



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
LANGUAGE SCHOOL  
ENGLISH TEACHING CAREER**

**“INTERACTIVE GAMES TO ENRICH THE ENGLISH  
VOCABULARY IN THE STUDENTS OF EIGHTH BASIC  
GRADE AT UNIDAD EDUCATIVA SALINAS SIGLO XXI,  
SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR  
2016-2017”.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR: CARLOS ALCÍVAR YAGUAL SUÁREZ**

**ADVISOR: AB. LEONARDO CHÁVEZ GONZABAY, MSC.**

**SANTA ELENA – ECUADOR**

2017



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLÉS**

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GRADE AT UNIDAD EDUCATIVA SALINAS SIGLO XXI,  
SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR  
2016-2017”.**

## **TRABAJO DE TITULACIÓN**

Como un pre-requisito para obtener el título de:

## **LICENCIADO EN INGLÉS**

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2017

## **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS SIGLO XXI, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.”, prepared by CARLOS ALCÍVAR YAGUAL SUÁREZ, undergraduate student of the English Teaching Career, Faculty of Education and Languages at the Peninsula de Santa Elena State University, I declare that after having guided, examined and reviewed the project, I approve it in its entirety. It meets the academic requirements and I recommend its submission to be reviewed by the Tribunal Academy.

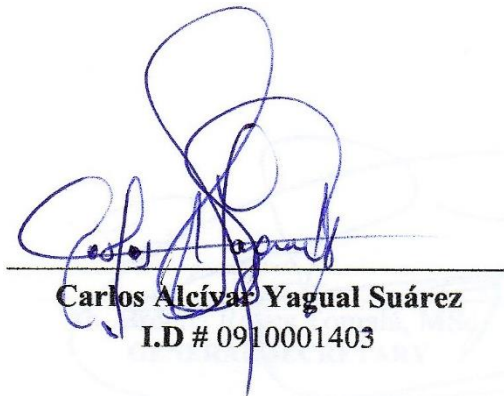
**Sincerely**

A handwritten signature in blue ink that reads "L. Chavez". The signature is written in a cursive style and is positioned above a horizontal line.

**Ab. Leonardo A. Chávez Gonzabay, MSc.**

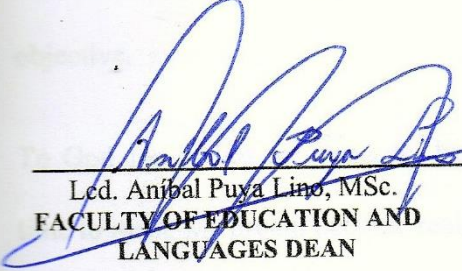
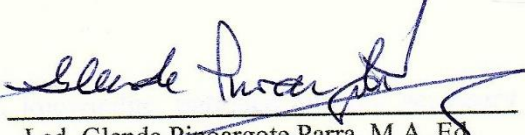
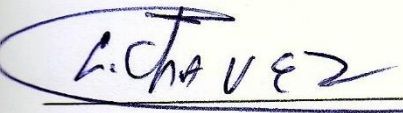
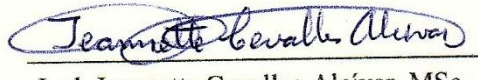
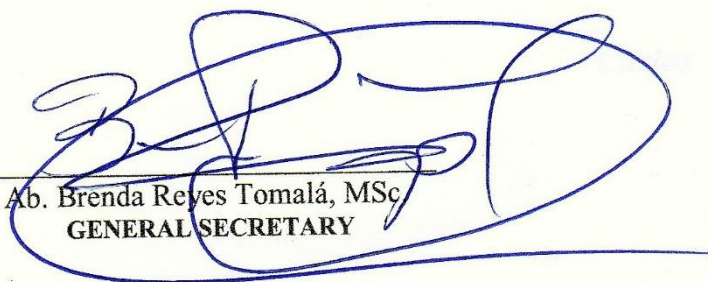
## **STATEMENT OF AUTHORSHIP**

I, CARLOS ALCÍVAR YAGUAL SUÁREZ with ID number. 0910001403 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper title "INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS SIGLO XXI, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



**Carlos Alcívar Yagual Suárez**  
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## **DEDICATION**

I dedicate this work to my family who has been the main fact to reach this life objective.

To God for giving me wisdom, health, knowledge, patience and the necessary time to make my dream become reality.

To my teachers and classmates for their support that was useful in order to develop this research work.

*Carlos*

## **ACKNOWLEDGMENT**

First of all, I thank all the professors of UPSE who during the past 5 years gave their dedication for preparing me as a professional for the future. Especially, I thank them for their patience and their advices which helped me to acquire all the knowledge that now I can share with others.

A special recognition to my advisor Ab. Leonardo A. Chávez Gonzabay who always gave me his support and guidance during this hard process. All of his advice helped me to finish this research work successfully.

*Carlos*



## DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.



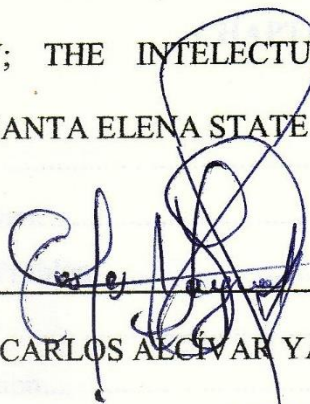
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CARLOS ALCÍVAR YAGUAL SUÁREZ

AUTOR

## DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELCTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERISTY.



