about the use of games and strategies in teaching vocabulary. Game as a strategy to teach vocabulary was great because it was a good way to revive student's interest in her class and often also helped students absorb and retain more information. It really enriched her theoretical background, and enhanced her ability to teach vocabulary effectively. Finally this action research project made refine her practice in every lesson taught to later enrich her professional development.

Finally, the action research as an approach was effective because it provided practitioners with new knowledge and understanding about how to improve educational practices and resolved significant problems in the classroom. In this way the researcher can implement practices that best meet the needs of their students, and complement their particular teaching philosophy, instructional style, her individual talents, experiences and creative ideas within the classroom.

## **h. CONCLUSIONS**

After finishing the analysis of this action research based on tests and questionnaires of the 7<sup>th</sup>-B year students of basic education at “Pompilio Reinoso Jaramillo” school, the researcher can states some conclusions for this specific case which would be presented as follow.

The issues that limited the vocabulary learning of seventh year students were the lack of exposures that students had for learning with a strategy that facilitates the learning of it. The results received in the pre questionnaire according to the students showed that the vocabulary was taught using the textbook. The students also mentioned that they did not feel motivated to learn vocabulary. The findings in the pre-test revealed that students had more difficulties on identifying and use the vocabulary in context.

The 8 sessions, in the intervention plan, were addressed to face the issues the students had in learning vocabulary. They were planned based on the students’ cognitive process to build up their knowledge. Each lesson was prepared using games as a strategy considering students’ pre knowledge. All lessons were applied based on activation, connection and affirmation that enable students to master new words, remembering and understanding them.

Four games were applied to improve students’ vocabulary in the intervention with 7-B year students. One game implemented was question game which helped students to understand the word by asking

them to answer three questions about new words, with this game students thought more deeply about a word and made connections between familiar and unfamiliar terms. The other game applied was word game; this game helped students identify a specific vocabulary word and use them in context, also motivating to work in a competitive and cooperative atmosphere. The next one was bingo game it provided an interesting and motivating manner to review and understand vocabulary words. Finally, drawing game was applied by implementing these games, students learnt how to make a good team work, how to be a good member in a group and identify the vocabulary meaning.

The use of games as part of the classroom activities reduced the students' limitations meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. The change of the scores from the pre (5, 4) and post-tests (9, 5) is relevant evidence that demonstrated the positive impact that the games had in this intervention.

In sum the action research presented dealt with the influence that the games might have on the improvement of the English vocabulary. The findings of the research showed that the use of them determined positively the improvement of the vocabulary and made students feel more relaxed and cooperative.

## **i. RECOMENDATIONS**

Based on the previous conclusion above, the researcher is able to say the following suggestions:

- Games are a helpful strategy to improve the learning of the vocabulary, teachers should use more frequently this strategy with their students inside and outside the classroom, with the purpose to motivate the students to learn vocabulary through games and help them to identify and use the vocabulary in context.
- Teachers should prepare their classes including games that help students learn and retain new words more easily, understanding, remembering and involving in a friendly competition and games keep learners interested to get involved and participate actively in the learning activities.
- Teachers should use all kind of games in their English class. However, in order to achieve the goal according each game, the teachers could divide the students into appropriate group, in this way the students could enjoy and do the best based on the role of each activity. Besides that, the teachers should manage the group by mixing the students based on their abilities in order that the game could be more attractive.
- In addition, teachers should start with brainstorm activities at the beginning of the lessons by asking students the previous lesson and also asking about the topic that would be taught in that day. At

the end of the class, teachers should give feedback to the students in order to get their collaboration to participate in each lesson and the progress of each activity performing their tasks.

- Teachers should make the learning process more dynamic using games, because this strategy improve the students' learning, they not only increase their academic score but also increase their spirit, and enthusiastic in learning English. In this way the students will be highly motivated.

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k. ANNEX



# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN

**ENGLISH LANGUAGE CAREER**

PROJECT

TITLE

THE USE OF GAMES TO IMPROVE  
VOCABULARY OF THE ENGLISH LANGUAGE  
WITH 7<sup>TH</sup> YEAR STUDENTS IN PARALLEL "B" AT  
"POMPILIO REINOSO JARAMILLO" PUBLIC  
SCHOOL, ACADEMIC YEAR 2013-2014

AUTHOR: SOLANO SOLANO CARMEN MARLENE

LOJA – ECUADOR

2015



**a. THEME**

**THE USE OF GAMES TO IMPROVE VOCABULARY OF THE ENGLISH LANGUAGE WITH 7<sup>th</sup> YEAR STUDENTS IN PARALLEL “B” AT “POMPILIO REINOSO JARAMILLO” PUBLIC SCHOOL, ACADEMIC YEAR 2013-2014**

## **b. PROBLEM STATEMENT**

### **2.1. BACKGROUND**

The present research will be carried out at “Pompilio Reinoso Jaramillo” school. The public educational center is located at Saucos Norte neighborhood, at Valle Parish, which belongs to the city of Loja.

The “Pompilio Reinoso Jaramillo” school was created on October 10<sup>th</sup>; in 1992. This institution offers an integral education into a comfortable environment. The school has a staff of two administrative members, 15 teachers, and 200 students. The students that attend to this school come from middle class of the city.

This educational institution is integrated by excellent professionals, which gives serves from first grade to seventh year of basic education. The ages of the students that attend the institution are among 5 to 12 years old.

The mission of the institution is to develop an integral education with active and participative practices and methodologies that enable the students the best use of human, technical, and economic resources in order to develop the attitudes, values and skills to become useful people for personal and social development.

The object of the institution is to impart a quality and warmth education to achieve excellence based on principles and practice of values that

facilitate the decision making allowing the formation of the students in practical and theoretical training.

## **2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT**

The learning of the English Language is becoming essential in a globalized world. If people have a sufficiency in the English language, it gives better opportunities to them in all the fields.

The learning of the English as a foreign language is a complex process because some students may have different perceptions in the classroom as far as learning a foreign language is concerned, they must develop the ability to pick up the various sounds of unfamiliar words, understand, and interpret them, are typically stronger for beginners' language production.

The present research will be carried out with students of 7<sup>th</sup> grade, in parallel "B" at "Pompilio Reinoso Jaramillo" school. This group is integrated by 19 students, boys and girls. They have English class twice a week, in a two-period class of eighty minutes with a certified English teacher.

The English classes at this parallel are developed with the following routine: The classes start without a warm up activity instead the students' homework is reviewed and graded by the teacher. In the presentation of the new theme teacher writes it on the board and tells students to write it down on their notebooks. The pronunciation of each word is done by the teacher, he reads the words and students repeat them to familiarize with

the pronunciation and the written form. The classroom tasks are developed on the book like repeating written words, painting, completing sentences that do not have meaning to the students. The classes become boring and students lose the interest in the English learning.

Teacher supports students work only on the written form of the words and he does not focus on reading, listening skills, and the speaking skill is worked just with the teacher pronunciation. The English classes are taught in Spanish even he knows the English language.

Considering the different problems the group is facing, this action plan is developed to use games to improve vocabulary of the English language with 7th year students in parallel "B" at "Pompilio Reinoso Jaramillo" public school, academic year 2013-2014

### **2.3. RESEARCH PROBLEM**

HOW DOES THE USE OF GAMES IMPROVE THE VOCABULARY OF ENGLISH LANGUAGE WITH 7<sup>TH</sup> YEAR STUDENTS IN PARRALLEL "B" AT "POMPILIO REINOSO JARAMILLO" PUBLIC SCHOOL, CADEMIC YEAR 2013- 2014?

### **2.4. DELIMITATION OF THE RESEARCH**

#### **a) Temporal**

The research project will be done in the school year 2013-2014

### **b) Spatial**

The place where the research will be carried out is at “Pompilio Reinoso Jaramillo” public school, located in “Sauce Norte” neighborhood in the city of Loja.

### **c) Observation Units**

The groups who will give her the information about the research theme are:

- Students at “Pompilio Reinoso Jaramillo” School.
- The researcher.

### **d) Subproblems**

- What kind of theoretical references about vocabulary and games are effective to help 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014?
- What are the issues that limit the learning of vocabulary with 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014?
- What are the important phases of the intervention plan that address the current issues of the vocabulary learning using games with 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014?

- Which games are implementing to improve the vocabulary learning of 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014?
- How do games as part of the classroom activities solve the limitation of the vocabulary learning of 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014?

### **c. JUSTIFICATION**

The researcher has chosen to carry out this action research project to accomplish three aims. The first one is to use games to improve the learning vocabulary of English language of the 7<sup>th</sup> grade students, in parallel “B”. The second one is to gain experience through practices. The third one is to obtain the accreditation of the social research design course.

In order to address the first aim, games will be used to motivate students. Sugar (1998) affirms that teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games. For this reason the researcher believes that games will help students of 7<sup>th</sup> grade, parallel “B” to improve their vocabulary of the English language learning. The games increase students’ interest, provide the basis for comprehensible input, and engage learners in using the target language doing creative tasks. Using games to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity

for application of principles can help students to increase or regenerate motivation. The games promote team learning and collaborative skills, create a challenge that can lead to confidence in knowing and expressing the material and provide feedback.

