



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

How to Expand Vocabulary Acquisition Through Games. A Study with Children from
Third Level of Basic Education in Fray Gaspar de Carvajal School.

Trabajo investigativo del Curso de Graduación
previo a la obtención del Título de Licenciada en
Ciencias de la Educación en la Especialización de
Lengua y Literatura Inglesa.

Tutor: Ing. Jean Paul Jara Villacreces

Autoras: Yessenia Johanna Guncay Borja

María Fanny Gutama Guerrero

Cuenca-Ecuador

2013

Autoras: Yessenia Guncay - María Gutama



ABSTRACT

Due to the fact that the students, who were enrolled in a rural school of Cuenca, were acquiring English vocabulary in a traditional way (transcribing and repeating the words several times in their notebooks), and they did not feel motivated to learn, we decided to do a research in order to help them to acquire words by using games in an English class. As we know games, are an important part in the children's life. The aim of using games was to encourage students to learn vocabulary in a fun way. This project was carried out in Fray Gaspar de Carvajal Elementary School, which is located in Sayausi. The participants of this project were 31 children from the third grade of Basic Education. During the development of this project we looked for amusing and entertaining activities according to the students' level so that they could perform vocabulary games without any problem. This project was a proposal to incorporate games in an English class where the teacher and students could have fun, participate actively, work cooperatively, and learn at the same time.

Vocabulary learning is an important and indispensable part of any language learning process. The authors of this thesis focus on effective vocabulary teaching strategies in the English Foreign Language classroom. One of the effective vocabulary teaching strategies is the use of games.

Key words: teaching, traditional, learning, vocabulary, children, games, fun.



UNIVERSIDAD DE CUENCA

RESUMEN

Debido al hecho de que los estudiantes quienes estaban registrados en una escuela rural de Cuenca, estaban adquiriendo vocabulario de Inglés de una manera tradicional (transcribir y repetir las palabras varias veces en sus cuadernos), y que no se sentían motivados para aprender, nosotros decidimos hacer una investigación con el fin de ayudarles a adquirir vocabulario mediante el uso de juegos en una clase de Inglés. Como sabemos los juegos, son una parte importante en la vida de los niños. El objetivo de utilizar los juegos era para motivar a los estudiantes a aprender vocabulario de una manera divertida. Este proyecto se llevó a cabo en la Escuela Primaria Fray Gaspar de Carvajal, La cual está localizada en Sayausí. Los participantes de este proyecto fueron 31 niños de tercer grado de educación básica. Durante el desarrollo de este proyecto buscamos actividades divertidas y entretenidas de acuerdo al nivel de los estudiantes para que puedan realizar juegos de vocabulario sin ningún problema. Este proyecto fue una propuesta para incorporar juegos en una clase de Inglés donde el profesor y los estudiantes pueden divertirse, participar activamente, trabajar cooperativamente, y aprender al mismo tiempo.

Aprender vocabulario es una parte importante en cualquier proceso de aprendizaje. Los autores de este trabajo se enfocan en la enseñanza efectiva de vocabulario y en las estrategias para enseñar el idioma extranjero en el aula. Una de las estrategias efectivas para enseñar vocabulario es el uso de los juegos

Palabras claves: aprendizaje, tradicional, enseñanza, vocabulario, enseñar, niños, juegos, diversión.

Autoras: Yessenia Guncay - María Gutama



TABLE OF CONTENTS

Authorship.....	2
Dedication	3
Acknowledgement	4
Table of contents	5
Abstract	7
Introduction.....	8
Chapter I: The problem	10
1.1 Topic	10
1.2 Description of the problem.....	10
1.3 Justification.....	12
1.4 Objectives.....	13
Chapter II: Literature Review	14
2.1 Foreign Language Learning.....	14
2.2 Teaching English to Children	15
2.3 Teaching Vocabulary to Children.....	18
2.4 Teaching Vocabulary through games	22
Chapter III: Methodology.....	26
3.1 Method.....	26
3.2 Human Resources.....	27
3.3 Material Resources.....	27
3.3.1 Survey.....	27
3.3.2 Interview.....	28



UNIVERSIDAD DE CUENCA

Chapter IV: Results: Analysis and Interpretation	29
4.1 Results and analysis of the survey.....	29
4.2 Results and analysis of the Post-test.....	38
4.3 Results and analysis of the Interview.....	39
Conclusions and Recommendations.....	40
Conclusions	40
Recommendations.....	41
Works Cited.....	43
Appendices.....	46



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Yessenia Johanna Guncay Borja, autor de la tesis "How to expand vocabulary acquisition through games. A study with children from third Level of Basic Education in Fray Gaspar de Carvajal School", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 5 de Septiembre de 2013

Yessenia Johanna Guncay Borja

0104552443

SECRETARIA
Y CIENCIAS DE LA EDUCACION
FACULTAD DE FILOSOFIA, LETRAS
UNIVERSIDAD DE CUENCA



Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador

Autoras: Yessenia Guncay - Maria Gutama



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, María Fanny Gutama Guerrero, autor de la tesis "How to expand vocabulary acquisition through games. A study with children from third Level of Basic Education in Fray Gaspar de Carvajal School", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

María Fanny Gutama Guerrero
0103120994



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFIA, LETRAS
Y CIENCIAS DE LA EDUCACION
SECRETARIA

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



UNIVERSIDAD DE CUENCA



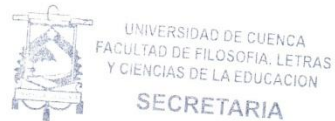
UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, María Fanny Gutama Guerrero, autor de la tesis "How to expand vocabulary acquisition through games. A study with children from third Level of Basic Education in Fray Gaspar de Carvajal School", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciera de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor.

Cuenca, 5 de Septiembre de 2013

María Fanny Gutama Guerrero
0103120994



Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316
e-mail cdjbv@ucuenca.edu.ec casilla No. 1103
Cuenca - Ecuador



UNIVERSIDAD DE CUENCA



UNIVERSIDAD DE CUENCA

Fundada en 1867

Yo, Yessenia Johanna Guncay Borja, "How to expand vocabulary acquisition through games. A study with children from third Level of Basic Education in Fray Gaspar de Carvajal School", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Yessenia Johanna Guncay Borja
0104552443



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFIA, LETRAS
Y CIENCIAS DE LA EDUCACION
SECRETARIA

Cuenca Patrimonio Cultural de la Humanidad. Resolución de la UNESCO del 1 de diciembre de 1999

Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail cdjbv@ucuenca.edu.ec casilla No. 1103

Cuenca - Ecuador



DEDICATION

I would like to dedicate this work to my family, especially to my mother and stepfather. They provided me with everything I needed during my studies; that is why I could succeed throughout my career and make my dreams come true. I love you.

Johanna

I would like to dedicate this work to all my family who has supported me in everything, especially to my sons, Diego and Alexander, who are my inspiration to reach my goal. I love you all.

Fanny



ACKNOWLEDGEMENT

First of all, this work was possible thanks to God who has blessed us during our life studies. Then our families, relatives, and friends who played an important role in the development of this project. They gave us support and encouragement. Finally, we would like to express our sincere and deep gratitude to Engineer Jean Paul Jara who has spent his valuable time in reading, correcting our thesis-draft and therefore guiding and assisting us thoroughly in finishing our thesis.



UNIVERSIDAD DE CUENCA

INTRODUCTION

During the XVII century famous pedagogues such as Comenius and Frobel discovered the importance of games in the learning process. They considered that games are fun, interactive, and exciting for learners because students can acquire the English language easily, in a relax atmosphere, and interestingly. Through games the English teachers can motivate their students in learning English, and students can enjoy it.

Language is an important device and a very beneficial tool for human beings to communicate with other people. By using language, people can talk and understand each other. There are many different languages spoken around the world and nowadays most people are interested in learning a foreign language because the knowledge of a foreign language gives people the opportunity to know other cultures and find a good job. In Ecuador the foreign language that has been taught is in schools is English. Learning this foreign language takes time and young learners first start to acquire vocabulary, then little by little they learn to structure sentences and finally they are able to use the foreign language and communicate with others.

In Ecuador it is a fact that most rural schools do not have specialized English teachers. Therefore, those who are not English teachers improvise their lessons since they do not know about the foreign subject, the teaching methodologies, nor the skills that the students need to learn. These negative aspects mean that students do not acquire English knowledge in a natural, spontaneous, and fun way.



UNIVERSIDAD DE CUENCA

Learning and practicing vocabulary in an English class is of great significance since words convey the students' ideas, feelings, and thoughts. In fact, it is important to introduce English words to young children in order to provide a foundation that later will be used in the learning of rules and structures. Also, it would be ideal to get students interested in learning English vocabulary using strategies which motivate them to continue learning more new words.

There are many different resources to teach vocabulary. English teachers can find different methods, activities, and strategies which will be a guide for teachers. This research work will be focused on the acquisition of vocabulary through games. There are professional people who consider games to be a useful strategy in teaching and the learning process since games have the ability to capture students' attention and give them the opportunity to establish real communication.



CHAPTER I: THE PROBLEM

1.1 Topic

How to expand vocabulary acquisition through games. A study with children from third Level of Basic Education in Fray Gaspar de Carvajal School.