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CARLOS ALCÍVAR YAGUAL SUÁREZ

AUTHOR

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**Author:** Carlos Alcívar Yagual Suárez

**Advisor:** Ab. Leonardo A. Chávez Gonzabay, MSc.

**ABSTRACT**

The main objective of this research work was to enrich the English vocabulary to students of eighth basic grade at Unidad Educativa Salinas Siglo XXI, Salinas Province of Santa Elena. School Year 2016-2017, through the implementation of interactive games. The actions were aimed to enrich the students' vocabulary and increase their motivation to learn the English language. This research work involved the use of qualitative and quantitative methods. The researcher worked collaboratively with the English experts, the principal, English teacher and the students. The participants taking into account of this research work were 24 students of eighth basic grade at Unidad Educativa Salinas Siglo XXI, Salinas Province of Santa Elena. School Year 2016-2017. The data of this research work was qualitative and quantitative. The qualitative data was obtained by observing the teaching and learning process during the implementation of the actions and the application of the focus group strategy for interviewing the students about the implemented actions. The qualitative data was in the form of field notes and interview records. Meanwhile, the quantitative data was gained by assessing the students' vocabulary through the pre-test and post-test. Therefore, the quantitative data was implemented with the objective to obtain students grades in the pre-test and post-test. The instrument for collecting the data was a vocabulary rubric. Additionally, the research results showed that the interactive games were effective to enrich the students' vocabulary and they were useful to increase the students' motivation to learn the English language. It was shown that the students seemed to be more enthusiastic and active in the teaching learning process. They also showed improvement on their pronunciation in words and phrases.

**Key words:** Constructivism, interactive games, vocabulary acquisition, motivation.

## INTRODUCTION

Speaking English and its importance in the world, is to say that it is one of the most important languages, and that over time has not lost its space simply because it has been gaining more people who want to master this language in different parts of the world and in sectors such as education, health, business, politics, religion and others.

In the field of education, in Ecuador, the English language should be considered a valuable subject since it is the most spoken language in the world. the Ministry of Education in Ecuador has clear goals for general basic education (EGB), and unified General baccalaureate (GBU) that is to make students reach a proper exit profile level A2, dominating with a great success the skills such as speaking, listening, reading and writing; of course adding vocabulary as well, making use of an appropriate pedagogy methodologies and also having qualified professionals in the area of English and in this way break the daily routine and monotony that affect the teaching learning process.

The national curriculum for foreign languages in Ecuador emphasizes the relevance 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 try to expand the interest among their students in both the foreign language and culture because that is important to a successful language learning process.

This is the reason of implementing interactive games in education. Almost everybody loves playing whether learners 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. When playing most games participants are almost forced into communicating with each other in order to make the game work. The need for communication during games, and the informal setting games provide encourages students to be unafraid to talk, this way they will practice their fluency which is a valuable communication skill.

Therefore, games can aid to achieve these goals and satisfy the requirement of the national curriculum that language learning should be enjoyable for students. With this in mind, the implementation of interactive games will allow students enrich their vocabulary, improve their pronunciation and even increase their motivation to learn English through an interactive and a fun way focusing on teacher's creativity. The current research work is organized in four chapters that are detailed below:

**Chapter I, The Problem:** It contains the problem that is studied, it is the deficiency of the English vocabulary in students of eighth basic grade at Unidad Educativa Salinas Siglo XXI, Salinas Province of Santa Elena. School Year 2016-2017

**Chapter II, Theoretical framework:** it contains the theoretical basis that support this research work focus on previews research, online resources, UPSE library and others.

**Chapter III, Methodology:** it contains the different methodologies applied in this research work such as interviews, surveys, observation and focus group, which contributed to identify the deficiency of vocabulary in the students

**The Chapter IV, The Proposal:** it includes the implementation of interactive games to enrich the English vocabulary, and the percentages of improvement that the students reach applying interactive games as a pedagogical resource to teach vocabulary.

## **CHAPTER I**

### **THE PROBLEM**

“INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS SIGLO XXI, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.

#### **1.1 PROBLEM STATEMENT**

I was assigned to oversee and to help out with the Eighth Grade students age 12 from the Unidad Educativa Salinas Siglo XXI from Salinas. As soon as the class started I noticed that the English teacher did not have control of the class. Students were not seating in their assigned desks and were not opening any books. It was clearly noticeable that students were uninterested in the English class.

After a few minutes I noticed that students did not speak a single word in English and the teacher was trying to give directions in the students’ native language. In addition, I noticed that students did not know the Basic English commands to maintain control in the classroom and students lack knowledge of the basic colors names and basic classroom nouns. The class seems boring and the teacher was not changing the strategy to catch the student’s attention. As a result, at the end of the

class, students rushed outside the classroom without paying attention to the teacher's instructions for the next class.

## **1.2 CONTEXT OF THE PROBLEM**

In Santa Elena province, there are lots of state institutions; one of them is Unidad Educativa Salinas Siglo XXI, which is located in the province of Santa Elena. This institution has 3 English teachers and there are 24 students in each class. The teachers of this institution have been using methodology that bores students and do not accomplish to get a meaningful learning.

For instance, there are teachers who do not want to change their traditional way they teach a subject and even more teachers do not use different methods and strategies, making the classes repetitive day after day. This traditional way to teach gets students bored and as a consequence they lose motivation for learning. Also there are professional limitations, and as a result, this turns out to be a drawback, in that, there is a deficit in the teaching and learning process.