The second aim that justifies the research project is the most significant: the Researcher will gain professional experience using games to improve the students' vocabulary. The researcher will obtain enough information to give some theory-based alternatives to solve the problem found regarding the students' English vocabulary. The researcher will practice motivating and creating a "fun" learning environment, evaluating the students' work and increasing knowledge of vocabulary through using games. Finally the researcher will help the students to solve many problems in their learning of the English language by implementing an action research plan.

As an undergraduate student at National University of Loja in the English Language career, the researcher needs to work with the project in order to get the accreditation of the social research design course. It is also a previous requirement to obtain the bachelor's degree in Science of education, English Language Specialization. The researcher has the capacity, time and resources to carry it out. She believes that she has enough knowledge, which has been offered by the University, to develop it without any problems.

## **d. OBJECTIVES**

### **4.1. GENERAL**

- To improve the English vocabulary using games with 7th year students in parallel "B", at "Pompilio Reinoso Jaramillo" public school, academic year 2013-2014.

### **4.2. SPECIFIC**

- To investigate what theoretical references about vocabulary and games as a strategy to help 7<sup>th</sup> year students in parallel "B" at "Pompilio Reinoso Jaramillo" public school, academic year 2013-2014
- To diagnose the issues through a pre-test that limit the vocabulary learning of the 7<sup>th</sup> year students in parallel "B" at "Pompilio Reinoso Jaramillo" public school, academic year 2013-2014
- To design an intervention plan with a set of games that will encourage to learn the vocabulary of 7<sup>th</sup> year students in parallel "B" at "Pompilio Reinoso Jaramillo" public school, academic year 2013-2014
- To apply the action research using games to improve the vocabulary in English language learning of 7<sup>th</sup> year students in

parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014

- To reflect upon the effect by applying the post-test that the games had on students vocabulary in 7<sup>th</sup> year parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014

## **e. LITERATURE REVIEW**

**“The limits of my language are the limits of my mind. All I know is  
what I have words for”**

– Ludwig Wittgenstein

### **5.1 WHAT IS VOCABULARY?**

Taylor (1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Herrel (2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary. Zimmerman (2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

CathyM (1992) in Oxford Advanced Learner's Dictionary Online has applied a meaning of vocabulary as follow:

1. All the words that a person knows or uses.
2. All the words in a particular language.
3. The words that people use when they are talking about a particular subject.
4. A list of words with their meanings especially in a book or learning a foreign language.

According to Pyle and Alges (1970) “vocabulary is the focus language with its sound and meaning interlock to allow us to communicate with one another and it is words that we arrange together to make sentences, conversation, discourses of all kinds.” Besides, in terms of methodology concepts of vocabulary: “a word is a basic unit of a language denoting concept, things and phenomena in society”.

Also in terms of methodology, Penny offer more clear and specific definition of vocabulary by saying that: “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking ‘items’ rather than ‘words”. By this way, he defines that vocabulary is bigger than just the meaning of words. It covers a huge aspect of language and is the medium to express idea.

According to Adger (2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Vocabulary is the total number of words in a language (As, 1995). Vocabulary is an important part to mastery English well. According to Pigeat’s theory, a child at the age of 7 – 12 years is always interesting in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them.

### 5.1.2 THE IMPORTANCE OF VOCABULARY

Wallace (1982) argues that vocabulary is one of the important part of languages, because if we speak a language, we need several words to convey ideas. So people can understand what we mean. He also mentions two of the important of vocabulary that are:

1. Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself.
2. Actually, vocabulary is one of the important of the four language skills.

Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it. A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, the will be unable to participate in conversation, unable to express some ideas, or unable to ask for information. The mastery of this element should be ensured and develop. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Therefore, schools have a task to teach vocabulary to their students as suggested by Margaretha MC Keown (1987) although a considerable amount of vocabulary, learning is associated with primary language learning in early years.

The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and inflicts one of the primary task of the school as far as language learning in concerned, as to teach vocabulary.

### **5.1.3 TYPES OF VOCABULARY**

Herrel (2004) states that there are different types of vocabulary:

- ✓ Reading vocabulary
- ✓ This refers to all the words an individual can recognize when reading a text.
- ✓ Listening vocabulary
- ✓ It refers to all the words an individual can recognize when listening to speech.
- ✓ Writing vocabulary
- ✓ This includes all the words an individual can employ in writing.
- ✓ Speaking vocabulary
- ✓ This refers to all the words an individual can use in speech.

Lexicon also refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication (Taylor, 1990). According to McCarthy (1990), the role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and neurolinguistics.

Celce and Larsen (1999) define lexicon as a mental inventory of words and a productive word derivational process. They also state that lexicon does not only comprise of single words but also of word compounds and multi-word phrases. According to them the lexical units function at three levels: the level of the individual word, word compounds and co-occurrences and conventional multi-word phrases. Nations and Waring (2000) on the other hand, classify vocabulary into three categories: high frequency words, general academic words and technical or specialized words.

#### **5.1.4 CLASSIFICATION OF VOCABULARY**

There are various ways to classify the kinds of vocabulary. In the first place, in terms of semantics (meaning of the words), it is classified into Notional words and Functional words. The former, whose meanings are lexical, has certain terminal meaning and serve as members of the sentence such as subjects, attributes, adverbials.

Notional words are nouns, pronouns, adjectives, numerals, verbs, adverbs; they name objects, actions, quality and so on. Whereas, functional words have grammatical meaning, they only have meanings in relation to other words. They play structural roles and show the relationship between words or between other parts of the sentences, or help to build various tenses, voices and moods, etc.

Functional words are articles, prepositions, conjunctions, interjections, and so forth. Moreover, according to Doff (1988), vocabulary can be classified into active vocabulary and passive vocabulary in terms of methodology.

The active vocabulary mentions words, which learners can understand, pronounce correctly without context and use effectively in speaking and writing. On the other hand, the passive vocabulary is the words that are encountered or understood in context such as in reading or listening but they are not used in speaking or writing. Another category to classify vocabulary is in terms of communicative language teaching.

Learner's vocabulary is divided into receptive and productive vocabulary (Nguyen Bang and Nguyen Ba Ngoc, 2002).

- ✓ The receptive vocabulary refers to learner's understanding of vocabulary when he hears or reads it. In other words, it is words learners achieve while hearing, listening or reading.
- ✓ Productive vocabulary denotes the understanding of words or phrases in verbal or written scenarios (Belisle, 2007). It means that productive vocabulary is what learners can use effectively in communication to express their idea.

#### **5.1.5 THE ROLE OF VOCABULARY IN ENGLISH LANGUAGE.**

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in mastering a foreign language. According to Wilkins (1972): without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. Besides, Harmer (1992) shared the same idea that: "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used". Concerning about the

significance of vocabulary, Mc Carthy stated, "Without words to express a wide range of meanings, communication in the second language can not happen in any meaningful way". By these statements, it can be concluded that vocabulary is the decisive component of all uses of language. Therefore, if the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others.

Additionally, vocabulary as a means of communication, without words or vocabulary, how we can think and communicate with others. Vocabulary makes much effect on other English skills: writing, speaking, listening a reading.

John Langan supported that: "A good command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with a strong vocabulary and students who work to improve limited vocabulary are more successful in school. In addition, one research school study found that a good vocabulary, more than any other factors, was common to people enjoying successful careers. To make it short, vocabulary is considered a vital part of effective communication; therefore, teaching vocabulary is necessary. I. S. P. Nation offered that: "Giving attention to vocabulary is unavoidable. Even the most formal or communication-directed approaches to language teaching must deal with needed vocabulary in one way or another."

Harris and Snow (2004) suggest that attempting to teach vocabulary is ineffective and the time spent on vocabulary teaching and learning is often "time... wasted". This idea is so badly misleading for both teacher and

learners. In fact, vocabulary teaching must be directly contradicted and should be regarded as an essential part of progress in a foreign language.

In conclusion, vocabulary is the backbone of any language. It not only enables students to decode message while listening or reading but also helps them improve their speaking and writing.

#### **5.1.6 WHAT IS ACADEMIC VOCABULARY?**

Academic vocabulary is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning new information, describing abstract ideas and developing student's conceptual understanding (Chamot and O'Malley, 2007). Academic vocabulary is used across all academic disciplines to teach about the content of the discipline; e.g. Students who study chemistry are required to know the chemistry concepts. According to Adger (2002) academic vocabulary includes general academic terms such as analyze, infer and conclusion. It enables students to understand the concepts and content taught in schools; it is critical for students to have a deep understanding of the content vocabulary in order to understand the concepts expected throughout the content standards (Zwiers, 2008).

#### **5.1.7 IMPORTANCE OF LEARNING VOCABULARY**

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. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge (Putri, 2010).

#### **5.1.8 WHAT VOCABULARY SHOULD BE TAUGHT?**

In determining the vocabulary to be taught to students, the teacher should know which should be taught first, second and so on. According to Harmer (1991) the general principle of vocabulary that should be taught first is the frequency of vocabulary that appears in the students' daily communication. Such as, 'books', 'house', 'names of subjects', 'teacher' and so on. Another principle of teaching vocabulary is to teach from concrete words and gradually become more abstract ones. The words like chair, table, chalk, and book are easy to explain because those words are in front of the students. The word 'concept', however, is difficult to explain, because it is not physically represented in the classroom.