The purpose behind this research is to study the way children acquire vocabulary. Also, it is important to analyze if the use of games help children to acquire new words. This investigation will be useful for many teachers who are looking for new strategies to teach vocabulary to young learners. There are many strategies to teach vocabulary and one of them is the use of games which many educators consider a useful strategy to encourage language acquisition.

1.2 Problem

According to an article published on February 22, 2007 by El Universo newspaper, education in Ecuador is deficient because the level of knowledge of students is low. The Ministry of Education of Ecuador carried out a project in order to find out the reasons why students have this problem. One of the reasons is that schools do not have professional people to teach the subjects. Another reason is that certain institutions do not have good infrastructure or technological resources. There are teachers who still use traditional methods in class and there are classrooms which are overcrowded. For example, at Chordeleg National High School teachers have to work with fifty students in a class. These are some of the reasons that affect the students' development in the different subjects being learned.



UNIVERSIDAD DE CUENCA

Nowadays, the Ecuadorian government is making changes in Education. One of these changes is to improve the English academic level of both teachers and students. The government has designed a scholarship program called “Go Teachers”. The purpose of this is to train teachers to dominate the language and improve their pedagogical methods. Also, Gloria Vidal, Minister of Education signed an agreement with Educational Testing Service (ETS) on July 19, 2012 in order to evaluate teachers’ knowledge.

As we know, English is part of the curriculum of thousands of schools and high schools of Ecuador. Private and public institutions generally have five hours of English a week. However, in rural schools there are few hours of English classes. For instance, in the curriculum at Fray Gaspar de Carvajal Elementary School children have just one hour of English a week. In addition, children learn the language by memorizing what was given by the teacher.

Students do not reason out the information because they usually copy in their notebooks what the teacher writes on the whiteboard. Students do not assimilate what is being taught since they only reproduce what is done and what they “learn” lasts a short time. This research paper will be a useful tool for students in the third grade in Fray Gaspar de Carvajal Elementary School since it will provide a variety of games in order to help students to expand their English vocabulary in an enjoyable way. Unfortunately the main problem that this school presents is that the children have one hour of English a week and they learn vocabulary in a traditional way. So it is important to fully take advantage of the short period of time that children from the third grade have in their English class.



1.3 Justification

Human beings are able to convey their thoughts by means of language, and how they transmit a message can be in a spoken, written, mimicked or symbolic manner. There are a lot of languages around the world, and some people can speak two, three, or more languages if given the correct opportunity. This is one of the reasons why English is taught in institutions of Ecuador; so that students at the end of their studies will be able to travel and study in a foreign country.

As we know, learning English is a process which takes time. For instance, children at an early age, start to acquire English by repeating any word that an adult said. Little by little, children learn and adopt a set of vocabulary in order to be able to communicate with other people. If children do not know basic vocabulary, they cannot express themselves. We have seen students who feel shy, embarrassed, insecure, nervous, and have a lack of confidence when they have to use the English language.

Adrian Doff, in his book called *Teaching English as a Foreign Language* mentions that there are different ways or techniques to teach English vocabulary in a class. For example, a teacher could use flash cards, pictures, drawings, gestures, or body movements (12). When teachers come to class, they have the best intentions to do a great job, but the reality in the classroom is different since children are probably not motivated to learn English. However, children might learn vocabulary if they are engaged in something that is fun because they will be more motivated by the introduction of games in the classroom. They are useful tools that involve children in learning because they can strengthen students' motivation and self-confidence (Deesri 1).



This paper will be a study of children from third grade of Basic Education at Fray Gaspar de Carvajal Elementary School. It is important to obtain enough information on how to motivate children to be interested in learning English; and the gathering of data will be useful and important for this work. The main focus will be in vocabulary and games because the knowledge of vocabulary is essential to convey thoughts and games it also brings fun to the class and builds self-confidence.

1.4 Objectives

General Objective

- To analyze if the use of games in the English Foreign Language (EFL) classroom is an effective tool to facilitate vocabulary acquisition in an elementary school.

Specific Objectives

- To find the best ways to teach vocabulary to children
- To know and study the effects of games in the classroom.
- To find some simple and easy games that teaches vocabulary to children.



CHAPTER II: LITERATURE REVIEW

In the following section, the literature review will be presented. It is important to analyze the way learners acquire the English language and the way teachers teach the foreign language.

2.1 Foreign Language Learning

Learning is a process of change from not knowing to knowing. It is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. In addition, learning involves some methods, techniques, and strategies to practice the foreign language. Foreign language learning sometimes can be a difficult task because a learner needs a constant effort to understand, produce and manipulate the foreign language.

Dincay Turgay states that people who have studied the English language live a gratifying experience. Children, teenagers and adult people are eager to learn the foreign language, and all of them obtain great benefits and opportunities. However; those who get more benefits and opportunities are children because they start learning English at an early age. The enthusiasm of children is great, and they enjoy what they are learning a lot. The joy with which children explore the foreign language makes childhood the ideal time for learning English (16).

Among the benefits children will get from learning English, Turgay mentions the following: children will get good grades at school if they dominate the four skills such as reading, writing, speaking, and listening. They will be competent and will master the foreign language without any problem (16). Children train their brain in order to think in

Autoras: Yessenia Guncay - María Gutama



a foreign language and their cognitive and academic level increases because they are more creative and better at solving complex problems. The author says that children receive a lot of information by means of what they heard. Since they are good learning by heart, most of the time they are repeating any new word they heard (17).

Another benefit that the previous author mentions is that if children learn a foreign language they will be able to open their mind and it helps them to understand other cultures, expressions and styles of communication. So, this experience of learning a foreign language can encourage children to appreciate how big the world is (17).

2.2 Teaching English to Children

Doug McGlothlin believes that the acquisition of a foreign language is not very difficult for children. He reflects that the process of language learning can be divided into two parts. The first part of this process deals with how the new language comes to the learner. In other words, it is concerned with the language environment that surrounds the student. The second part deals with how the learner comes to the new language. It is concerned with the different strategies that the student uses in his/her attempt to improve his language skills (5).

According to the previous author, children learn the foreign language by mimicking what adults say. Therefore, it is very important that adults state the correct words and pronounce them appropriately since children imitate what they hear. Besides, there is lots of repetition in the language around them. The author states that children are very curious and they are usually trying to learn new things. He says that



UNIVERSIDAD DE CUENCA

“The words and the world around the children are new for them. Thus, their learning of a foreign language coincides with their discovery of the world.” Children often feel excited when they are learning a foreign language, and their curiosity does not have limits. Therefore, the environment plays an important role when a child is learning a foreign language (5-6).

Regarding the strategies that students use to learn the language, McGlothlin goes on to mention that children enjoy the repetitive events of their life, and use this enjoyment to help them learn the new language. They direct their attention to things that are easy to understand. They pay much attention to what they listen to. In addition, they are not so worried about the grammar structure to produce a sentence. They do not feel disappointment or are ashamed when they make a mistake in pronunciation of a word because they are aware they are learning the language. They just want to communicate their ideas with people who are around them (9-10).

According to Wendy A. Scott and Lisbeth H. Ytreberg, authors of the book, *Teaching English to Children*, teachers should be aware of the different characteristics that children have at a certain age. They state that a five year old child is not able to perform what a ten year old child can perform. For this reason, they have divided children into two groups according to their ages. In the first group there are children from five to seven years old and the second one there are children from eight to ten years old. Scott and Ytreberg stated that young learners are enthusiastic, love playing and have a short attention span. Moreover, they cannot tell the difference between what is real and what is fiction.



UNIVERSIDAD DE CUENCA

The authors go on to mention that when performing any activity in the class the teachers' words are not enough to convey a message. In fact, they say, "Do not rely on the spoken words." (5) They emphasize that the teachers have to include movements and use materials such as objects, pictures, or flashcards since most of the time children learn by using their senses such as sight, hearing, taste, smell, and touch (6).

Besides, the authors of the book mention some techniques and activities which should be applied in the classroom by teachers with students of any age in order to develop the four language skills. They consider it important that teachers foster solidarity and cooperation among students. They encourage group work; however, they claim that teachers should realize that not all children like to work in pairs or in groups since most of the time they prefer to work alone. Wendy A. Scott and Lisbeth H. Ytreberg encourage teachers to adapt their styles of teaching to fit the students' interests and needs. (15)

According to Rixon, the best way to teach English to children is through activities in which they find play and joy, such as "chanting, rhymes, coloring, drawing, singing, model-making games, clapping hands, solving puzzles." It is well known that children learn if they are motivated with fun activities (33). Rixon has used a variety of activities which has been a success in her classes. She mentions that songs help students memorize some words in an easy way. For example, the song "If you are happy and you know it, clap your hands," with this activity children learn vocabulary and commands by doing the actions. As a result of this activity the students practiced the foreign language and they felt happy during their class (35).



Vosniadou reports that teachers have to create an atmosphere to motivate young learners to participate actively and she says that teachers should “avoid situations where the students are passive listeners” (9). Children are curious and they need activities which are exciting and stimulate their curiosity. They need to be involved in something active.