On the other hand, the students of eighth basic grade have problems related to learning new vocabulary, they have to improve their pronunciation, they feel scared when they have to speak in English as a result they do not want to speak in front of the class they do not want to be part of any class activity. Since they are not motivated by the teacher, they think that the English language is a difficult subject,

they do not give importance to the English language, they do not have appropriate time to practice the vocabulary and this fact is because all high school classes lasts just forty five minutes every day, therefore when speaking session is scheduled, it is difficult to make the whole class to practice vocabulary.

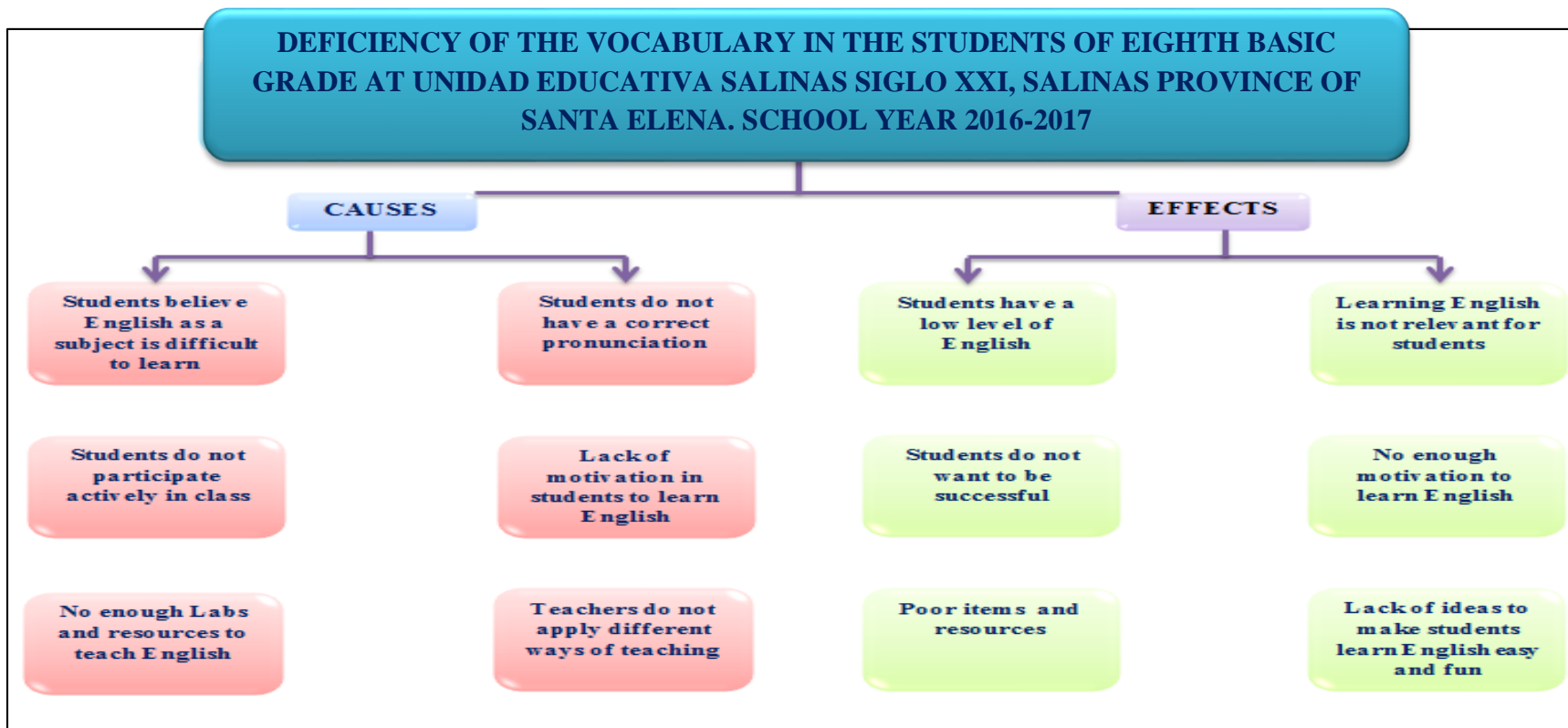
Moreover, the environment in which the teaching learning process takes place is not appropriate due to the fact that in this institution the buildings in which the students take classes are too small for the number of students assigned to each class subject, more so, the classroom setting is anti-pedagogical not just for English, but also for other subject as well. In addition, there are not appropriate pedagogical resources and teaching material regarding to the levels and the student's needs.

This project is aimed at those Eighth Grade students who are afraid of learning English because of their mistakes. Therefore, interactive games can be a good pedagogical strategy for the enrichment of knowledge, increase vocabulary and even to improve pronunciation in students, thus all these facts are the main issues taken into account to hopefully contribute to the development of this project.



### 1.2.1 Problem Tree

**Illustration 1:** Problem Tree



**Author:** Carlos Alcivar Yagual Suárez.  
**Source:** Unidad Educativa “Salinas Siglo XXI”

### **1.3 RESEARCH QUESTION**

The research question which guided this study is the following:

What impact interactive games have in the process of teaching and learning English?

### **1.4 RATIONALE**

The deficiency of vocabulary is a problem in which most students in today's school are involved. Thus teachers do not give enough emphasis to increment students' vocabulary, even though, it is important to communicate with others in a spoken way. However, speaking in English is considered as one of the most difficult skill to learn for every person, and this is the most essential with ESL students that have to learn it and manage it in order to keep a conversation.