One more principle that has been used to determine which words to be taught is coverage "a word is more useful if it covers more things than if it only has a very specific meaning". For example the word "book" it covers a lot of meanings. It can be 'notebook, exercise book, text book, hand book, and so on.

### 5.1.9 HOW TO TEACH VOCABULARY?

Teaching vocabulary is more than presenting new words to the students. The students must know how the words work together with other words to perform meaningful communication. There are a lot of strategies in teaching vocabulary.

- ✓ Firstly, there is teaching vocabulary through explicit learning. In this activity students learn the most frequent words that appear in the students' daily communication or the words that they are most needed by the students in their academic purpose. This approach is good for the beginners, because, how can they learn vocabulary through an extensive reading if they do not have enough vocabulary to understand it? According to Beglar (1998) the explicit instruction is particularly essential for the learners who lack vocabulary in their reading ability.
  
- ✓ Secondly, most words in both first and second language are learnt incidentally in context through reading, listening and conversation. This approach provides students with a lot of activities that enable them to find new words they do not know the meaning of which they try to infer through the context. According to Carte (1988) "context can be viewed as morphological, syntactic, and discourse information in a given text which can be classified and described in terms of general features. Gairns (1988) added that the ability to guess meaning from context is really a valuable skill and should play a part in teaching textual exploitation in the class. It should be remembered that there are students who use context as their strategy to guess the meaning and do not need much time but

there are students who have difficulty with this strategy and need to have this skill gradually developed. So, for the teacher who teaches vocabulary using this approach, it is important to consider the difficulty level of the text as well as the students' vocabulary level.

- ✓ Thirdly, collocation is understood and used in different ways. Gairns and Redman (1998) affirmed that collocation is when the two words co-occur, or are used together frequently, while Bahns (1993) stated that collocation is understood and used "In English and other languages, there are many fixed, identifiable, non-idiomatic phrases and construction. Such groups of words are called current combinations, fixed combinations or collocations". Collocation can provide a useful framework for revising items which are partially known for expanding the students' knowledge.

Teaching vocabulary through adjacent collocation is suitable for the English beginners, because it is a very simple activity. This activity is also suitable for engaging students attention and involving them in the topic, where the teacher tries to arouse the students' interest and thus involving their emotion, (Harmer, 1998).

There are essential steps of learning vocabulary (Dyne, 2001).

- ✓ Having source for encountering new words.
- ✓ Getting a clear image for the form of new words.
- ✓ Learning the meaning of new words
- ✓ Making a strong memory connection between the form and the meaning of the words.
- ✓ Using the words.

In teaching to children, teacher has to use performance to teach vocabulary to them, because the children in literacy level are Performance, it means children learn language with accompanying action/scaffolding. In this level, teacher can use media, according to Nation (1990) in recited by Cameron is listed basic technique of explaining the meaning of new words.

By demonstration picture:

- ✓ Using an object
- ✓ Using a cut-out picture
- ✓ Using gesture
- ✓ Performance action
- ✓ Photographs
- ✓ Drawing and or diagram on the board
- ✓ Picture from books, TV, Video or Computer by verbal explanation:
- ✓ Analytical definition
- ✓ Putting in a context
- ✓ Translating

#### **5.1.10 STAGES OF TEACHING VOCABULARY**

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

##### **✓ Presentation**

Presentation is one of the most important and complex preliminary stages in teaching vocabulary. Its function is introducing new lexical items to learners. As suggested by Thornbury (2002), learners need to learn both

the meaning and the form of a new word. He also emphasizes some major factors subject to the number of word to be presented such as:

- ✓ The learners' level (beginner, intermediate, or advanced)
- ✓ Learners' likely familiarity with the words
- ✓ The difficulty of the items

According to Gairns and Redman (1986), there are three techniques used in the presentation of new vocabulary items. The first one is visual techniques including mime, gestures, and visuals such as flashcards, photographs, blackboard drawings, wall charts, and regalia. The second one is verbal techniques:

- ✓ Use of illustrative situations
- ✓ Use of synonymy and definition
- ✓ Contrasts and opposites
- ✓ Scales, and
- ✓ Examples of the type.
- ✓ The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary.

Similarly, Thornbury (2002) suggests a variety of techniques in introducing vocabulary such as translation, real things, pictures, gestures, definitions, and situations. Doff (1988) groups these techniques into four categories: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation. He adds that a combination of the techniques should be implemented when it comes to the effectiveness of presenting meaning of new words.

### ✓ **Practice**

When the teacher presents the meaning of the words, they can only become students' passive vocabulary, and students may easily forget them or do not know how to use them properly. Students' vocabulary can only be activated effectively if the teacher gives the learners opportunities to practice them through vocabulary exercises or activities. Thornbury (2002) underlines the popular belief that "practice makes perfect". Additionally, he emphasizes the action of moving from short-term memory into permanent memory. In order to ensure long-term retention, words or lexical items need to be put into practice.

Teacher plays an important role in helping students' vocabulary motivated. According to Scivener (1994), some kinds of practical exercises to help students become more familiar with the words they have learned: matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to build new words from given words, classifying items into lists, using given words to complete vocabulary specific task, filling in crosswords, grids or diagrams, filling in gaps in sentences and memory games. Similarly, Thornbury (2002) points out that there is a variety of tasks which can be used in order to help move words into long-term memory. They can be divided into five types in order of least cognitively demanding to most demanding: identifying, selecting, matching, sorting, and ranking and sequencing.

### ✓ **Review**

This process aims to help students acquire active, productive vocabularies. According to Davies and Pearse (2000), reviewing is "new

work on old language”, “a challenge, requiring ingenuity and creativity”. It produces better results for teaching and learning vocabulary. In the reviewing stage, students have more “opportunities to use language and receive feedback”. Methodologists agree that games and communicative activities are the best ways to help students review vocabulary. Besides, visual aids can make vocabulary revision more interesting and effective. Revision can be done in both individuals and collaboration. Doff (1988) expresses that vocabulary is mainly reviewed through the warm-up step. That means teachers review vocabulary learnt in an earlier lesson. It aims at refreshing students’ memories or as a preparation for a new presentation.

#### **5.1.11 TECHNIQUES IN VOCABULARY TEACHING**

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. A lot of this vocabulary is automatically absorbed. (Harmer, 1993)

Beside this incidental acquisition there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items (Thornbury, 2004). Various techniques and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning.

As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful.” Pre-teaching activities often arouse students’ attention and desire to explore a particular topic or subject in greater detail.

Both McCarthy (1992) and Thornbury (2004) suggest two general possibilities of arranging vocabulary presentation. The teacher provides the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning. In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the discovery technique (Harmer 1993).

There are many possibilities how to explain or illustrate the meaning of the words. In the first place, it is necessary to mention techniques typical for 'Direct Method' as Thornbury (2004) specifies them "using real objects (called regalia) or pictures or mime." The same author continues that these means are especially appropriate for teaching elementary levels, where many concrete objects are taught. These types of presentation are usually supplemented with the use of TPR (Total physical response), which is a technique where the teacher gives commands and students perform the actions. In TPR, "the intention is to replicate the experience of learning one's mother tongue". All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together.

## **5.2 WHAT IS GAME?**

A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language (Richards, 1992) Game is also defined as an "activity with rules, a goal,

and an element of fun” (Hadfield, 1990).

### **5.2.1 EDUCATIONAL GAMES**

Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment. Educational games are games that are designed to help people to learn about certain subjects, expand concepts, reinforce development, understand an historical event or culture, or assist them in learning a skill as they play. Game types include board, card, and video games. An educational game is a game designed to teach humans about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion (Wikipedia, 2008).

Almost everybody loves playing whether they are young or old. From early childhood playing is an enormous part of most children’s lives and it plays a big part of their development as well. Children start playing as early as infancy but as they develop throughout their childhood they keep playing, and as they grow up and mature the nature of their play changes. When children enter middle childhood (6-12) their play starts to change into games which are different from play in the sense that they are more

organized and planned, and they usually include a variation of rules and a specific objective (Rixon, 1981).

When playing most games participants are almost forced into communicating with each other in order for the game to work. The need for communication during games, and the informal setting games provide encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill. The national curriculum for foreign language emphasizes the importance of learning languages and especially the importance of communication. Because of this fact it is vitally important for teachers to create a positive learning environment, and to try to spark interest among their students both in the foreign language and culture because that is important to a successful language learning process. Games help achieve these goals as they help satisfy the requirement of the national curriculum that language learning should be enjoyable for students (grunnskóla, 2007).

### **5.2.2 GAMES IN LEARNING ENGLISH LANGUAGE**

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Sugar, 1998). The national curriculum in foreign languages in Iceland talks about the importance of keeping teaching diverse in order to light and sustain interest amongst students.

Teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching tool. According to the national curriculum games can be a good teaching tool, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning (Ultramar, 2007).