Jeremy Harmer in his book called *The Practice of English Language Teaching* focused on motivation as a main factor that has a strong effect on success or failure in language learning (3). The previous author also mentions that there are two types of motivation: extrinsic motivation and intrinsic motivation. In extrinsic motivation, teachers use rewards in order to encourage students' participation in class. These rewards might be praise, high grades, gifts, or extra points. In intrinsic motivation, on the other hand, children do not need prizes; they just participate by their own will.

Extrinsic motivation will be used during the development of this project in order to influence in students' attitude since they are shy and afraid when they have to participate in class. The teachers' motivation plays an important role at the moment that they are teaching since they will help students to have a positive attitude to the foreign language.

2.3 Teaching Vocabulary to Children

Taylor defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. The lexicon of a language is its vocabulary, which includes words and expressions. Vocabulary is the words people must know to communicate effectively. It is important to teach vocabulary to children according to the British linguistic expert David Wilkins, who comments “Without grammar very little can



UNIVERSIDAD DE CUENCA

be conveyed, without vocabulary nothing can be conveyed” (111). This explains perfectly the importance of teaching vocabulary since words play an important role when expressing ideas.

In the early 20th century, John Dewey stated that vocabulary is critically important because a word is an instrument for thinking about the meaning which it expresses. According to Schmitt vocabulary learning never stops and it is a natural and lifelong phenomenon because vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts (44). Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. It is important to focus on how people learn and use vocabulary.

The question that comes to our mind is, how is vocabulary learned? Bintz says that there are two ways to learn vocabulary. The first one is called “formal vocabulary learning” and the second one is named “informal and incidental vocabulary learning.” According to Bintz, “formal vocabulary learning” takes place at school and with direct and explicit help from teachers. In addition, he mentions that students learn vocabulary best in classrooms in which teachers read to them and highlight important and interesting words.

On the other hand, “informal and incidental vocabulary learning” occurs when children learn words in their surrounding environments. For instance, when they walk through supermarket aisles, they can often recognize the name of their favorite box of cereal; or while riding in the family car, they can identify a McDonald's restaurant or a Toy store sign. Children do this easily, routinely, and usually without parents or other



UNIVERSIDAD DE CUENCA

adults explicitly drawing their attention to print. In short, throughout their life span, people develop vocabulary effectively and almost effortlessly as long as they see words in meaningful contexts (Bintz 46).

Agnieszka Uberman says that, “learning vocabulary is often perceived as a tedious and laborious process.” Students usually feel bored in vocabulary lessons because their task during classes only consists of writing words in their notebooks, transcribing them several times, learning them by heart, and often pronouncing the words as they are written. Consequently, learners do not pronounce the words correctly. This traditional teaching method does not give learners the opportunity to establish communication with their teachers or classmates because they have to complete their task which is almost always checked at the end of the class (1).

According to Pinkley, children have to begin learning single words (nouns and verbs) within a context or category which is important in the children’s world. For example, a teacher presents words related to “the classroom” such as chair, desk, whiteboard, markers, and eraser. Then the students can acquire different multi-words or word combinations such as adjective + noun (small pencil), noun+ noun (bus station), verb + noun (stand up) and verb + preposition + noun (turn on the light) (5).

Pinkley divides vocabulary strategies in the following way:

Cognitive strategies include making word lists; verbal and written repetition; labeling real objects with English equivalents; and keeping a vocabulary notebook.

Metacognitive strategies include working with English songs, chants, poems, movies, and newspapers; self-testing; and using spaced word practice.



Memory strategies include relating new material to previous knowledge; personalization; visualization; vocalizing; and using physical movement (5).

In regards to techniques to teach vocabulary, Adrian Doff states that presenting new vocabulary involves three important aspects. The first one is to show the form of the word. This means that the teacher demonstrates how the word is pronounced and spelt. The second one is to show the meaning of the word clearly. The last one is to give pupils a chance to hear how the word is used. Doff mentions various useful techniques to teach vocabulary. Some of them are:

- ✓ Realia: This word refers to the use of real things or objects in the classroom.
- ✓ Pictures: Teachers collect images from newspapers, magazines, booklets, and pamphlets in order to explain the meaning of vocabulary. Also teachers can use the whiteboard to draw.
- ✓ Mime: Teachers mime actions to teach many verbs.
- ✓ Gestures: Teachers can use their hands and arms.
- ✓ Facial Expressions: Teachers show if they are happy, sad, angry, thirsty, etc. (12).

The teachers can choose from several ways to present vocabulary. They can either show the meaning in some way or they can use the language that students already know in order to clarify the meaning of a new lexical item. Teachers can also present the meaning of words through sounds. This offers another approach to the problem of introducing difficult words. There are words, which are very easy to introduce, but there are also some words that are more difficult because they denote



abstract notions. The teachers can choose from several ways of presenting vocabulary and making its meaning clear. They can apply these techniques separately or in combination with each other (Doff 16).

2.4 Teaching Vocabulary through games

The American Heritage Dictionary gives a brief definition about the word game, which it describes as “an activity providing entertainment or amusement.” (350). A famous German pedagogue devised educational tools to induce creativity and interest in children during their teaching learning process. His name was Froebel and he said that “Play is the purest most spiritual activity of man at this stage and at the same time, typical of human life as a whole of the inner hidden natural life in man all things. It gives, therefore joy, contentment, inner and outer rest, peace with the world. It holds the source of all that is good.” Froebel turned his attention to the education of young learners through play and he invested some educational toys. He recognized that play can be instructive.

The article “Learning Vocabulary Through Games” mentions that teaching English as a Foreign Language (EFL) is a challenge for English teachers because they have to look for and apply several strategies and techniques in their classrooms, especially when they are teaching vocabulary. For learners, it is very important that they acquire a considerable number of words so that students understand and use the vocabulary to express their ideas accurately. English teachers have to change their traditional teaching methods for new ones which motivate to students to participate actively in class (Thanh and Thu 3-4).



UNIVERSIDAD DE CUENCA

According to Deesri games are very useful and effective tools because they provide motivation, lower students' stress, and give students the opportunity for real communication. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions. Games can capture students' attention and motivate them to continue learning (2). Schultz said that there is a high level of stress in the classroom because students have to deal with unfamiliar vocabulary during language acquisition. Students feel afraid, uncomfortable, and insecure when they make a mistake during the class (3).

Uberman was a teacher and she used games to teach vocabulary in her classes. She observed the enthusiasm of her students in learning through games. For this author, games are not just time filling activities, but have great educational value. She believes that games ought to be at the heart of teaching foreign language (2). Most of the teachers use games as short warm-up activities or when there is some time left at the end of the lesson. She suggests that games be used at all stages: before, during, and after the lesson. Also, games must be carefully chosen according to students' level (70). In addition, Uberman suggests that a teacher should use certain expressions to use before, during, and after a game; Expressions such as "Ok," "Let's start," "Are you ready?" "Who is next," "Try it again," "Ok, it is time to stop, you are the winner." In addition, teachers should be able to play and overact sometimes to help students to feel comfortable and motivate them to join in the game. (72)

According to Genevieve Roth, "Playing is a child's natural way of learning." She said that games can be a safe opportunity to practice without fear of ridicule. In addition,

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

Genevieve makes the following suggestion for presenting the game: "Play the game with one or two pupils in front of the class as a demonstration." This will allow the others to see a model of what is to be done and how the game is to be played. She also suggests that the students sit in a circle around you as you explain (25).

W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. Also, this author in his book called *Language Teaching Games and Contests* presents a variety of games according to the students' level, which can be applied in a class. Some games are spelling games, guessing games, matching games, memory games, etc. (2)

According to Wendy A. Scott and Lisbeth H. Ytreberg, teachers have to keep in mind and heart that they are working with little children of different ages and personalities. So it is a good idea to have a good sense of humor, be adaptable and patient. If teachers are authoritarian, rude, introverted or shy, they should work on their attitudes and abilities. Teachers have to respect students and to be fair with all of them, for children have a very keen sense of fairness. In addition, the authors recommend that the teachers feel confident in themselves in order to help the children to feel confident, too.(9) Another important fact that they go on to mention is how to help create a peaceful class atmosphere where students can grow up healthy. The book's authors advise that a teacher should avoid making competitions among students. Instead, they should encourage them to pursue their goals. Working with children is difficult and teachers have to have a lot of patience, enthusiasm, and love. (11).

Games, in fact, are not only games, but a good means of education. By playing games teachers give learners opportunities for real communication and increase their

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

participation during class. A game brings teachers and learners into a more agreeable and more intimate relationship. When teachers decided to use games in the class, they have to tell their students how the game will be played (in groups or pairs), the rules or instructions of the game, and the objective of the game.



CHAPTER III: METHODOLOGY

In order to carry out this research, we analyzed articles, journals, and other pieces of writing in which some authors expose their ideas on the topics we are interested in. Another technique that guided us to accomplish our research work was a survey to students from the school in order to know how they feel being in an English vocabulary lesson. Also, we applied an interview with an expert since it helped us to take advantage of her experience to enrich our topic. The survey and the interview applied were necessary to collect information about the participants who were involved in this project. All the methodology described above provided enough data to structure our investigative work.