Therefore, applying games in classes of teenagers can cause students to become active agent of knowledge for the whole learning process, this certainly catches students' attention and even they tend to acquire more than they do in traditional classes. Students feel free during the procedure of the game and this is a positive thing of the process, in that, they can come up with new ideas more easily along with their partners. Since without vocabulary, it is difficult to carry out the communication process, thus the more vocabulary people obtain the easier will be to communicate in English, applying the correct grammar, pronunciation,

intonation and rhythm with fluency and accuracy in a spoken way when necessary and for different purpose in the real life.

The application of interactive games based on communicative strategies can be a new approach to teach in order to avoid monotonous or traditional methods of teaching for improving the four English language skills (listening, speaking, writing and reading) and even boost the vocabulary that plays a relevant role in the learning of English as a second language for the students.

Therefore, the implementation of interactive games will allow students to promote their knowledge, vocabulary and improve their pronunciation through an interactive and fun way in which students have to play games in order to retain words as they can, of course, relate to the topic recently learned in class and using different items from the environment in order to apply the creativity of the teacher to use all of those things for playing fun games in the classroom.

Moreover, it is going to help to engage students and make them feel motivated to learn English, also it will help students who do not want to talk in front of their classmates so that they have to work separately and demonstrate that they can speak, too. With the application of interactive games the professors will apply new way of teaching and use it as a teaching strategy for the betterment of increasing vocabulary in English language.

Additionally, the direct beneficiaries of this project are the community, the students of eight grade, the English teachers and even teachers who impart another subject in this educational institution who can take into consideration to use this approach to teach. As a result using this approach, the students of Unidad Educativa Salinas Siglo XXI will be able to enrich the English vocabulary, and the good manage of interactive games might enhance students' interaction, motivation and engagement.

### **1.5 RESEARCH OBJECTIVE**

To analyze the importance of the implementation of interactive games with communicatives strategies and activities focused on the enrichment of the English vocabulary in the students of Eighth Basic Grade at Unidad Educativa Salinas Siglo XXI.

### **1.6 IDEA TO DEFEND**

Interactive games with communicative strategies and activities will enrich the English vocabulary in the students of Eighth Basic Grade at Unidad Educativa Salinas Siglo XXI.

### **1.7 SCIENTIFIC TASK**

1. To analyze the theoretical framework in order to implement interactive games for enhancing the learning of the English vocabulary.
  
2. To identify the current methodological process focused on the learning English vocabulary in students of Eighth Basic Grade at Unidad Educativa Salinas Siglo XXI.
  
3. To apply interactive games which promote the enrichment of the English vocabulary in the students of Eighth Basic Grade at Unidad Educativa Salinas Siglo XXI.

## **CHAPTER II**

### **THEORETICAL BASIS**

#### **2.1 PHILOSOPHICAL BASIS**

Recently the standards of education have been changed in this century, for instance the new teaching methods and techniques have caused some changes in the way students are learning in the classroom. Therefore, the teaching process has suffered transformations in its teaching methodology. Thus the constructivism is a theory that proposes that the learning environment has to support multiples perspectives or the interpretation of the reality, building knowledge, and activities based on valuable experiences in the context (Jonassen, 1995).

The constructivism implies that active learning enable to learners to construct their own knowledge and make their own meaning of what is being thought. One of the most relevant principles with the constructivism is that action oriented through cooperative learning (such as group work, pair work or any other form of learning), active and creative participation in classroom activities, learning by preparing some projects as well as learning by teaching (when the learner is asked to take over teacher's role) have been treated as the major task related to the action oriented method (Gagnon and Collay, 2001)

(Piaget, 1977) established that learning occurs by an active construction of meaning. Meanwhile, (Kelly, 1991) asserted that we look at the world through mental patterns or constructs that we create. Therefore people develop ways of understanding or construing the world based on their experiences. Moreover, (Zemelman, Daniels and Hyde, 1993) suggested that learning in all subjects' areas imply constructing and inventing new ideas. Also they recommended that this theory should be applying into the curriculum due to applying this in the classroom teacher can create an environment in which learners can construct their own understandings.

Therefore, the application of the constructivism can be relevant in the teaching learning process. For instance (Vigotsky, 1978) asserted that social constructivism model stress the importance the learning in context, constructing understanding through interaction with others in the social environment in which the knowledge is applied. Additionally, in the classroom the constructivism involves professors can apply innovative activities (collaborative and creative) that allow students to learn while they enjoy within an interactive environment, the teaching learning process.

### **2.1.1 Communicative Approach to Teach**

Learning vocabulary is so relevant for English language learners due to depend on this people can communicate in an effective way applying the appropriate use of

the words in a speaking or in writing manner. Therefore the communicative language teaching approach (CLT) is being applied in many non-native countries in order to improve the communicative ability and increase the motivation in students for learning, incorporating communicative activities in the classroom (Ahmad and Rao, 2013)

The main goal of the communicative approach is to make students use the language to communicate. Thus communication implies using language functions as well as grammar structures, moreover language is used in a social context should be appropriate to setting, participants and topics (Freeman, 1990).

(Brown, 2001) established the language is applied in the real context. Moreover the target of language is a vehicle for the communication in the classroom, not only the object of study. Therefore communicative competence is the method's goal.

Additionally students use the language a great deal through communicatives activities for instance role-plays, games and problem solving task. As a result applying this approach student will be able to develop their communicative competence in order to communicate in a correct way using the language appropriate when necessary in a real context in daily life.