Gardner (2006) who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is “the personal way”, where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions. In addition, Amstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

### **5.2.3 GAMES IN A LANGUAGE LEARNING CONTEXT**

In relation to language teaching and learning we understand games as conceptual models that work across formal and informal contexts of learning. In language teaching games have often been used to stimulate motivation and authentic communicative practices, as games have been conceptualized as the “the fun factor” of language learning (“Doctrines”, 2005). (Warschauer, 1998). In addition to this, games have been understood as a serious and pervasive element for providing stimulation

and simulation in instructional settings. In informal settings, games have often been associated with the leisure activities of children as gaming is a central activity in children's off school practices with languages. In this context, languages English have often had to be learned and used by children in order to engage and participate in games.

When children play games in online environments they often emphasize interactivity and individual action as significant practices. Interactivity is here understood in a wide perspective as communication patterns in conversation, consultation, transmission and registration (Hensen, 2000). These understandings to some extent coincide with communicative and socio-cognitive approaches to language and language learning, i.e. the prioritization of negotiation and communicative ability (Warschauer & Kern, 2000) (Kern, 1998).

In off school contexts, children thus generally understand and use languages as a means for communication, information gathering and gaming, whereas in schools the understanding and use of languages is often understood to be a goal of the activities, i.e. an aspect of an intended learning process in which language may be understood as an internal system to be learned. As argued by Warschauer, (2004) interactivity and the fulfilment of a meaningful purpose for a real audience is a significant issue in Internet activities as "the purpose of studying English...becomes not just to acquire it as an internal system but to be able to use English to have a real impact on the world".

#### **5.2.4 WHY GAMES?**

Games bring real-life situations to the confinement of the classroom which provides learners an opportunity to use the language. Celce (1979) argues that “in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be.” To state this differently, by putting learners in real life situations, games make a connection with the real usage of language. In addition to these, (McCallum, 1980) explains that there are many advantages of games such as the fact that they

1. Focus students' attention on specific structures, grammatical patterns, and vocabulary items.
2. Can function as reinforcement, review and enrichment.
3. Involve equal participation from both slow and fast learners.
4. Can be adjusted to suit the individual age and language levels of the students.
5. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
7. Provide immediate feedback for the teacher.
8. Ensure maximum student participation for a minimum of teacher preparation.

To sum up, games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates

that games are crucially important in foreign language teaching and learning in a variety of areas. (Nedomová, 2007) (Bikiri, 2003).

### **5.2.5 THE IMPORTANCE OR BENEFITS OF USING GAMES**

There are some benefits of using games in teaching English. The following are some of the benefits proposed by Wright (1994).

- ✓ Games help and encourage learners (fun and interesting)
- ✓ Games help the teacher to create contexts in which the language is useful and meaningful.
- ✓ Games provide intense and meaningful practice of the language
- ✓ Games provide practices in all the skills in all the stages of the teaching/learning sequence (presentation, repetition, recombination, etc.), and for many types of communication (encouraging, agreeing, explaining)
- ✓ Using games can engage the students and motivate them to interact with the topic.

In addition, Sugar (2002) also identified some benefits of using games to teach English. He mentions that

- ✓ Games are experiential.
- ✓ Games allow special tutoring for one or two.
- ✓ Games provide choices for your classroom.
- ✓ Games reinforce learning.
- ✓ Games provide immediate feedback.
- ✓ Games improve test-taking skills.
- ✓ Game playing shows that classroom energy is good.
- ✓ Games can introduce new or difficult material.
- ✓ Games complement reading assignments.

- ✓ Games improve teamwork.
- ✓ Games teach playing within the rules.
- ✓ Games foster both individual and team achievement.
- ✓ Games reinforce and improve multitasking.
- ✓ Games can replace drill work.

### **5.2.6 WHICH GAMES TO USE**

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, when its value is considered from the view point of foreign language teaching, it may have little or no purpose. Cohen, (2007) underlines the fact that we “should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc.” when they choose a game.

Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game.

The fact that games enable social interaction and participation is also important. Learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team (Rixon,1991). What teachers should consider while choosing a game is the fact that children learn best with games which require physical action, interaction, competition and participation.

In addition to all these, there are many other factors such as the size and the physical properties of the classroom, the equipment, materials and the time available for a game (McCallum,1980).

In conclusion, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end.

### **5.2.7 WHEN TO USE THE GAMES**

Games are mostly used when there is some time left at the end of the lesson to keep students quiet. However, Lee (1979) proposes that “games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do.” With this in mind, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. Rinvoluceri, (1990) clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction:

- a) Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;
- b) After a grammar presentation to see how much the group have grasped; as a revision of a grammar area.

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum (1980) suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teacher should first understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the givens of the class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way.

Especially for young learners, it may be necessary to use the mother tongue because if these learners cannot understand how to play the game, there is no educational purpose in playing it. Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners.

According to Celce (1979) “interruptions should be as infrequent as possible so as not to detract from the student’s interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over”. In other words, as sudden interruptions may distract learners’ attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners. In addition, appropriate class organization 223 increases the success of a game. Many games require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game.

McCallum (1980) asserts that learners should be in the same team during the year because it both saves the teacher’s time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners’ communication skills. In short, dividing class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students’ language development.

### **5.2.8 HOW TO USE GAMES**

Even though games are usually started with the aim of having fun, they can sometimes end badly, for example if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings. When games are used in the classroom the teacher must keep this in mind and control the game in the right way. Also he or she must make sure that every participant has a positive experience because the

classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, or all groups of students, and that it can be hard finding the right game. In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge (Sugar 1998).

Another point teachers need to keep in mind is to choose wisely when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students (Sigurgeirsson, 1995). First of all, the teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards (Jones, 1998). Selecting an appropriate game for a specific group of students who are working towards a specific goal can be tricky because, for example, they need to make sure that the game is relevant to the subject, that it fits their students' age and, teachers must remember not to select a game that is too complicated because that might result in a loss of interest amongst the students, or even defeat.

Also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the student's time to reflect upon the game and how it turned out (Langran, 1994). It is important for teachers to

know that augmenting a game is allowed and can certainly be necessary in some cases. More difficult games can be made easier so they become a challenge instead of too hard for less skilled or younger students and vice versa (Hadfield, 1990).

Although games can usually be modified to suit students of various ages, there are certain characteristics in games that appeal to children within specific age groups. For children age 6- 8 repetition is very common in games, rules are often few, and the games usually do not take a very long time. When it comes to children age 9-11 they have patience for longer games, which often include much more suspense. Also when children reach this age they start to be able to augment the games themselves, for example to bend the rules to make the game more suited for their group. For children older than 12 games are often much more planned and they often emphasize teams and teamwork (Guðmundsdóttir, 1981).

### **5.2.9 GAME CATEGORIES**

Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. Sigurgeirsson, (1995) has divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games.

Another way of dividing educational games is by categorizing them into co-operative games and competitive games. Although competitive games can be a useful way to get some students interested and to maintain their focus, co-operative games, which revolve around working together

towards reaching a specific goal, can be an excellent way to foster the skill of working with others. In co-operative games the emphasis is not on winning or losing, and as a result nobody should have to suffer trauma to his or her self-confidence which could lead to better results in the learning process (Mashedier, 1989). Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-, and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing games a complex project.

#### **a) games for dividing larger groups into smaller groups**

Within the group: games for dividing larger group into smaller groups, there are games that can be used prior to some group activity in order to divide the whole group into smaller groups. A great game that fits into this category is the game “Group dividing by miming” and it goes like this: The teacher has prepared notes with a certain role written on them. If the teacher wants to have 4 students in a group he has made 4 notes of each role, for example 4 notes that say “teacher” or “clown”. The second step is to give each student a note and remember to tell the students that they have to make sure that nobody besides them sees their note. Once everybody has gotten a note then they can begin acting out their roles and while they are doing so they must watch the others in order to figure out who is acting the same role as them. Once they have figured that out they will have created their groups (Sigurgeirsson, 1995). An activity like this can also be very good because it “breaks the ice” and prepares the students for the group work.

## **b) Introduction games**

This category might include games like: “Searching for people” where students have to walk around the classroom and find students that have for example lived on a farm, been to Spain or eaten Mexican food and of course they would have to use the target language in order to get the necessary information. Also a good game in this category is the game “Stating the names” where students sit in a circle and one by one they introduce themselves, but the only catch is that before saying their own name they always have to repeat the names of the students who have already introduced themselves, and as the game progresses it gets harder and harder for students to memorize all the names (Ingvar, 1995). In order to make this game more fitting in a language classroom the teacher could ask the student to add something they like that starts with the “my name is Anna and I love apples”.

## **c) Group games**

An example of a group game is the game “Fruit basket” which emphasizes listening, memory and reflexes, all of which are good and necessary skills to possess. The rules of this game are that participants sit in a circle and they all get a name of a certain fruit to “be”. One participant does not have a chair and has to stand in the middle. He then calls out a name of a fruit, for example an orange, and then all the students who are oranges have to stand up and switch seats. The one in the middle has to try and “steal” a seat while the others are switching and if he succeeds someone else will be left alone in the middle and gets the task of calling out the name of a new fruit (Sigurgeirsson, 1995). This game could easily be augmented to suit different situations or to train some other vocabulary just by using

other categories of words, for example clothes, names of relatives, or different types of food instead of fruits.