3.1 Method

Since we could not measure the way children acquire vocabulary, this project was based on a qualitative method because we wanted to observe and understand how children from the third grade are able to learn vocabulary through games during the teaching and learning process. Through a qualitative research we were able to explore the specific issue, understand the problem, and to obtain answers to our questions. Some quantitative research was also applied in this project in order to show some results in graphs. In addition, this investigative work will be transferable in the future because teachers who want to use a new methodology in their classes might check and apply it in the school where they work.

An action research also takes place in this project because it involves the participants' realities, the analysis of events, and the explanation of meanings to the issue. An action research is a process in which the researcher, participants, and all



other elements involved in this problem play a role in the investigation. The members who were part of this action research process were the teacher and the students. Both of those involved in an investigation problem played an important role before, during, and after the investigation. The scenery where this investigative work took place was a classroom. So, in this setting, the teacher's job was to observe and analyze the students' preferences, realities, feelings, needs, among others.

3.2 Human resources

This study was carried out in the third grade at Fray Gaspar de Carvajal School. The thirty one students were the main participants for this study. This group of students had twelve boys and nineteen girls. Their ages range from seven to eight years old. Their native language is Spanish. As an additional detail, the English class is taught one hour a week and their English vocabulary is at a beginner level. Their classroom is small which makes it difficult to work for a teacher. The first time, we saw them; they were very shy and afraid. They did not want to participate in class because they did not trust us.

3.3 Material Resources

3.3.1 Survey

For this project, a survey was applied to the 31 students. This survey was applied with the school's principal approval. Also, it was written in English, but at the time that the survey was carried out, we translated each question into Spanish so that the students could understand it clearly. The questions were focused on how they learned English vocabulary and if they would like to acquire vocabulary using games.



UNIVERSIDAD DE CUENCA

Over the period of a month we applied as many games as possible in an English lesson to find out if students liked to learn in this fun manner. We also conducted a small post class survey in order to find out if students made any progress in learning vocabulary.

3.3.2 Interview

An interview was applied in this research; the interview technique is a helpful resource because it proves the credibility of the investigation. The questionnaire consists of ten questions. The interviewee was an English teacher, Mr. Diego Avendaño, who has had experience in the field of English teaching with young learners. The interview was designed to obtain information about his experience as a teacher, and the methodologies and activities that he used in his classes. The teacher's opinions, experiences, and answers contributed to this project. (See Appendix 4)



CHAPTER IV: RESULTS: ANALYSIS AND INTERPRETATION

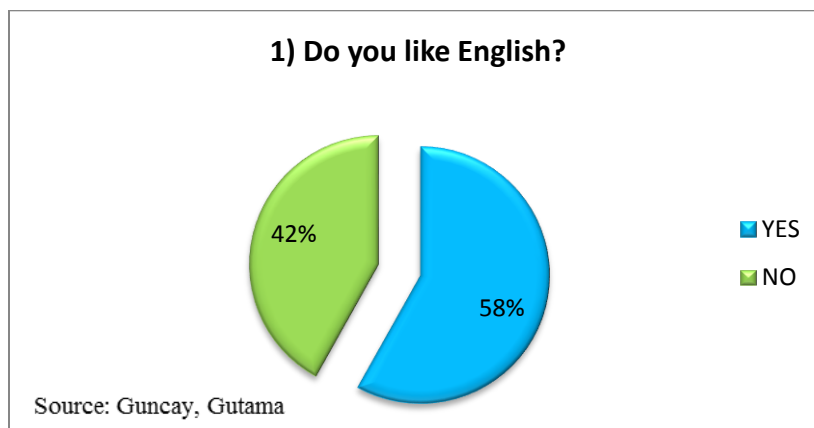
The present chapter has to do with the analysis and interpretation of data gathered in Fray Gaspar de Carvajal School. All the data had to be organized and analyzed in order to show the statistics about the results. We made a qualitative and quantitative analysis to interpret the results and try to understand what we had learned throughout our investigative work.

4.1 Results and analysis of the Survey

The survey was applied to students from the third grade of Basic Education from Fray Gaspar de Carvajal School. We designed a survey which consisted of ten questions. Those questions were designed to know students preferences and how they acquire English vocabulary in the teaching learning process. The following figures show the results of the survey. (See Appendix 1)

Question 1: Do you like English?

Figure 1: Like or dislike of the English Language.

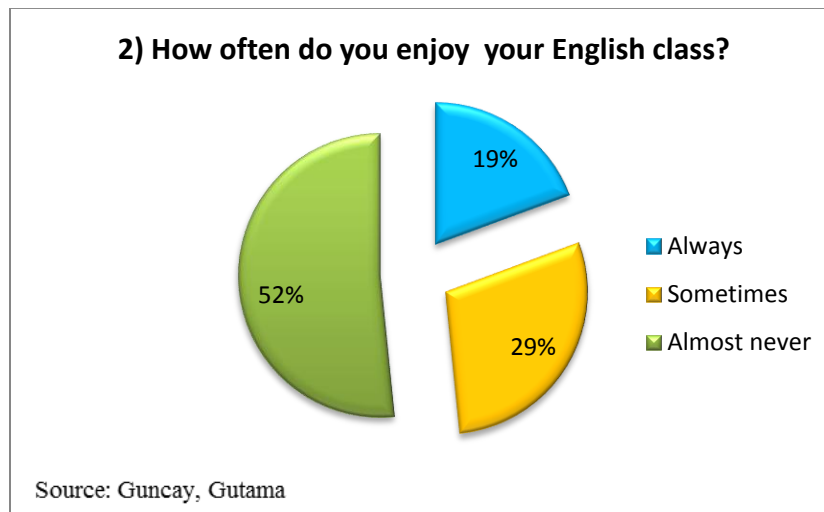




The results to the first question showed that 58% of children liked English and a 42% disliked English. It means that more than half of the class had a positive attitude to learn the subject. However, it was important to focus on those children who expressed their dislikes about the subject since they believed that their English lessons are boring. During the observations we realized that the students who liked English felt excited to learn a foreign language and they participated in class without worrying in making a mistake. The other students on the contrary were shy and felt afraid when they had to speak.

Question 2: How often do you enjoy your English class?

Figure 2: The frequency that students enjoy an English class.



This question was asked in order to know if students enjoyed their English class. The results showed that 19% always like learning English, 29% of students sometimes enjoyed it and 52% of learners almost never enjoyed it. The students who did not enjoy their classes did not like them because the English lessons and their tasks were not



interesting. They did not understand what the teacher said and they felt confused. So, it was important that teachers made sure that their students understood what was being taught and that they felt comfortable in the class. When English teachers used a lot of activities or different methodologies in their classes the students almost always enjoyed their classes. It was a challenge for us because we had to look for good activities in order to maintain their desire to continue learning.

Question 3: Is it easy for you to learn English vocabulary?

Figure 3: Difficulty in learning English vocabulary.



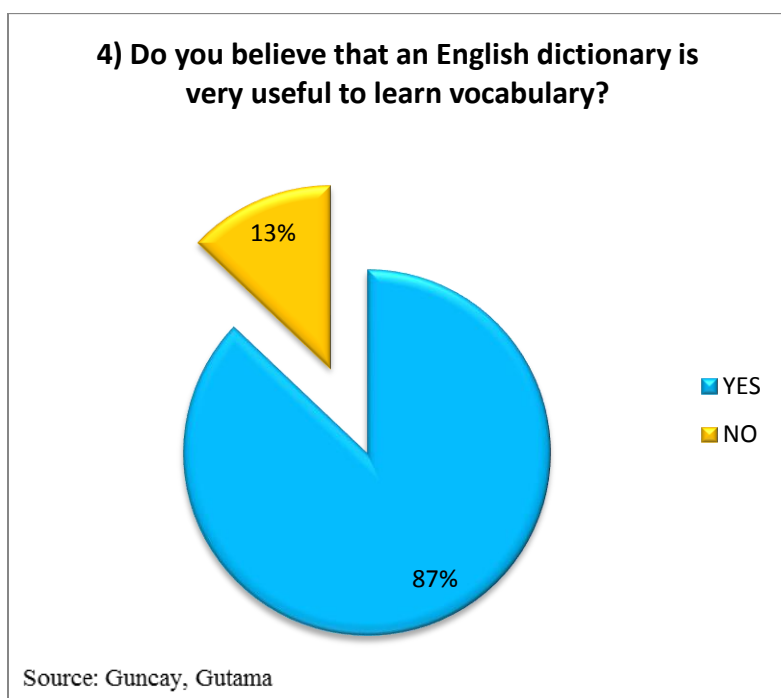
The results showed that 39% of the students said that it was easy to learn English vocabulary because they said that they repeated a word several times and they could memorize it. Most of them also learned vocabulary by finding words with the aid of their dictionaries. They wrote a list of vocabulary in their notebooks. However, 61% of learners expressed they had some difficulties with the acquisition of the foreign



language because they got confused. Students usually wrote down words as the teacher pronounced them. In certain lessons students did not understand what their teacher taught or they did not have a clear understanding of the meaning of the new word.