## **2.2 EDUCATIONAL BASIS**



### **2.2.1 Literature Review**

This literature review embraces all the facts, theories and thoughts that enlighten this research paper from the problem to the outcomes, and the procedure of the proposal. The contents are the theoretical framework, the educational basis which show the appropriate knowledge to differ the different perspective of each reader; and as a result, this will aid teachers and students in the development of the teaching and learning process by making the right decisions.

Nowadays, teaching English has become in one of the most important fact in the Ecuadorian context in which the teachers play the main role in this process in order to develop this. Therefore, there are several didactic materials and resources that a teacher can use in class in order to teach English as a second language for improving the motivation in students and the environment in which the teaching learning process is carried out. For instance, some teachers prefer to use several games in their classes as an introductory part of the lesson, during the procedure or even in the last few minutes of the lesson as feedback.

Thus, there are different ways that educator may have utilized; however, needless to say that sometimes they do it just because there is nothing else to do. This, at the end, will turn out to be a disadvantage, in that; ELLs would like to have games in every lesson. Teachers should be aware of how and what for they are applying

games, for instance, games help and encourage many learners to sustain their interest and work (Wright, Betteridge & Buckby, 1984).

Hence, operating games must strengthen the students' will in being attentive of the upcoming contents. (Wright, Betteridge & Buckby, 1984) claimed that games also help the teacher to create contexts in which the language is useful and meaningful. In fact, this might be the reason of why some educators are still employing games to gain the interest of the students as part of the process, there is no doubt to share Ersoz's opinion which is Games employ meaningful and useful language in real context (Ersoz, 2000).

(Mora and Lopera, 2001) asserted that fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students. Thus, this is one of the things that both part of the learning enjoy the most; teacher, as an instructor, needs to have the ability to handle with taking the willingness of the students to model and incorporate some topics that will support them in the development of the language.

However, there are some cases that ELLs would rather have the disposal of being in charge in any interactive games as it is mentioned in (Henner-Stanchina and Riley, 1978) students are expected to interact primarily with each other rather than with the teacher. Sure enough, sometimes it is better to let ELLs interact each other, in that, they gain confidence from themselves.

(Thanh and Thu, 2003) mentioned that there are advantages and effectiveness in learning vocabulary in various ways. This is another positive side which can promote the oral production, in that, ELLs may not make use of communication if they do not possess enough vocabulary to produce or even receive the message.

It is probable that ELLs do not want to interact each other due to the fact that English language is tough; and for this reason they do not desire to take part of the class. But there is a different perspective from Ariza (2001) which is participation in class has increased as a result of the development of games and students look more confident and is willing to speak more often during the class.

Therefore, (Cameron, 2001) asserted that teachers should provide more strategies, including games, for learners to develop their oral production during their language learning sessions. Thus teenagers ought to be handled with strategies that enable them to develop this language. For this reason, games should be regarded as to be one way to direct the oral production.

(Mora and Lopera, 2001) claimed that the use of interactive activities like games in class contributes to the development of a series of language skills and competencies. When applying games in classes of teenagers make them be awakened for the whole learning process, this undoubtedly catches students their attention and even they tend to acquire more than they do in traditional classes.

(Chen, 2005) stated that games make the learners more willing to ask questions and think creatively. Almost all the games are fun, it is probable that applying games make some students be more participative and most importantly they need to speak to follow up the game.

Students feel free during the procedure of the game and this is a positive thing of the process, in that, they can come up with new ideas more easily along with their partners. Games can lower anxiety, thus making the acquisition of input more likely (Amato, 1988).

(Uberman, 1998) asserted that interactive activities such as games are extremely motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.

Sure enough, these can make students be confident and relaxed when they are acquiring a new knowledge in practice, this author has the same opinion about it; yet, he added something else which is focused on timid students that are afraid of speaking in front of their classmates, students have one chance to be free in sharing their feeling by means of the interactive games.

### **2.2.2 English Teaching**

Language acquisition focus on learning vocabulary has been consider an important fact for those who wants to learn English as a second language therefore in education it plays a relevant role. Moreover learning a language is crucial, in that. Therefore, ELL might be able to dominate and use it, they are likely considered as the first element in the development in their daily labor.

The methodological procedure proposed to emphasize the importance in the sufficient linguistic information and language practice using a variety of exercises that allow different techniques to acquire knowledge.

The English curriculum allows students to learn what they would find it easy through the use of educational materials and a variety of suggestions which are related to specific notions, functions and content that allows them to express simple ideas activities.

Teaching English as a foreign language requires that the teacher is professionally prepared for their daily work; learners have a complete education, which includes cultural knowledge, psychology, education; and interacting with themselves. This will allow students to be active, creative and organized facilitators. Additionally teachers also need to know the most important aspects of language study and the similarities or differences that exist between foreign and native language.

### **The Importance of Teaching English as a Foreign Language in Ecuador**

The Ministry of Education in Ecuador aims to provide students with both foreign language knowledge and the skills needed to succeed in today's globalized world. English is the international language that will allow ELL to access knowledge and information and that will become an instrument of personal and professional empowerment to build a more prosperous equitable society.

Moreover, the free textbook in public institutions will contribute to the learning process in a positive manner for every student will have an additional resource to aid them in their language acquisition process.

The Ministry of Education has also created teacher's standards aligned to TESOL, establishing the benchmark of what teachers need to know. The B2 benchmark from the Common European Framework of Reference (CEFR) states the minimum language proficiency level for pre-service and in-service English teachers.