#### **d) Physical games**

An example of a physical game is “Walking the line” where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example “everybody has to walk backwards”. Another example of a physical game could be the game “Simon says”, where someone plays Simon and gives the others orders, for example “Simon says jump” or “Simon says clap your hands”. I categorize this game as a physical game because of the fact that the Simon’s orders are usually physical. Activities like “Simon says” fits into a teaching method called Total Physical Response (TPR) in which languages is taught by allowing students to observe and take their time to understand the language before having to speak it.

TPR is thought to be a good teaching method for learning a foreign language for two reasons. The first one is that it is thought to reduce the stress level of learning a language and therefore making the learning more enjoyable, and the second one is that it resembles the learning of children’s native language, where children are exposed to the language for many months before starting to talk (Larsen, 2000).

### **e) Scavenger hunt games**

Scavenger hunt games are especially fitting in the language classroom because the clues can be written in the target language, which forces the participants to read and fellow team members to listen and test their understanding. Also within the scavenger hunt could be puzzles, which the students would have to solve, such as crossword puzzles, word searches and/or questions. The possibilities are almost endless and teachers are only bound by the limits of their own creativity.

### **f) Educational games**

The “mail game” where participants have to deliver “mail” and make sure it gets to the right places works as an excellent example of an educational game. For languages a good idea would be to work around a theme of a certain place, such as the home. The first thing the teacher has to do is to make the envelopes and the “mail”. The envelopes should be labeled with a specific genre, which in this example would be “kitchen”, “bedroom”, “bathroom” etc.

The mail should then be letters with words on them that fit into specific envelopes, for example the word “knife” or the word “refrigerator” would match the envelope labeled “kitchen”. Each student should then get a certain amount of “mail” that he has to write his name on and then get to work delivering. The first one to deliver all of his mail would win if it turned out he delivered correctly (Sigurgeirsson, 1995)

### **g) Theoretical expression games**

The game “who am I?” fits perfectly into the theoretical expression category. In this game the class is usually divided into two teams and then one by one students stand in front of the whole class and act out a specific profession, which the teacher has given them. The teams take turns in guessing or asking questions, but the actor can only reply to questions by answering yes or no. The scoring can then be managed in a way that one point would be given to a team that asks a question, which is replayed with a yes answer and 5 points would be given to the team that figures out who the actor is playing (Ingvar,1995).

### **h) Drawing- and coloring games**

An example of a game from the category: drawing- and coloring games can be a game called “drawing in a foreign language”. That game is very similar to the “who am I” game from the category above but the only difference is that the students have to draw on the blackboard instead of acting, and they could be working with other types of vocabulary than professions, for example nouns, verbs or adjectives (Viðarsdóttir, Sótt).

### **i) Educational card games**

One educational card game is Bingo (Ingvar,1995), which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match it to the right picture.

### **j) Word games**

Word games can be especially good for language teaching. Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game “Filling in a chart” where participants have to find, for example a country, a city, an animal, or a type of food (Ingvar,1995).

### **k) Story games**

An excellent example of a game from the category: story games, is the game “to tell a story”. The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it.

Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences (Ingvar, 1995). This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

### **l) Question games**

A good game in the category: question games, is the game “riddles about European countries”. The students get divided into pairs and each pair gets assigned a specific country and the task of preparing a small riddle

about it, such as “It has many horses, it is surrounded by sea, and there you cannot travel by train.

After each pair has made their riddle they would be asked to come to the front of the class and ask the other pairs to solve the riddle. The other pairs then have to write down what they think the right answer is and when all pairs have asked their riddles all the answers are collected and the pair with the most correct answers wins (Ingvar, 1995).

#### **5.2.10 GAMES AND THE FOUR AREAS**

##### **a) Writing**

Writing is a skill that, even in the native language, is learnt and not acquired. That fact could explain in part why writing is often considered to be difficult, or even boring in the target language. Another explanation could be that it is often assigned as homework, and many students don't like homework. One possible reason why writing can be viewed as being difficult is because the writer does not get an immediate feedback similar to what happens during conversations, and as a result the writer could feel more insecure about his work. Some teachers also unwisely use writing as punishment: “Ok, just for that Bobby, I want to see an essay on my desk tomorrow on the dangers of smoking!” Writing also demands a completely different language than normally used in conversations. For students in school this must not become their experience of writing because that can lead to their loathing of writing.

Games can be a good way to prevent this because not only are games fun but they can provide writers with a reason to write and it is obvious that writing will become easier when there is a clear reason instead of just having to write because the teacher said so. Another thing that games can provide for writers is an audience. In many games other students will play the readers' part and therefore provide the writer with the necessary feedback that writing often lacks (Hadfield, 1990).

A variety of interactive writing games can be found on the internet and teachers can, without much effort, create a game that practices writing. For example, when teaching students how to write a formal letter a game where participants would have to rearrange sentences to position them correctly, so they make a formal letter, could be a good game.

### **b) Listening**

Most people remember training their listening skill mainly by doing listening activities when they were in school. Listening activities might very well be an effective way of training that particular skill but teachers need to remember to keep the activities versatile or their students might get bored. By combining listening with games, teachers might prevent their students from getting bored, and by keeping them interested they are increasing the chances of the students achieving their goals. An example of a good listening game is the famous game "Simon says" where one participant plays the role of Simon and gives the others directions, for example by saying: 'Simon says jump', or "Simon says stop jumping" and then everybody would have to do that. If Simon only says "everybody jump" and does not attach the phrase "Simon says" at the front then the other participants are not supposed to follow the direction. Because of this,

students need to listen carefully in order to know when to follow Simon's directions and when to ignore them. This game can also be used to train any vocabulary.

### **c) Speaking**

According to the national curriculum, teaching communication is very important because of the fact that it plays such a big part of knowing a language. The curriculum also claims that since communication is unpredictable in real life, students must get the chance to practice exactly that and not just to read premade conversations. In order to achieve this, the curriculum suggests games as a good method (Grunnskóla., 2007). Even though the importance of teaching communication is stressed in the national curriculum, some teachers seem to be lacking when it comes to actually teaching students to communicate.

According to a study made on English teaching in elementary schools in Iceland in 2006 only 10% of English teachers, who teach 9th and 10th grade, always use the target language in the classroom, 66% of them use it often or sometimes, and 24% seldom uses it in the classroom. The same study showed that students did not use English much either. In fact 39% of students said they seldom answered their teacher in English and an astonishing 75% of students said they did not use the target language to communicate with their fellow students (Krisjánsdóttir, 2006). Students look up to their teachers and when they do not use the target language inside the language classroom it should not come as a surprise that many students do not use it either.

Games could be helpful in solving this problem because they call for communication, and they emphasize fluency instead of accuracy, which should encourage students to communicate because when the emphasis is on fluency students usually do not receive much criticism although they might make errors. Fluency is an important skill to practice because it is what is needed in the real world, and in that sense it could be said that games provide a necessary connection between the classroom and the real world (Hadfield.1990). Although games in general might emphasize fluency the category speaking games can be divided into two main categories.

Those categories are: linguistic games and communicative games. Even though they both aim towards teaching speech in the target language they put emphasis on very different things.

While linguistic games emphasize speaking correctly the goal when playing communicative games is fluency (Hadfield, 1999).

#### **d) Reading**

Reading is an important skill to possess especially when learning the English language. First of all it is important because of the fact that to be able to write people need to know how to read. Secondly it is important for people if they plan to visit the country where the language is spoken because then they will have to be able to read, for example, various directions, menus, and tourist brochures. Thirdly, knowing how to read is important if students are planning on getting an education beyond elementary school because that requires reading (Harmer, 2004). This last point applies especially in Iceland where the majority of textbooks for university are in English. Because of how important the skill reading is it is

crucial that teachers seek appropriate means in order to keep students interested. As with the other skills, games can provide diversity and help keep subjects fun and interesting.

#### **5.2.11 ADVANTAGES OF USING GAMES IN THE CLASSROOM:**

Games are a welcome break from the usual routine of the language class.(Bahr, 2008)

- ✓ They are motivating and challenging.
- ✓ Learning a language requires a great deal of effort.
- ✓ Games help students to make and sustain the effort of learning.
- ✓ Games provide language practice in the various skills- speaking, writing, listening and reading.
- ✓ They encourage students to interact and communicate.
- ✓ They create a meaningful context for language use.
- ✓ Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
- ✓ Games usually involve friendly competition and they keep students interested in learning the language.
- ✓ Games can help them (children) learn and hang on to new words more easily
- ✓ Games make learning fun so your class and children are willing participants and not just there because they have to be.
- ✓ Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
- ✓ Students get to use the language all the time during the games

- ✓ They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to these games, it is fun.
- ✓ How do you expect your class or children to remember vocabulary if they never use it? Repetition is the mother of skill.
- ✓ The games lend themselves perfectly to quick bursts of revision. Using some of the games, you can revise a massive amount of vocabulary and grammar in a few minutes.
- ✓ If you use games to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.

#### **5.2.12 LEARNING VOCABULARY THROUGH GAMES**

Staines (1990) suggests that, there is no mystery to learning through play. When children play, they cannot help but learn and develop". I believe that the play we provide for children through games will help learning to be successful. Similarly, Moon (2000) argues that when we use games with young learners, we "appeal to their sense of fun and arouse their interest, games give them a real purpose for using language and provide opportunities for them to use language more freely".