Question 4: Do you believe that an English dictionary is very useful to learn vocabulary?

Figure 4: The use of an English dictionary to learn vocabulary.



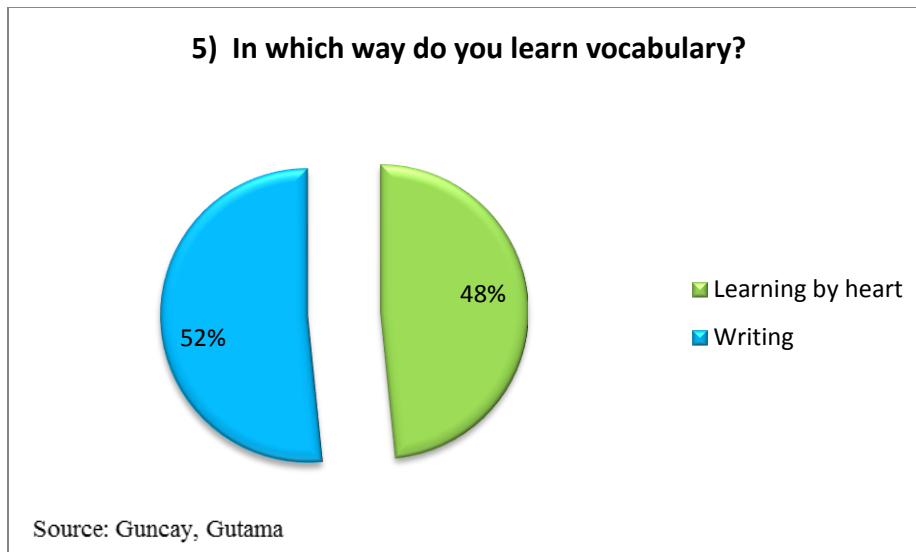
In this question, the majority of those students said that the dictionary is very important to learn English vocabulary since they could find a lot of new words which enriched their knowledge. Sometimes their homework was to find a list of ten verbs, a list of adjectives or a list of nouns. The teacher wrote the words in Spanish on the whiteboard and students wrote them in their notebooks in English. However, 13% of



students mentioned that they did not consider a dictionary important to learn new words because they spent a lot of time looking for a word. They said they did not have a lot of experience at looking for words.

Question 5: In which way do you learn vocabulary?

Figure 5: Ways to learn vocabulary.

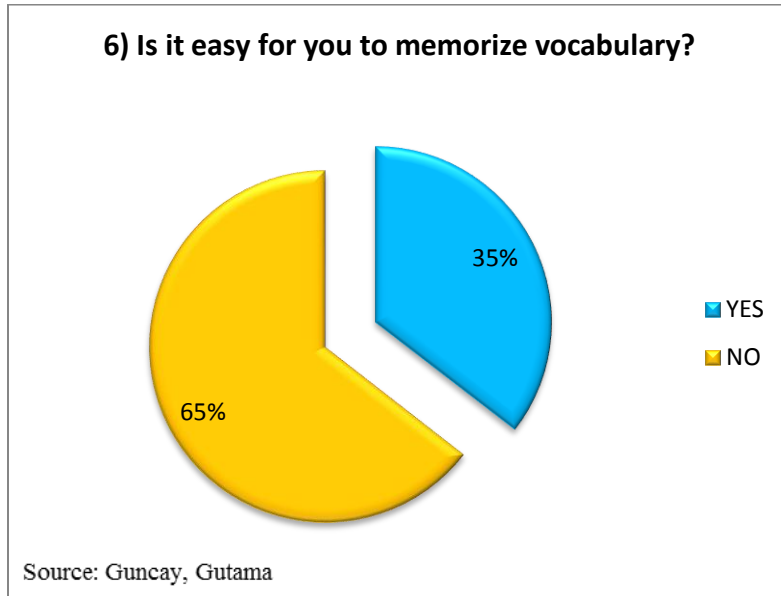


This question presented the two ways that their teacher used to teach vocabulary. The first one was learning by heart and the results showed that 48% of children learned English in that way. They said that they closed their eyes and pronounced the word many times. The second way was by writing and 52% of students answered that they wrote and rewrote the words four or five times in their notebooks. Students just developed their writing skills, but their speaking, reading, and listening skills were not put in practice. Students considered that writing several times a word was the best way to learn.



Question 6: Is it easy for you to memorize vocabulary?

Figure 6: Memorizing vocabulary.

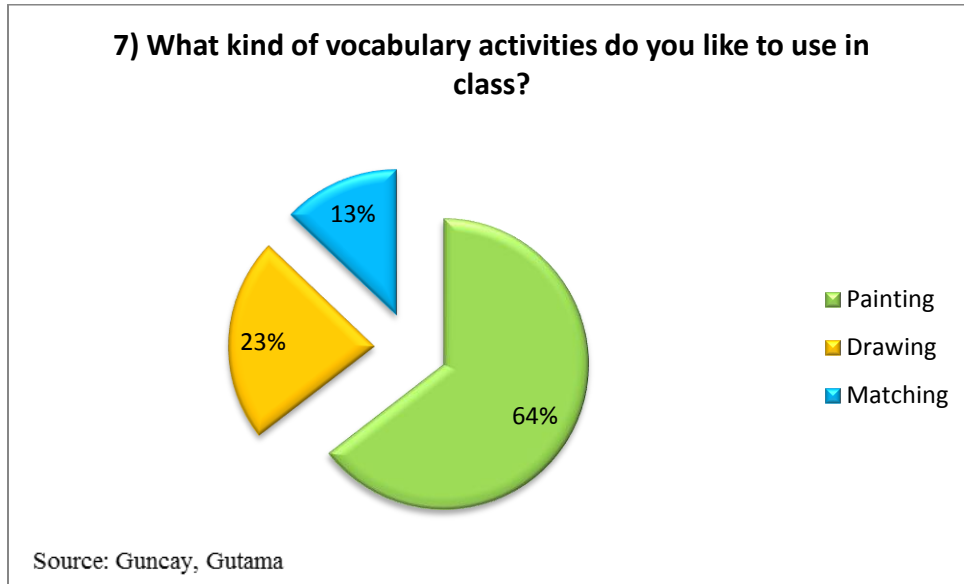


The results for question number six were that 35% of children did not find it difficult to memorize words. One technique that helped students to memorize vocabulary was to write and rewrite words. Another technique was listening how the teacher pronounced words and then students repeated the pronunciation several times. On the other hand, 65% of learners mentioned that it was not easy to memorize a word because they had a lot of words to study. When they learned words by memorizing them, they usually forgot vocabulary quickly. Students only memorized the words when they were going to have a test.



Question 7: What kind of vocabulary activity do you like to use in class?

Figure 7: Kind of vocabulary activities students like to use.



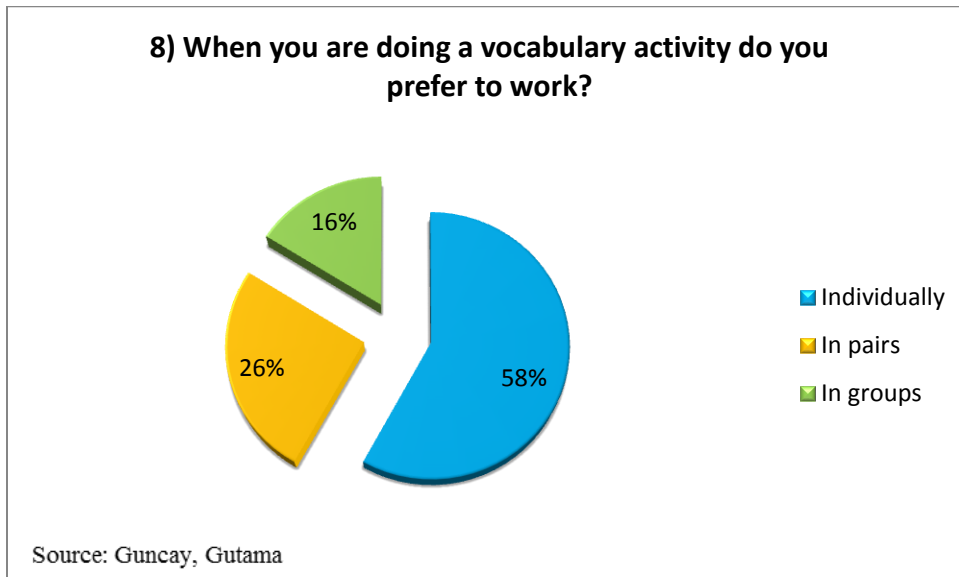
With this question we wanted to know what kind of vocabulary activity they liked to use in class. The main findings in this question were that 13% of the students preferred matching. There were 23% of students who liked drawing and 64% of learners enjoyed painting. In general students showed a good attitude towards doing those activities to perform in class. However, we realized that those activities kept students passive and they did not practice speaking. It meant that students did not perform activities where they could have an opportunity to practice communication.

Question 8: When you are doing a vocabulary activity do you prefer to work?

Autoras: Yessenia Guncay - María Gutama



Figure 8: Students' preferences in class.