Finally, through a rigorous evaluation of teachers' development along with the Ministry of Education will assist current service to English teachers in order to improve their actual language proficiency levels. It is probable that by means of these innovations of new standards, new curriculum, and new textbooks, students and teachers will likely be more motivated in their classrooms.

### **English Teaching at General Basic Education**

English language is recognized as the first lingua franca of the world at present, which is used for several purposes for instance academic, scientific, technological and social, therefore speaking English is an essential tool to interact and communicate in today's globalized world. For instance, the Ministry of Education in Ecuador mentions three important issues for developing the students' skills they are:

1. English language as a tool is important which equips individuals to understand people and their cultures beyond linguistic and geographical limits.
2. To align the English curriculum focuses on the CEFR: learning, teaching, assessment CEFR so that it provides a common basis for the elaboration of a curriculum and a syllabus.
3. The communicative approach is the most recognized and accepted norm in the field of language teaching and learning because it is focused on the theoretically well informed principles related to the nature of the language of language teaching and learning. (National Curriculum Guidelines EFL Min.Edu, 2014, p. 5)

### **2.2.3 What is the CEFR?**

The CEFR is a planning tool that provides guidance for teacher, examiner, educational administrator, teacher trainers, textbook writers, it has a crucial the role in language and education policy worldwide because it describes what learners should be able to do at different stages of language process and what knowledge and skills students need to develop to communicate effectively in the target language Council of Europe (2003).

The six levels proposed by the CEFR are the follow:

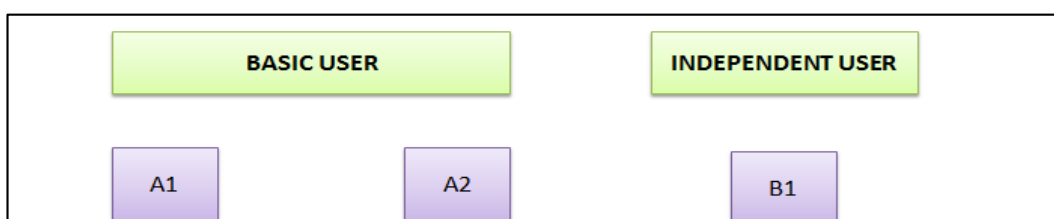
1. A1-A2 Basic users of the language
2. B1-B2 Independent users of the language
3. C1-C2 Proficient users of the language. (National Curriculum Guidelines EFL Min.Edu, 2014, p. 6)

### **CEFR Reference Levels in the Ecuadorian Educational System**

According to the Ecuadorian Educational System based on the CEFR there are three proficiency levels which have to be applied in the public educational system gradually through a branching approach as shown in the chart 2 below:

### **Levels of Proficiency and its Application per School Year**

**Illustration 2: Levels of Proficiency: Branching Approach**





**Author:** Carlos Alcivar Yagual Suárez

**Source:** National Curriculum Guidelines EFL Min.Edu, 2014, p. 7

#### **2.2.4 Profile Level A1**

This is the level which the students of eighth grade have to reach by the end of the course based on the communicative competence. These are the proficiency descriptions they ought to obtain:

Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (e.g. basic personal information, greetings, numbers and prices, directions, habits, etc.); Introduce themselves and others; Ask and answer questions about personal details such as where they live, people they know, and things they have. (National Curriculum Guidelines EFL Min.Edu, 2014, p. 11)

### **Specific Objectives of the Proficiency Level of Eighth Grade**

These two objectives represent the communicative competence that the students of eighth grade should possess by the time they finish the course based on the English listening, reading, speaking and writing skills. Students will be able to:

#### **Listening skills:**

In simple spoken text, understand expressions, sentences and words related to the learners' personal and educational background (e.g. daily life activities, house, personal information, classroom equipment, curricular subject, classroom commands, etc.). And also follow speech which is quite slow and carefully articulated with long pauses for them to assimilate meaning in the personal and educational domains.

#### **Reading skills:**

Understand and identify quite simple informational text (e.g. catalogs, labels, postcards, messages, etc.) a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Extract the gist and key information items from very simple informational text.

**Speaking skills:**

Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking, errors, etc.) Interact in a simple way by asking and answering simple questions about the learners' personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair.

**Writing skills:**

Produce quite simple informational text that can have little or no detail, can have little variety in sentence structure, and may have some usage error.

(National Curriculum Guidelines EFL Min.Edu, 2014, p. 13)

**2.2.5 INTERACTION****2.2.5.1 What is Interaction in the language classroom?**

Sometimes interaction has to be tough in students especially when this happens to be in English classrooms. However, teachers have to look for ways to manage this problem in a good manner, in that, "interaction involves participation, personal engagement, and the taking initiative in some ways, activities that in turn are hypothesized to trigger process conducive to language learning" (Kwiatlowski,

1998). So, this means that interaction is the key of being part of the significant process what teachers are expected to have as outcomes with their students.

Having interaction demands many things in the progress of the learners in their spoken production one of the aspects that embroils students to have and be aware of their participation is possessing interpersonal communicative skills (Rivers, 1987). Not all the ESL learners are willing to share ideas, thoughts, or opinions to build everyone's perspective, because they were not developed at the right moment during their childhood.

Interaction can take place depending on the situation that the activity or game requires. Some of them might be discreet, strident, or lively with a great amount of people, or few of them (Kramsch, 1987). Thus, these come to happen regarding the teachers want to do with those types of activities.

(Swain, 1985) stated that "interaction allows the learner to practice the target language, thus enhancing fluency; to notice or trigger a particular structural form that needs modifying; to test hypotheses about structural points and to reflect metalinguistically".