Moreover, according to Rixon, (1992) "Games help students revise vocabulary and recalling something that happened in a game may help a student remember the language connected with it". Moreover, the author continues, "Vocabulary games provide a good chance for students to learn something from one another".

Research reveals that games seem to provide young learners with the element of fun and enjoyment which is important for learning. However, not a lot of teachers consider games worthwhile, and only worry about finishing the curriculum.

### **5.2.13 SUGGESTIONS FOR USING GAMES IN VOCABULARY TEACHING**

The various types of classroom activities can be applied suitably such as pair work, small or large group work, collecting things around the room and finding partners. The activities must not be the same (Obee, 2002) for example, a whispering game can be played into one large 818 group first and then, the game can be changed into two groups and finally, the game can be applied into small groups. Teacher can also add more word or sentence while playing game or teacher can also applied the game into racing game.

Learners' participation is necessary. Learners obtain more vocabularies and use them confidently through the participation of the meaningful and different tasks based on real life context (Huyen, 2003) and (Bogdan, 2009). For example, instead of teacher tell learners to memorize words of fruits and vegetables, teacher can assign learners a task of making their own Pictionary of fruits and vegetables from supermarket's pamphlets. Pictionary by learners let learner be participation of language learning and supermarket's pamphlet is from learners' real-life and meaningful context.

The different learners take different roles of games. They can reveal different words or meaning differently from their perspective which the

other learners can learn from those perspectives as the suggestion, (Alemi, 2010). Also, personality is the most important factor in teaching (Kumar and Lightner, 2007). For example, when teacher asks learners to make a sentence with the word “useful”, a learner can create many sentences from their experience such as “Electric drill is useful” from a learner who lives in a factory. Teacher may also notice learners’ some awareness from learner’s mistakes such as “Milk is useful”.

Teaching too many vocabularies to learners may not be the suitable way of teaching. Teaching many words to learners by memorizing at the beginning of the lesson may not be the suitable way of teaching because learners can’t use language although they can memorize a lot of words. The main purpose of language learning is to use language correctly. So learning vocabulary in a form of sentences and/or pictures can be more effective (Jitmuad, 2005).

Classroom management can facilitate environment and conduct classroom to learning. Clear rules at first, appropriate and inappropriate concept in class, reward offering and enough activities are the elements of the classroom management which can control classroom easier (Linse, 2006). For example, when the class begins, teacher asks learners to rearrange their chairs into groups of four or five at first because the games need to be used a group of four or five learners. Then, teacher tells and reviews the playing rules clearly before playing game. After the game finishes, teacher give a reward appropriately to the winner. These can facilitate your class and your game easier; otherwise, the game may not be successful.

#### **5.2.14 ROLE OF GAMES IN VOCABULARY LEARNING**

In order to learn and retain new words, learners should participate in different task-based activities in their classroom and such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it. Many experts of language teaching methodology agree that playing games is a good way to learn vocabulary, especially in communicative language teaching classes. Games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

First, using games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition. Learning is a process by which "information is obtained, stored, retrieved, and used"; therefore, the teacher needs to provide initial encoding of new words and then "subsequent retrieved experiences" (Rubin, 1987). Research suggests that if learners see or use a word in a way different from the way they first met it, then better learning is achieved. According to Schmitt (2000), amount of exposure can affect second language vocabulary acquisition.

Research in vocabulary acquisition reported by Nation in 1990 reveals that students require at least five to sixteen exposures to a new word before learning it. Also, Bunch (2009) points out that English language learners will benefit from a variety of activities aimed at increasing exposure to key vocabulary. Besides, Laufer (1997) points out that vocabulary acquisition is related to the effect of repetition on learning. It can be said that repetition is one of the most effective ways to learn new words. Similarly, according to Carter and McCarthy (1988), new words are forgotten if they

are not recycled in some way and make it into long-term memory. In order to learn vocabulary, words have to be recycled numerous times. In fact, providing incidental encounters with words is one method to facilitate vocabulary acquisition (Sökmen, 1997).

## **f. METHODOLOGY AND WORK PLAN**

### **6.1. DESIGN OF THE RESEARCH**

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of games to improve the writing skill and see the reflections of her intervention.

## **6.2. METHODS, THECNQUES AND INSTRUMENTS**

### **6.2.1. METHODS**

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research:

The Scientific method will facilitate the study of the games applied in improve of writing skill. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

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

The analytic-synthetic method will be used to analyze the obtained results through the questioners and test. It will be used also to make the interpretation of the data, theological analysis and draw up the conclusions.

The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations, and teacher's diary.

This work will use the research spiral cycles proposed by Kemmis (2000) since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development (Koshy.V, 2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand information (McNiff, 2003) (Atweb, 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped her reflect upon her teaching and improve her students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve her students' language learning.

## **6.2. 2. TECHNIQUES AND INSTRUMENTS**

### **a) Data Collection**

Three semi-structured test, researcher's close observation of students' performance during class and two sets of structured

questionnaires and a students' checklist will be used to collect data in this study. Quantitative data will come from the test and qualitative data will come from the questionnaires and observations. All the data will be triangulated to confirm validity.

#### **b) Questionnaires**

Two set of face-to-face questionnaire will be used. Questionnaires of closed and multiple chooses questions with eight questions will be used to collect students' answers about the use of games in the learning of the English vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. The questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

#### **c) Observation**

The researcher will carefully observe students' performance during lessons. She will use an observation checklist to record what has happened in class that helps them investigate, analyze and reflect upon their findings when the project comes to an end.

#### **d) Test**

Three set of face-to-face test will be used. A pre-test of multiple choices questions with five questions will be used to evaluate students' vocabulary at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. The same intermediate

test will be used to check the overall students' progress. Finally the same post-test will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised in addition, one hundred percent return rate should be ensured.

### **6.3. Procedures**

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and tests. Three semi-structured tests will be applied; one at the beginning, second in the middle and the third at the end. Two questionnaires will be applied; one at the beginning of the study to collect data on students'. A check list will be used as instrument to help the researcher to observe students' performance during class.

Finally, the second questionnaire will be applied to check the overall students' progress after the intervention plan. Semi- structured tests will be conducted to see teacher's perception of the students' progress. The students' progress before and after the intervention will be compared and analyzed to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, she will draw the conclusions of the intervention. Finally, the report of her intervention will be presented for the private and public presentation.

### **6.3. 1. Tabulation**

The tabulation of data will be done with the data collected in the two questionnaires conducted. A logical analysis will be done with the information received.

### **6.3.2. Organization**

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

### **6.3.3. Description**

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

## **6.4. Population Sample**

At "Pompilio Reinoso Jaramillo" public school in grade 7<sup>th</sup> parallel "B", 19 children, 9 boys and 10 girls, the ages of the students that attend the institution are among 10 to 12 years, they have English classes twice a week. They attend to a two-period class of forty five minutes each one with a certified English teacher. All students are beginners; they do not have

enough vocabulary for expressing complete ideas in English. Most of students have problems with English vocabulary learning, they have difficulties to identify the most known vocabulary used in real life, including vocabulary implications such as spelling, meaning and pronunciation.

## 6.5. INTERVENTION PLAN

### INTERVENTION PLAN

Intervention: 8 lessons

**GENERAL PROJECT OBJECTIVE: To improve the vocabulary using games with 7<sup>th</sup> year students, in parallel “B” at “Pompilio Reinoso Jaramillo” school, academic period 2013 – 2014.**

	Objectives	Activities	Procedure	Resources/instruments	Observation notes
week one	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- To take the pre-test in order to evaluate current students' knowledge of vocabulary.</li> </ul>	Evaluating	<ul style="list-style-type: none"> <li>- Researcher gives instructions how to develop the test.</li> <li>- Researcher gives the pre-test to students that contain five questions with multiple choices.</li> <li>- Students develop the pre-test</li> </ul>	<ul style="list-style-type: none"> <li>- Pre- questionnaire with eight closed and multiple choices questions.</li> <li>- Pre-test with five multiple choices questions.</li> <li>- Pencils</li> <li>- markers</li> </ul>	

<ul style="list-style-type: none"> <li>- To answer the pre-questionnaire about the use of games in their vocabulary learning.</li> </ul>		<ul style="list-style-type: none"> <li>- Researcher gives students the pre-questionnaire that have closed and multiple choices questions that are related to games and vocabulary.</li> <li>- Researcher explains how to answer each question.</li> <li>- Students answer the questions of the pre- questionnaire.</li> </ul>		
<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>- To identify the meaning of vocabulary playing drawing game.</li> </ul>	<p>Introducing the new vocabulary. (10 verbs)</p>	<ul style="list-style-type: none"> <li>- Researcher introduces the new vocabulary (write, run, cut, eat, drink, have, speak, drive, go, play) using the board.</li> <li>- Researcher gives instructions how to play drawing game.</li> <li>- Researcher asks students to make two groups, one group of nine and the other integrated by</li> </ul>	<ul style="list-style-type: none"> <li>- board</li> <li>- markers</li> </ul>	