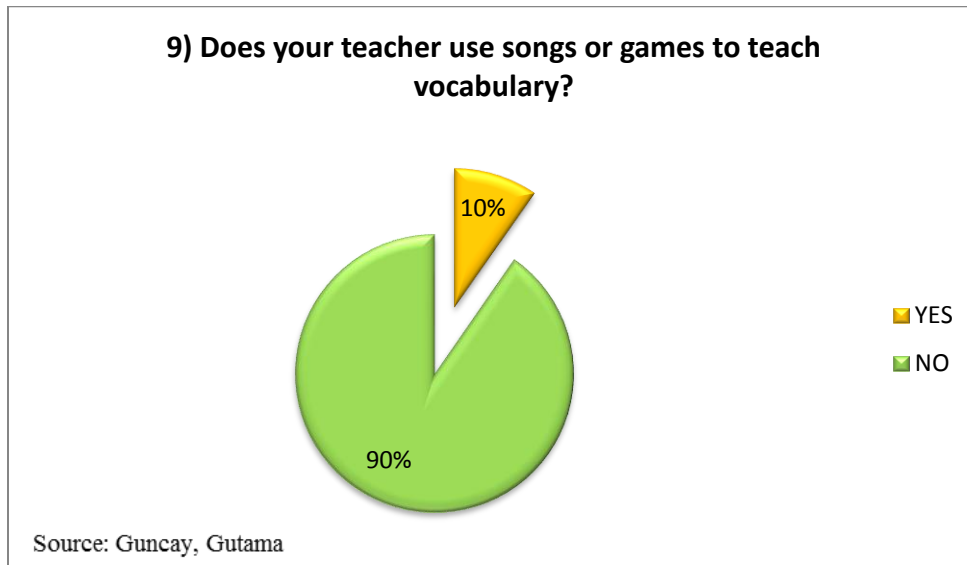
Class activities are not always developed in the same way. It depends on how the teacher decided to organize the activity or on the students' preferences to work in class. For example, students usually like to work individually, in pairs and in groups. So the results for this question stated that 58% of children preferred to work individually. Another 26% of children liked to work in pairs and 16% of learners stated that they chose to work in groups. The first students mentioned they felt good when they worked alone and they were not interested in working with their classmates. It was important to look for activities in which students shared their ideas and worked as a team.

Question 9: Does your teacher use songs or games to teach vocabulary?

Autoras: Yessenia Guncay - María Gutama



Figure 9: The use of songs or games to teach vocabulary.



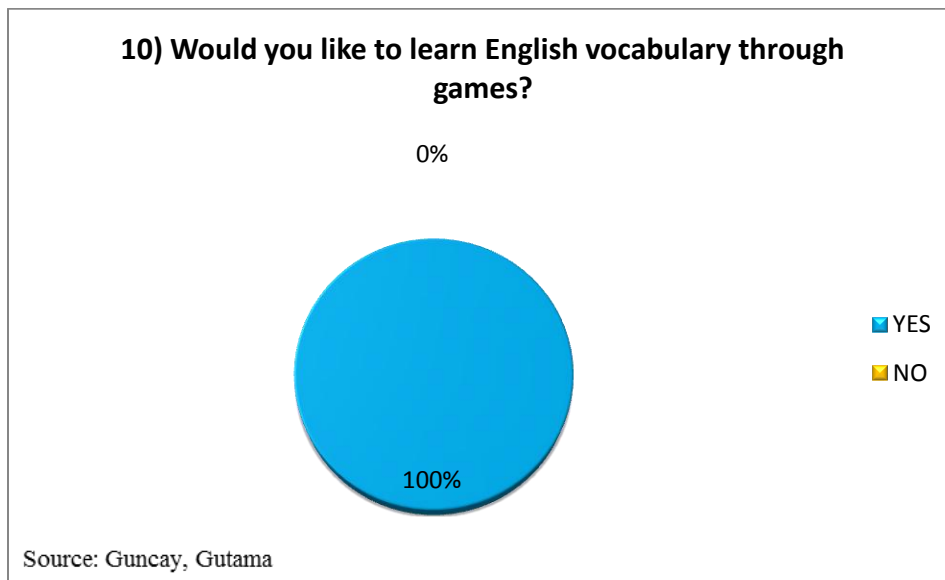
The results for this question were most of the students mentioned that their teacher did not use songs or games to teach vocabulary. Most of the time, they wrote words in their notebooks, received a piece of paper with pictures to paint or match them with the words. There were 10% of students that answered that their teacher used a song, it was called “La Lechuza.” It was sung when the teacher asked students to be silent and it was sung in Spanish. Few students performed the activity which consisted on putting their finger on their mouths. Another group of students did not want to participate singing the song because they felt shy.

Question 10: Would you like to learn English vocabulary through games?

Autoras: Yessenia Guncay - María Gutama



Figure 10 Learn through games



This question showed that all students were interested in learning English vocabulary through games. It showed that they felt eager for having fun in class. They did not want to do the same activity in every class. They asked for dynamics, songs and riddles because they considered through games they shared time with their classmates and had fun. They wanted to have interesting classes. The games that students liked the most were “Color War,” “Slap,” and “Simon says”

4.2 Results and analysis of the Post-test

After we applied the different games in our classes we carried out a survey because it was important to know if the students made any progress in learning vocabulary through games, if the students enjoyed their classes, and if the students liked to play and participate actively when games are played. The survey was applied during our last lesson. The results showed that most of the learners said that they could

Autoras: Yessenia Guncay - María Gutama



learn from their classmates. Students confirmed that their classmates helped them remember words for the games. During the development of the games we realized that students felt happy, excited, and pleased. They had the opportunity to share time with their partners and participate freely.

Some games used in class were “Color War,” “Slap,” “Spelling Game,” “Simon Says,” and “Hangman.” These games were related to vocabulary lessons such as animals, fruits, parts of the body, and clothes. (See Appendix 5) Although the action research was conducted for a short period of time, the use of games that were used in the class promoted cooperation and friendship among members of the class. The students felt motivated to learn because there was a comfortable environment. The most effective game was “Color War” because students acquired vocabulary easily.

4.3 Results and analysis: Interview

Mr. Avendaño provided us with useful information about the use of games as a good strategy to acquire vocabulary since he worked with little children. He pointed out that children learn by doing, trying and imitating. He expressed that in his classes he used a variety of activities such as singing, dancing, painting, and playing. He affirmed that children had to be active as much as possible during class. If they were passive without doing anything, they will get bored easily. He considered that games do motivate children to learn and he said “games give students the opportunity to apply what they have learned and understood. If students learn with games, they will have fun, and feel happy and free.”



UNIVERSIDAD DE CUENCA

In addition, the interviewee expressed that games strengthen language skills. Besides, learners develop social skills and good relationships while they interact with their classmates. Children acquire positive social attitudes since games also teach them to share, to help one another and to work as a team.

Educational games could provide a different way to learn and they could be very useful for many students with a short attention span because games kept learners alert and interested in what was going to happen during the game and at the end of it. Also, the interviewee recommended explaining the instructions of a game clearly so that children know how the game is going to be played. If possible, teachers should give a practical, hands-on demonstration of how to play. (See appendix 4)

CONCLUSIONS AND RECOMMENDATIONS

Autoras: Yessenia Guncay - María Gutama



Conclusions

In Fray Gaspar de Carvajal School the students from the third level of Basic Education considered learning English vocabulary boring. We agreed with experts who considered that the best way children learn is through games, with hands-on activities, songs, and other dynamic activities. The resources used by teachers are important when they are going to teach and practice new vocabulary. This research has led to some conclusions about the use of games in an English class. For these reasons we believed that:

- Games are a good strategy for learning vocabulary and children enjoy them.
- Games contribute to vocabulary learning because they give students a chance to learn, practice and review the English language in a pleasant atmosphere.
- Games motivate students to get involved and participate actively in learning activities instead of being passive.
- Pupils get a chance to practice vocabulary in a meaningful and true manner when they play.
- Games usually involve cooperation, promote good relationships, and keep learners interested in the subject.

Recommendations

After our investigation, we recommend that teachers should be aware of the importance of teaching vocabulary to children since the words allow students to express



UNIVERSIDAD DE CUENCA

their ideas. Therefore, the strategies used by teachers should be appropriate in order for students to understand the form, meaning, and use of the word. This also helps them to be able to communicate correctly.

One useful recommendation is that teachers must stop using traditional techniques in their classrooms. If children are bored they will not pay attention, and they will not learn. Consequently, teachers should find activities that really motivate children to learn a foreign language. Through the use of games or fun activities teachers can call students' attention and overall obtain their interest for the subject. Teaching children demands a great deal of creativity and energy. The teacher's job is to make learning interesting and fun. By using games, both, teachers and students will feel comfortable in class and they will enjoy the lessons.

Another useful recommendation is that teachers should consider games a useful tool and a complement for their classes. Games should not be used just at the beginning of the class as warm-ups. Teachers should take into account that they are working with little children who usually do not remain seated throughout the whole class. It is important for teachers to create a positive environment where the learners can show what they are able to do without any fear. Thus, students will feel confident and sure of themselves.