ELL need to make an effort to take all the fear of interacting out of their mind because giving up without even practicing is the worst attitude individuals can take. Teachers as well as the students ought to create an environment of practice, in that,

this will probably help them to get over their dread and be focused on promoting the language acquisition.

### **Interaction and its importance**

Interaction has fantastic rewards that are fundamental to promote the rehearsal of the target language. (Brown, 1994) specifies some of those profits in interactive classes: There is a large amount of pair and group work. Students engage themselves in spontaneous and authentic conversations. Students work for actual audiences and purposes, not artificial ones. The task-based activities prepares students for the real word outside of the classroom

It might be true that interaction tends to have abundant of positive things. Since interactive activities are meant to put into practice, the outcomes as a result will possibly be the desirable ones, in that, they are prepared to converse to anyone who are out the classroom. (Richards, 2001) the learning has optimistic results when interaction is involved, that is to say, it would be much easier to make them foster the enrichment of vocabulary when the activities have to do with interactions.

### **Role of Interactive activities**

Participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language

lessons and to practice them in context (Pica, Young & Doughty, 1996,). When interaction is being applied, this does not only employ body, soul, or spirit, this is also about the employment of the communicative competence of the target language to reach out the meaningful learning.

The aim of having interactive classes is simply because it is extremely necessary to include the participation and connection that interaction offers to obtain the excellent production of the English speaking skills. (Swain, 1985) points that interaction also makes learners really use the language. Therefore, the more interaction students are eager to do, the better communicators they will become.

### **Ways of promoting interactive activities**

(Lee, 2004) claims that when interaction comes to happen in the English classes, this turns out to be a chance to get the target language in a significant manner. In order to promote the interactive activities through games; as a result they will reach this: Teachers must promote the desirable ambience and good relations among students for them to know one another. Individuals must appreciate the uniqueness of others by encouraging and educating one another.

Both students and teachers must build up their confidence and enjoyment in what they are doing

Classrooms should not be teacher-directed and dominated

Classrooms should be interactive by nature and never one-way

(Interactive Activities for Effective Communication in English, Jeyasala, 2014),

### **Tips of effective activities**

(Moss and Ross, 2003) stated some tips to have effective activities to become an independent and confident person which are:

“Keep teacher talk to a minimum”. This point is prominent at this period of time, in that, the class is students’ centered, so teachers are no longer the traditional teacher that spends too much time explaining something rather than giving them the opportunity to make them practice.

“Literacy-and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals”. No matter the level they are, the most important is to know that the students are able to be successful at any level.

“Have fun”. Generally, activities are likely to be fun. Therefore, teacher should take the advantage to motivate them to learn.

### **Role of teachers and students**

Thought that there is a genuine interaction when this requires having an instructor or educator. The first thing to keep in mind, is to facilitate students and be in the background. The teacher is the provider of everything that has to do with the activity and the learning (Brown, 1991). The second one is to monitor students closely (Brown, 1994) the teacher has to verify the process if they are doing well or wrong. The third thing is to provide complete authority to students in developing and carrying out activities (Brown, 2007) the teacher is the mediator to accomplish all the rules to keep the order of the activity. And the fourth thing is to accept all kinds and opinions and be tolerant of errors (Cohen, 1994) the teacher is the right person to give feedback appropriately.

(Jeyasala, 2014) has described students how they have to perform in the interactive English activities:

1. Self-confidence
2. Personal motivation
3. Ongoing enthusiasm
4. Risk-takers
5. Interactive

### **2.2.6 GAMES**

**What are games?**



Games have a great deal of definition and the majority of them say the same from different words and perspective. According to (Webster's New World Dictionary, 1991), "any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games". This interpretation can be taken as an excellent manner to introduce the language by means of physical movement, and consequently the interaction could be more dynamic.

(Hadfield, 1996) Asserted that games included rules, a goal and an element of fun. These are three principal aspects that this author describes when the game is implemented in order to have a reason to play that game. Besides, he also asserted that there are two kinds of games which are competitive games and co-operative games. The first type of game is about achieving first the goal that the competitors have to do, and the second type consists of having the same purpose to reach the goal together.

According to (Martínez, M; Pérez, A; Portillo, V, 2007), "games coincide principally in three aspects: competition, rules and employment". These authors have divided in three parts based on how they see the games. Games are made to have interaction and the term competition is the complement to make it more interesting, here is the motivation that every one that takes part of the game, this basically means the capacity of having more potential in that particular ability.

Rules are one of the parts described which is completely necessary to have control of the game and not let them commit some irregularities. And the last part is placed more emphasis, in that, the authors want learners to have an inner motivation to get something more than it is expected.

(Chen, 2005) claimed that “using games promote communicative competence, language use, and increase learning motivation, cut down nervousness, and being ingenious”. Games aid students’ performance, each component fulfill the development of the learners. The communicative competence contributes the accuracy of the spoken language, in other words all the activities that involve interaction go around the language in context.

### **Games in a foreign language**

(Webster’s New Dictionary, 1994) defines games as part of an activity that seeks for three basic things such as skill, strength or even luck, the purpose of this is that they can enjoy the most by struggling with the person that is against to finally awaken what they are capable to do. (Byrne, 1984) considers some aspects that need to be taken into consideration when teachers want to apply interactive games: Pick some games that are suitable and accord to the contribution of the communicative competence.