			<p>ten students.</p> <ul style="list-style-type: none"> <li>- Students will have to draw the verb and the group has to guess what verb is it.</li> <li>- Researcher will see what group is the winner.</li> </ul>		
week two	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>- To introduce the new vocabulary using word games.</li> </ul>	<p>Completing “Puzzles”</p> <p>With new words.</p> <p>( 10 words)</p>	<ul style="list-style-type: none"> <li>- Researcher makes a review the vocabulary that students have learnt.</li> <li>- Researcher explains the new vocabulary ( had, been, drunk, written, cut, eaten, gone, done, drunk, run) and their spelling.</li> <li>- Students practice the vocabulary.</li> <li>- Researcher gives students the Puzzle handout.</li> <li>- Researcher gives instructions how to complete it.</li> </ul>	<ul style="list-style-type: none"> <li>- Puzzles handouts</li> <li>- Markers</li> <li>- Pencils</li> <li>- Pen</li> <li>- Ruler</li> </ul>	

			<ul style="list-style-type: none"> <li>- Students complete the puzzle individual.</li> </ul>		
	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>- To practice the vocabulary through bingo games.</li> </ul>	<p>Playing "Bingo" game.</p>	<ul style="list-style-type: none"> <li>- Researcher makes a review of the vocabulary previewed.</li> <li>- Researcher pronounces each word.</li> <li>- Students listen and identify the pronunciation of each word.</li> <li>- Students practice the meaning and pronunciation of the verbs.</li> <li>- Researcher explains how to play bingo.</li> <li>- Researcher gives students the Bingo chart.</li> <li>- Researcher reads different words.</li> </ul>	<ul style="list-style-type: none"> <li>- Bingo chart.</li> <li>- Markers</li> </ul>	

			<ul style="list-style-type: none"> <li>- Students find them in their Bingo chart.</li> </ul>		
<b>Week three</b>	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>- To answer the intermediate test.</li> </ul>	Assessing the students' progress.	<ul style="list-style-type: none"> <li>- Researcher makes a review about the verbs.</li> <li>- Researcher gives the intermediate test to students.</li> <li>- Researcher gives instructions how to develop it.</li> <li>- Students answer the test.</li> </ul>	<ul style="list-style-type: none"> <li>- Pen</li> <li>- Markers</li> <li>- Intermediate-test.</li> <li>- Pencil</li> </ul>	
	<p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>- To master the vocabulary using riddles.</li> </ul>	Asking and answering questions	<ul style="list-style-type: none"> <li>- Researcher makes a review about vocabulary.</li> <li>- Researcher asks students work in pairs.</li> <li>- Researcher explains what the game is about.</li> <li>- Researcher gives a specific word for each pair.</li> <li>- Students prepare a small riddle</li> </ul>	<ul style="list-style-type: none"> <li>- Pencils</li> </ul>	

			<p>about it.</p> <ul style="list-style-type: none"> <li>- Each pair has made their riddle in the front of the class and asks the other pairs to solve the riddle.</li> <li>- The pair with the most correct answers will be the winners.</li> </ul>		
<b>Week four</b>	<p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>- To recognize the meaning of the words playing "Simon Says".</li> </ul>	<p>Playing "Simon says" game</p>	<ul style="list-style-type: none"> <li>- Researcher gives instructions how to play the game.</li> <li>- Researcher explains the meaning of vocabulary.</li> <li>- Researcher starts playing the game.</li> <li>- Students play the game anole.</li> </ul>	<ul style="list-style-type: none"> <li>- Markers</li> <li>- Board</li> </ul>	
	<p><b>Lesson 8</b></p> <ul style="list-style-type: none"> <li>- To take the Post-test.</li> <li>- To take the questionnaire.</li> </ul>	<p>Evaluating students' knowledge of vocabulary.</p>	<ul style="list-style-type: none"> <li>- Researcher gives students the post-test.</li> <li>- Researcher explains how to answer each question.</li> <li>- Students answer the post-test.</li> </ul>	<ul style="list-style-type: none"> <li>- Post-test</li> <li>- Questionnaire</li> <li>- Pencils</li> <li>- Markers</li> </ul>	

			<ul style="list-style-type: none"><li>- Researcher gives the questionnaire to students.</li><li>- Researcher explains how to answer each question.</li><li>- Students develop the questionnaire.</li></ul>		
--	--	--	--	--	--



## **h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **7.1. RESOURCES:**

#### **a) Human**

- The researcher
- The 7<sup>th</sup> students in parallel "B"

#### **b) Material**

- Printed materials
- Books

#### **c) Technical**

- Computer
- Internet
- Projector

### **7.2 BUDGET**

<b>Resources</b>	<b>Cost</b>
Internet	\$85.00
Printed of the project	\$50.00
Print of reports	\$15.00
Printed of final report and thesis	\$150.00
Others	\$100.00
<b>Total</b>	<b>\$ 735.00</b>

### **7.3 FINANCING**

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

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j. ANNEXES

ANNEX N° 2

- Checklist



**UNIVERSIDAD NACIONAL DE LOJA**

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

**STUDENTS' OBSERVATION CHECKLIST**

	Not all	at	Somewhat	Completely
STUDENT LEARN MORE FAST WITH GAMES				
• <b>Work without problems</b>				
• <b>Understand easily</b>				
STUDENT WORK IN COOPERATIVE LEARNING				
• <b>Work in team</b>				
• <b>Share their knowledge</b>				
• <b>Helps each other</b>				
STUDENT GET MOTIVATION				
• <b>Participate in all activities</b>				
• <b>Work happily</b>				
• <b>Staying on task</b>				
STUDENTS ARE INTERESTED IN WORK				
• <b>Work independently</b>				
• <b>Work in a fast way</b>				
• <b>Try to work in the best way.</b>				
STUDENTS HAVE A POSITIVE ATTITUDE				
• <b>Self-motivated to complete assignments</b>				
• <b>Feel optimism</b>				

**ANNEX N° 3**

- **Students' pre-test**



**UNIVERSIDAD NACIONAL DE LOJA**

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

**STUDENTS' PRE-TEST**

This test is part of an action research work that deals with the use of games on the improving vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

**1. Label each picture with the correct verb in past participle.**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

written
eaten
drunk

**2. Write the number of pictures in the correct box for each verb.**

Written	<input type="text"/>
---------	----------------------

Driven	<input type="text"/>
--------	----------------------

Spoken	<input type="text"/>
--------	----------------------

Run	<input type="text"/>
-----	----------------------



3. Find the past participle of the verbs in the word search.

D	r	u	n	k	m	r	t	u	i	o	p
W	r	y	v	n	x	d	r	e	s	r	c
A	e	c	u	f	n	g	o	n	e	h	i
E	d	r	u	n	y	o	p	e	d	v	l
C	f	b	z	r	u	n	e	n	w	s	k
Y	p	e	w	q	r	d	s	t	ñ	p	j
A	d	r	i	v	e	n	r	s	t	o	h
D	t	h	m	v	c	e	i	o	ñ	k	f
W	f	h	a	d	e	b	i	l	j	e	v
D	r	t	u	m	h	a	v	e		n	m

- drink
- have
- speak
- cut
- drive
- gone
- run

4. Circle the correct word in each sentence.

- They have **done** / eaten/ cut my homework.
- Mary has / run / had / written my car for twenty years.
- I have cut / had / eaten meal.
- He has gone / driven / written to school.
- We have eaten / drunk / had water all day.

5. Write the correct verb in each tense.

run	drunk	been	gone	written
-----	-------	------	------	---------

- They have \_\_\_\_\_ a letter to their family.
- He has \_\_\_\_\_ the coffee with milk.
- I have \_\_\_\_\_ sick all week.
- Andy has \_\_\_\_\_ to his school.
- We have \_\_\_\_\_ in sport club all month.

ANNEX N° 4

- Students' intermediate test



**UNIVERSIDAD NACIONAL DE LOJA**

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

**STUDENTS' INTERMEDIATE-TEST**

This test is part of an action research work that deals with the use of games on the improving vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

1. Write the correct verb according each picture.

- written - eaten – drunk- cut



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

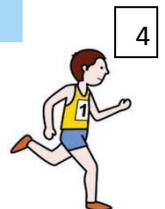
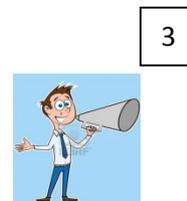
2. Write the number of pictures in the correct box for each verb.

Spoken

Run

Written

Driven



3. Find the past participle of the verbs in the wordsearch.

d	r	u	n	k	m	r	t	u	i	o	p
w	r	y	v	n	x	d	r	e	s	r	c
a	e	c	u	f	n	g	o	n	e	h	i
e	d	r	u	n	y	o	p	e	d	v	l
c	f	b	z	r	u	n	e	n	w	s	k
y	p	e	w	q	r	d	s	t	ñ	p	j
a	d	r	i	v	e	n	r	s	t	o	h
d	t	h	m	v	c	e	i	o	ñ	k	f
w	f	h	a	d	e	b	i	l	j	e	v
d	r	t	u	m	h	a	v	e		n	m
q	c	u	t	o	p	l	c	u	t	e	n

- drink
- have
- speak
- cut
- drive
- gone
- run

4. Circle the correct word in each sentence.

- They have **done / eaten/ cut** my homework.
- Mary has **/ run / had / written** my car for twenty years.
- I have **cut / had / eaten** meal.
- He has **gone / driven / written** to school.
- We have **eaten / drunk / had** water all day.