In addition, English teachers should bring to the class activities where students use the language and practice it. There is a variety of interesting activities in order for students not to get bored. They do not like to do one activity or the same activity in every class. Also, if students make mistakes, teachers should not correct them in an offensive or aggressive manner. Teachers have to keep in mind that children are

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

learning a foreign language and sometimes it is difficult for them. Thus, with the use of games this will facilitate their acquisition of English vocabulary.

Works Cited

Alizadeh, K. (2001). "The advantages of active English teaching emphasizing at active teaching to EFL child students." *Modern Journal of language Teaching Methods*, 1(1), 80-87. Web. 15 April. 2013

Bintz Teaching vocabulary across the curriculum. *Middle School Journal*, 42(4), 44-53.

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

Cantrell, Wanda. "Newspapers and magazines gain added value as teaching tools."

Chicago Tribune 29 April 1990: 18. Web. 02 April. 2013.

Deesri, Angkana. "Games in the ESL and EFL Class" *The Internet TESL Journal*, Vol.

VIII, No. 9, September 2002..Web. 14 July. 2013.

Dewey, John. *How We Think*. London: D.C. Heath.1910. Print.

Doff, Adrian. *Teaching English as a Foreign Language*. Cambridge University Press.

1998. Print.

Estrada, Maria J. "Perspective: Personal Narrative as a Route to Voice; Teacher's own experience leads to teaching strategies." *The Hispanic. Outlook in Higher Education* (1999): 36.Web. 02 April. 2013.

Froebel, Friedrich. *The Education of a Man*. London: Routledge. 1826. Print.

"Game." *The American Heritage Dictionary of the English Language*. 4th ed. 2000. Print.

Haliwell, Susan. *Teaching English in the Primary Classroom*. Malaysia: Longman, 1992.

Print.

Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Longman,

1983. Print.

Johnson, Natasha Hillsman, and Larry Brumback. "Co-teaching in the science classroom: the one teach/one assist model." *Science Scope* Feb. 2013. 104-

106pag. Web. 28 March. 2013.

Lee, W.R. *Language Teaching and Contests*. New York: Oxford University, 1979. Print.

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

McGlothlin, Doug. "A Child's First Steps in Language Learning." *The Internet TESL*

Journal. Vol. III, No. 10, October 1997. Web. 28 March. 2013.

Nelletini Orazio. "Una 'D' de deficiente recibe la Educación en el Ecuador." *El Universo*.

El Universo. 22 Feb. 2007. Web. 15 April. 2013.

Pinkley, Diana. *Teaching Vocabulary Effectively*. Pearson Longman. Web. 30 June. 2013.

Richek, Margaret Ann. "Words are wonderful: Interactive, time-efficient strategies to teach meaning vocabulary." 02 June. 2006. 414-423pag. Web. 30 March 2013

Rixon, Shelag. *The role of fun games activities in teaching young learners*. British Council, London. 2005. Print.

Roth, Genevieve. *Teaching Very Young Children*. Mexico: Richmond Publishing, 1998. Print.

Schmitt, N. *Vocabulary in Language Teaching*. Cambridge University Press. 2000. Print.

Schultz, M. and A, Fisher. *Interacting in the Language Classroom. Games for all reasons*. Massachusetts: Addison-Wesley Publishing Company, 1988. Print.

Scott, Wendy. Lisbeth, Ytreberg. *Teaching English to Children*. Singapore: Longman, 1990. Print.

Slattery, Mary. and Jane, Willins. *English for Primary Teachers*. New York: Oxford University, 2001. Print.

Taylor, L. *Teaching and learning vocabulary*. Herefordshire, UK: Prentice Hall international. 1990. Print.

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

Thanh, Nguyen. and Khuat, Thu. "Learning Vocabulary through Games: The effectiveness of Learning Vocabulary through Games." *Asian EFL Journal* 28 December 2003. Web. 29 May. 2013.

Turgay, Dincay. "Advantages of learning a foreign language at an early age."

Todayzaman.com. 25 Nov. 2011. Web. 28 March. 2013.

Uberman, Agnieszka. *The Use of Games: For Vocabulary Presentation and Revision*. *TEFL Games.com*. TEFL Games.co, "n.d". Web. 26 July 2013.

Vosniadou, Stella. *How Children Learn*. Geneva, Switzerland. 2001. Web. 26 July 2013.

Wilkins, David A. *Linguistics in Language Teaching*. Cambridge University Press. 1972. Print.

APPENDIXES

Appendix 1: Survey

University of Cuenca

Graduation Course

The following survey intends to collect information related to "How to expand vocabulary acquisition through games. A study developed with children from the third grade of Basic Education in Fray Gaspar de Carvajal School. The results will be used as basis for a thesis investigation.

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

Age _____

Class _____

❖ Please mark with a cross the answers that are according to your information.

1.- Do you like English?

YES

NO

Why.....

2.- How often do you enjoy your English class?

Always

Sometimes

Almost never

3.- Is it easy for you to learn English vocabulary?

YES

NO

Why.....

4.- Do you believe that an English dictionary is very useful to learn vocabulary?

YES

NO

Why.....

5.- In which way do you learn vocabulary?

Learning by heart

Writing

6.- Is it easy for you to memorize vocabulary?

YES

NO

Why.....

7.- What kind of vocabulary activity do you like to perform in class?

Painting

Drawing

Matching

8.- When you are doing a vocabulary activity do you prefer to work

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

Individually

In pairs

In groups

9.- Does your teacher use songs or games to teach vocabulary?

YES

NO

Name of the game.....

10.- Would you like to learn English vocabulary through games?

YES

NO

Why.....

Note: (this survey was given to children from 7 to 8, and the questions were translated into Spanish for the children)

Appendix 2: Post-Survey

Please mark with a tick next to the happy or sad face the answers that are according to your information.

1) Did you like the games applied in the classes?



2) Did you feel motivated to participate freely in the games?



Autoras: Yessenia Guncay - María Gutama



3) Did you learn new words through games?



4) During the game was there a good relationship and cooperation among your class?



5) Circle the game that you enjoyed a lot.

“Color War”

“Slap”

“Spelling Game”

“Simon Says”

“Hangman”

Appendix 3: Interview questionnaire

Interview with the Expert

Interviewee: _____

Date: _____

Topic:



UNIVERSIDAD DE CUENCA

1. What is your opinion about people who are not “English teacher” and work in rural schools teaching English?
.....
2. Do you think that children who study in a rural school should learn more English vocabulary or grammar?
.....
3. What aspects do you consider important to teach English to children?
.....
4. How do you usually teach English vocabulary to children?
.....
5. Which are the difficulties which you have faced within the classroom?
.....
6. Do you motivate your students before to start the lesson? How do you motivate them?
.....
7. Describe some activities which do you use to motivate students.
.....
8. Do you think that children can acquire their vocabulary using games in the class?
.....
9. What is the perfect time to use a game in an English class?
.....
10. What effects, positive or negative, can the use of games bring to the class?
.....



Appendix 4: Interview Transcription

- 1. What is your opinion about people who are not English teachers and work in rural schools teaching it?**

I think that it is something good if a person has a good command of English and has vocation to teach it. However, there might be some people that are teachers only

Autoras: Yessenia Guncay - María Gutama



because they need a job to make money. These kinds of people may keep our students from getting proficiency in the language.

2. Do you consider that children who study in a rural school should learn more English vocabulary or grammar?

I think that all children, not only from rural areas, need to learn vocabulary. I have read that words are crucial to convey our thoughts and, therefore, to establish communication with others. On the other hand, grammar should be taught once the children have obtained a good knowledge of the language.

3. What aspects do you consider important to teach English to children?

At an early age, children should learn vocabulary in different contexts. Then as they develop their skills, they can learn short phrases. One important aspect is the atmosphere where the children learn. It should be full of colorful pictures and comfortable.

4. How do you usually teach English vocabulary to children?

I teach English to children through games and songs. These activities motivate them a lot because they are active and have a lot of fun. Children learn by doing, trying and imitating therefore the activities that I use are singing, dancing, painting, playing, among others.

5. Which are the difficulties which you have faced within the classroom?



There are many difficulties inside the classroom but I consider that the large number of students is the most challenging. Most classrooms are crowded and there is not enough space to move around. Also, there is a lack of individual attention. The teacher is not able to control and discipline the whole class. In addition, there is a lack of resources to teach large classes. A teacher cannot design material for every student in the class.

6. Do you motivate your students before you start the lesson? How do you motivate them?

Children love to play and have fun, and that's why I motivate my students by introducing games and songs at the beginning of the lesson.

7. Describe some activities which you use to motivate students.

I use songs that require children to move and make gestures. Most of the songs are known by the students because they have learned the Spanish version previously. Also, I use games that make students learn English without realizing it. Games encourage them to learn English in order to succeed in them.

8. Do you think that children can acquire their vocabulary using games in class?

I think that games are a great tool to engage students in the lesson.

9. What is the perfect time to use a game in an English class?



I think that there is not a perfect time. The teacher might introduce games whenever they consider it appropriate. As for me, I always use games for practicing new input.

10. What effects positive or negative can bring the use of games in the class.

Positive effects

Children are interested and engaged in the class.

Children are active and have fun.

Children learn English because they love to play.

Negative effects.

The class gets noisy.

It's difficult to control a large class during a game

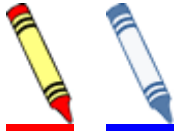
Appendix 5:

Didactic Games applied with children from third level from Fray Gaspar de Carvajal School.

Autoras: Yessenia Guncay - María Gutama



Game No 1



Color War

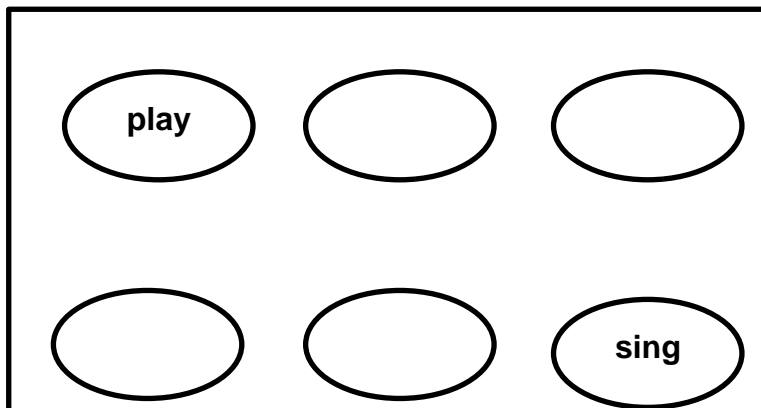
(Verbs)

Level: Third basic year

Objective: To recognize and name verbs.

Instructions:

In pairs, students will share a piece of paper. Have the students draw big circles on the paper. The number of the circles depends on the number of vocabulary words you are teaching. A good number is 10 circles. The teacher tells students that they will be filling in the circles with the vocabulary words in English. Then, have a student with a red pen and the other with blue pen or marker. The Teacher then calls out a vocabulary word in the native language and the students must fight to find the word first. Once they find the word they must put a dot or an X on the word, claiming ownership of that word. Whoever has the most circles at the end wins. You can play multiple times.



Game No 2



Slap

(animals)

Autoras: Yessenia Guncay - María Gutama



UNIVERSIDAD DE CUENCA

Level: Third basic year

Objective: To recognize and name animals.

Instructions:

The teachers must make a copy of pictures vocabulary words to review (animals). Have the students cut out the pictures into individual pieces. Keep one copy for yourself and do not cut them up. Students sit in a group of four or in pairs. The teacher calls out word in target language and the students try to slap the picture before the other students. Repeat three times so the students hear the word over and over.

Game No 3



Simon Says

(Parts of the body)

Level: Third basic year

Objective: To recognize the parts of the body.

Instructions:

The teacher stands at the front of the class giving commands such as "Simon says touch your ear" and "Simon says touch your nose". If the command is preceded with "Simon says" then the students must do it. If the teacher just says "touch your mouth" then the students must remain still. Any student that tries to touch their mouth is out of the game.

Game No 4

HANGMAN

(Fruits)

Level: Third basic year

Autoras: Yessenia Guncay - María Gutama



Objective: To pronounce the alphabet correctly.

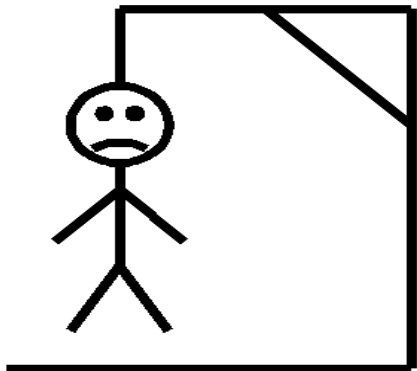
Instructions:

The teacher chooses a word, write as many blanks as it has letters and fill in the first letter. Then draw the hangman scaffold and ask children to discover the word by guessing one letter at a time. If a child guesses correctly, fill in the blank. If not, draw a part of the body and write the letter beside the hangman. The game is over when the students guess the word or the entire hangman has been drawn. Repeat the procedure with the remaining words.

Example: Children say: Put an R

Put an N O A E

Put a G



Game No 5

Spelling Game (clothes)

Objective: To spell words correctly

Autoras: Yessenia Guncay - María Gutama



Instructions:

Determine who will go first by drawing numbers (this is the fairest method). Ask the first child to spell a word. Write down the word on the board as he or she spells it. Each child says the word, spells it, and says it again. If the child has spelled the word correctly, the next student gets a new word. Each child says the word he or she has gotten, spells it, and says it again. If not, he or she is out of the game and the next student has to spell that word.

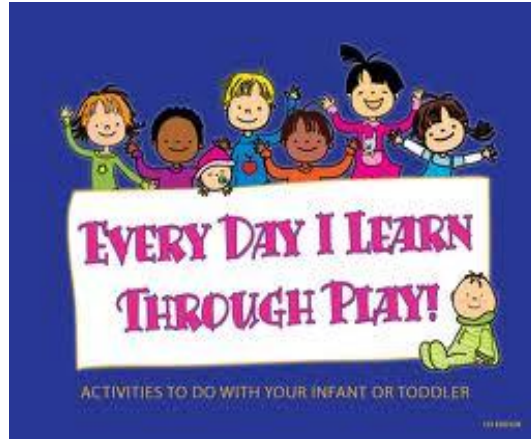
Example:

Children say: shoes	s-h-o-e-s
blouse	b-l-o-u-s-e
scarf	s-c-a-r-f

Appendix 6: List of games for teachers.

LIST OF GAMES

Autoras: Yessenia Guncay - María Gutama



<http://www.eslkidstuff.com/Gamescontents.htm#.Ug6sGtJg-So>



Charades: Have a student come to the front of the class and whisper a word or show a Flash card to that student. The student then acts out that word and the first student to guess can be the next player. This works very well with action verbs. *Variation:* The teacher can divide the class up into teams - the first student to guess wins a point for their team.



Clothes Fun: Students form teams of 3. Each team has a bag with some clothes in it. The first team member puts on the clothes. They must say, "This is my shirt", "These are my trousers", "This is my hat" etc., with each item of clothing. Then when all the clothes are on, they say, "I'm dressed" and start removing the clothes, passing them to the next team member, who repeats the process. If you have some fancy high-heeled shoes and silly hats this is a really fun game! Very young beginner students will normally only say, "shirt", "hat" among others, but it is still a worthwhile game for vocabulary.

Autoras: Yessenia Guncay - María Gutama



Attention: Call out commands such as: Attention, salute, march in place...stop, sit down, stand up, walk in a circle, clap your hands...stop, run in place...stop, jumping jacks...stop, swim in place....stop, among others. At first students will copy you but later they should be able to do the commands without you. .



Category Writing Game: Divide the classroom into two or three groups. Each group chooses their "captain". The teacher writes on the board a word like "FRUIT" or "COLORS" or "ANIMALS", etc. Each group has to tell their captain to write down as many words as they can which belong to that category. They have 1 or 2 minutes. Each group takes 1 point for each word. Correct Spelling is very important in this exercise.



Draw and Roll: Split class into 2 teams. The teacher says "Draw a _____" and students should draw that vocabulary word. If the drawing is correct then the student rolls a dice for points. This game can be played 2 ways: The fastest person to draw the picture rolls the dice, or the other way is to allow any student to roll the dice as long as the picture is recognizable and correct. I made my dice out of a box.



Pictionary: Good for reviewing vocabulary. Pick a student and show him/her a picture or whisper a word into his/her ear. The student draws the picture on the board



UNIVERSIDAD DE CUENCA

and the first student to guess the picture gets to draw the next picture. This can also be played in teams with a point system.



Slam: Sit the students in a circle and place some objects or flashcards in the middle of the circle. Tell students to put their hands on their heads. The teacher shouts out the word of one of the objects and the students race to touch it. The student who touches it first gets to keep the object. The student who has the most objects at the end of the game is the winner



Category Spin: Sit students in a circle. Spin a bottle or an arrow - the student that the arrow points to is first. The student needs to say a word from a pre-decided category. The next student will say last word plus his own and so on until it gets to the one who fails. For example: Student 1:"zebra", Student 2: "zebra cat", Student 3: "zebra cat dog".



Can You Actions: Use this game for teaching "Can you...?" "Yes, I can" "No, I can't". These actions are fun: wiggle, dance, run quickly, hop, skip, do a star jump, do a handstand, touch your toes, cross your eyes, snap your fingers, whistle, sing. E.g. Ask a student "Can you cross your eyes?". If the student replies "Yes, I can" then say "Ok, go!" and the student does the action. If the student says "No, I can't" say "Too bad. Ok, can you (wiggle)?".

Autoras: Yessenia Guncay - María Gutama



Blindfold Guess: Blindfold a student and give him/her an object to feel.

The student must guess what the object is. This works well with plastic animals as they are a little challenging to guess.

Blindfold Questions: Put students in a circle, with one student, blindfolded standing in the middle. Turn the student around a few times. Tell the student to point at the person in front of him/her and ask a question (e.g. "How old are you?", "What's your favorite food?", etc.). After the reply the blindfolded student must guess the name of the student who is talking to.