5. Write the correct verb in each tense.

run	drunk	been	gone	written
-----	-------	------	------	---------

6. I have \_\_\_\_\_ a letter to my family.
7. She has \_\_\_\_\_ the coffee with milk.
8. They have \_\_\_\_\_ sick all week.
9. Jairo has \_\_\_\_\_ to his school.
10. We have \_\_\_\_\_ in sport club all month.

ANNEX N° 5

- Students' post-test



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ENGLISH LANGUAGE CAREER

**STUDENTS' POST-TEST**

This test is part of an action research work that deals with the use of games on the improving vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

1. Label each picture with the correct verb in past participle.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

written

eaten

drunk

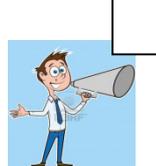
cut

2. Write the number of pictures in the correct box for each verb.

- |            |           |
|------------|-----------|
| 1. Written | 2. Driven |
| 3. Spoken  | 4. Run    |









11. Find the past participle of the verbs in the word research.

d	r	u	n	k	m	r	t	U	i	o	p
w	r	y	v	n	x	d	r	E	s	r	c
a	e	c	u	f	n	g	o	N	e	h	i
e	d	r	u	n	y	o	p	E	d	v	l
c	f	b	z	r	u	n	e	N	w	s	k
y	p	e	w	q	r	d	s	T	ñ	p	j
a	d	r	i	v	e	n	r	S	t	o	h
d	t	h	m	v	c	e	i	O	ñ	k	f
w	f	h	a	d	e	b	i	L	j	e	v
d	r	t	u	m	h	a	v	E		n	m
q	c	u	t	o	p	l	c	U	t	e	n

- drink
- have
- speak
- cut
- drive
- gone
- run

12. Circle the correct word in each sentence.

- They have **done / eaten/ cut** my homework.
- Mary has **/ run / had / written** my car for twenty years.
- I have **cut / had / eaten** meal.
- He has **gone / driven / written** to school.
- We have **eaten / drunk / had** water all day.

13. Write the correct verb in each tense.

run	drunk	been	gone	written
-----	-------	------	------	---------

- They have \_\_\_\_\_ a letter to their family.
- He has \_\_\_\_\_ the coffee with milk.
- I have \_\_\_\_\_ sick all week.
- Andy has \_\_\_\_\_ to his school.
- We have \_\_\_\_\_ in sport club all month.

## ANNEX N° 6

- **Students' Questionnaire**



### **UNIVERSIDAD NACIONAL DE LOJA**

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

#### **STUDENTS' QUESTIONNAIRE**

This questionnaire is part of an action research work that deals with the use of games on the improving vocabulary. Your answers are relevant to collect data for this research work. Would you, please answer the next questions in an honest and responsible way.

#### **1. How often do you play games in the English classes?**

- Always            -----
- Usually           -----
- Sometimes       -----
- Never             -----

#### **2. What kind of games do you play to learn vocabulary?**

- Word games            \_\_\_\_\_
- Question games        \_\_\_\_\_
- Bingo game             \_\_\_\_\_
- Drawing games        \_\_\_\_\_
- None                      \_\_\_\_\_

#### **3. How often do you play the following games to learn vocabulary?**

- Word games            Always ( ) Usually ( ) Sometimes ( ) Never ( )
- Question games       Always ( ) Usually ( ) Sometimes ( ) Never ( )
- Bingo game            Always ( ) Usually ( ) Sometimes ( ) Never ( )
- Drawing games       Always ( ) Usually ( ) Sometimes ( ) Never ( )

**4. Do you like to learn vocabulary when the teacher uses games?**

- Yes \_\_\_\_\_
- No \_\_\_\_\_
- No opinion \_\_\_\_\_

**5. How do you feel when teacher uses games to teach English vocabulary?**



**6. Games help you with your English vocabulary learning.**

- Agree \_\_\_\_\_
- Disagree \_\_\_\_\_
- Why? \_\_\_\_\_

**7. The games motivate you to learn English vocabulary.**

- Agree \_\_\_\_\_
- Disagree \_\_\_\_\_
- No opinion \_\_\_\_\_

**8. Do you like to learn vocabulary with games because?**

- You can work in team \_\_\_\_\_
- You can learn from each other \_\_\_\_\_
- You have the opportunity to share your knowledge \_\_\_\_\_

THANK YOU

## ANNEX N° 7

- Observation Sheet

OBSERVATION SHEET				
OBSERVER:	DATE:			
THINGS TO BE OBSERVED	ACTIVITIES	YES	NO	SOMETIMES
Have all the students participated during class?	ACTIVITY 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was the activity appropriated for the class?	ACTIVITY 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the objectives of the activities accomplished?	ACTIVITY 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggestions to the activities done	ACTIVITY 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ACTIVITY 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## MATRIX

**THEME: THE USE OF GAMES TO IMPROVE VOCABULARY OF THE ENGLISH LANGUAGE WITH 7<sup>TH</sup> YEAR STUDENTS IN PARALLEL “B” AT “POMPILIO REINOSO JARAMILLO” PUBLIC SCHOOL, ACADEMIC YEAR 2013-2014.**

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
<p>How does the use of games improve the vocabulary of English language with 7<sup>th</sup> year students in Parallel “B” at “Pompilio Reinoso Jaramillo” Public School?</p> <p style="text-align: center;">Sub-problems</p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>- To improve the English vocabulary using games with 7th year students in parallel “B”, at “Pompilio Reinoso Jaramillo” public school, academic year 2013-2014.</li> </ul> <p style="text-align: center;"><b>Specific</b></p> <ul style="list-style-type: none"> <li>- To investigate what</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- What is vocabulary?</li> <li>- The importance of vocabulary</li> <li>- Types of vocabulary</li> <li>- Classification of vocabulary</li> <li>- The role of vocabulary in English language</li> <li>- What is academic vocabulary</li> <li>- Importance of learning vocabulary</li> </ul>	<p><b>Preliminary investigation</b></p> <ul style="list-style-type: none"> <li>- Observing the English classes</li> <li>- Stating the background of problem</li> <li>- Describing current situation.</li> <li>- Locating and reviewing the</li> </ul>	<p><b>Questionnaires</b></p> <p><b>Tests</b></p> <p><b>Checklists</b></p>

<ul style="list-style-type: none"> <li>- What kind of theoretical references about vocabulary and games are effective to help 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014?</li> </ul> <p>What are the issues that limit the learning of vocabulary with 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014?</p> <ul style="list-style-type: none"> <li>- What are the important phases of the</li> </ul>	<p>theoretical references about vocabulary and games as a strategy to help of 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014.</p> <ul style="list-style-type: none"> <li>- To diagnose the issues that limit the vocabulary learning of the 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014.</li> <li>- To design an intervention plan with a set of games that will encourage learning the vocabulary of 7<sup>th</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>- What vocabulary should be taught?</li> <li>- How to teach vocabulary</li> <li>- Stages of teaching vocabulary</li> <li>- Techniques in vocabulary teaching</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- What are games?</li> <li>- Educational games</li> <li>- Games in learning English Language.</li> <li>- Games in a language learning context.</li> <li>- Why games?</li> <li>- The importance of using games.</li> <li>- Which games to use</li> <li>- When to use games.</li> <li>- How to use games.</li> <li>- Games categories.</li> </ul>	<p>literature</p> <ul style="list-style-type: none"> <li>- Creating a methodological framework for research</li> <li>- Preparing an intervention plan</li> </ul> <p><b>Intervention and observation</b></p> <ul style="list-style-type: none"> <li>- Applying, observing and monitoring students’ performance according to the intervention plan</li> </ul>	
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<p>intervention plan that address the current issues of the vocabulary learning using games in 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014?</p> <ul style="list-style-type: none"> <li>- Which games are implementing to improve the vocabulary learning of 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014?</li> <li>- How do games as part of the classroom activities solve the</li> </ul>	<p>students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014.</p> <ul style="list-style-type: none"> <li>- To apply the action research about the use of games to improve the English vocabulary of 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public school, academic period 2013-2014.</li> <li>- To reflect upon the effect that the games had on 7<sup>th</sup> year students in parallel “B” at “Pompilio Reinoso Jaramillo” public</li> </ul>	<ul style="list-style-type: none"> <li>- Games and the four areas.</li> <li>- Advantages of using games in the classroom.</li> <li>- Learning vocabulary through games.</li> <li>- Suggestions for using games in vocabulary teaching.</li> <li>- Role of games in vocabulary learning</li> </ul>	<p><b>Presentation of research findings</b></p> <ul style="list-style-type: none"> <li>- Reflecting, analyzing and answering the proposed inquiries</li> <li>- Organizing the final report</li> </ul>	
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limitation of the vocabulary learning in 7 <sup>th</sup> year students in parallel "B" at "Pompilio Reinoso Jaramillo" public school, academic period 2013-2014?	school, academic period 2013-2014.			
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