1. Teachers should be organized all the activities they will be applying in advance
2. Teachers ought to enlighten everything about the procedure of the game along with its purpose
3. Students have to see some examples as rehearsals then they will do it without any problem
4. It is recommended that the teachers should be aware to take account of all the students in the class.
5. As everyone has participated they should be awarded for their job by jotting down the points.

Games in the classroom: more than just having fun. Almost all the ELLs get bored when they cannot find something that really interests them, since games are employed in the classrooms; they are no longer monotonous in acquiring knowledge. There are two very important points; the first is that they adore having fun and do not lose the interest of learning, and the second is that the learning will be meaningful and last for good. (Mora & Lopera, 2001).

Language learning is hard work, effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work (Wright, A., Betteridge, D., & Buckby, M., 1984).

It might be the case that teaching how to develop the oral production is tough, and games seem to be a good remedy to keep them to be concentrated on the task because there are an amount of ELLs that easily get distracted with single things. Some others' outlook from educators they say that applying game sometimes is difficult to handle with large group. However, applying games overcome the necessity of the students.

If games are employed correctly, the learning goes further (Ersoz, 2000), as cited in (Wright, A., Betteridge, D., & Buckby, M., 1984). Educators are the facilitators to make ELLs apply the language progressively. It also depends on how the teachers implement the games for better purposes, as there are a diversity of games, they should select the accurate ones as to be comfortable during the learning process.

### **Introduction games**

In this kind of category games, can include: games like “searching for people” and “stating the names” the first game involves the students walk around the classroom and find students that have for instance lived on a farm, been to United States or eaten Mexican food thus it implies student have to use the target language to obtain the necessary information. Meanwhile the second game implies to make a circle group in which each student has to say his or her name then say his name and the

name of his or her classmate who are around the circle memorizing each classmate name that has already introduced in the game.

### **Educational games**

For instance the “mail game” can be a good activity to support this game where the learners have to deliver mail, making sure it arrives to the right places works as an excellent example of an educational game.

This game consists in to work in any certain theme or places such as home thus the teacher have to give the topic and the students have to envelop the words with the specific genre for example bedroom, kitchen, bathroom, etc. then the mail has to contain letters related to the words on them. Thus the first student to deliver all of his or her mail would win.

### **Educational card games**

One of them is “bingo” which is a good activity for applying in language teaching since the teacher can draw words and students only have pictures on their bingo card or vice versa. It consists in that students have to understand the words to be able to match them to the right picture.

### **Word games**

This kind of game is especially good for language teaching. It includes word searches, puzzles, crosswords where the students obtain the words in their native mother tongue, but they are hidden in the word search and just match the crossword puzzle in the target language. Also it involves students apply in an easy way their target language, using it in “fill in a chart” where the students have to find for instance an animal, a country, a city or type of food.

### **Motivation through games**

Motivation is consider one of the most relevant factors in language acquisition due to students want their teacher implement new ways of teaching in which the classes become interesting, participative enjoyable and fun. For instance Moon (2000) claimed that motivated learners have a better chance for learning vocabulary successfully, meanwhile unmotivated students will have a less chance to success. Therefore for improving learners’ vocabulary, they need to be highly motivated by playing games to complete a task and with the enjoyment, knowing that learning the lexis occur smoothly.

(Muna, 2014) suggested that using games to practice vocabulary enhance students’ ability to memorize in an effective way the words due to games provide comprehensible input while students interact in groups and also the games allow students to clarify the meaning of the words. For instance this strategy also improves students’ motivation to learn new vocabulary. Additionally (Harmer,

2001) emphasizes the teachers' abilities to motivate students by telling the helpfulness and usefulness of the games in promoting their language level.

### **2.2.7 VOCABULARY**

#### **What is vocabulary?**

Vocabulary is a list of words which can be used in different ways such as sentences, clauses and phrases. Vocabulary refers to the words people use to communicate in an oral way, being an important component in English language teaching. For instance (Huyen and Khuat, 2003) asserted that vocabulary is the set of lexical items in a language. Thus vocabulary means lexicon, the term lexicon comes from Greek "lexis" word. Lexis refer to the total stock of meaningful units in a language not only words and idioms, but only the part of words that express meaning, such as prefixes and suffixes. Additionally a good vocabulary is that which :

1. Fills our needs
2. Is varied and is exact
3. Helps us to understand
4. Gives us confidence
5. Why vocabulary is so important?

(Hatch, 1983) claims that the importance of vocabulary in the acquisition of the language. Vocabulary is an essential issue in language acquisition since it is within the four language skills (listening, speaking, reading and writing). Despite people

realize that their vocabulary is limited due to they have serious problems related to known words and they are not able to express their ideas, feelings, thoughts and others; arising the fact for mastering vocabulary. Since learning vocabulary is a fundamental and useful tool for communication and acquiring knowledge (Putri, 2010).

(Thomas and Collier, 2001) asserted that vocabulary is focused on language and on the critical importance to typical language learners; the teaching and learning vocabulary has been underestimated in the field of second language acquisition throughout its varying stages and so far vocabulary receives quite little attention than grammar and phonology.

(Thornbury, 2002) stated that “without grammar very little can convey, without vocabulary nothing can be conveyed”. It means that the vocabulary has strong relation with the four language skills and its importance takes root on this due to the appropriate use of the language depend on how a person has developed his or her vocabulary in order to apply in different context in the real life.

As a conclusion knowing a language involves the mastery of grammatical patterns, basic speech and essential vocabulary through the four language skills. Thus language is more powerful when it is applied correctly therefore the more it is used, the better it is learnt (Anil, 2011).



## **Types of Vocabulary?**

According to (Huyen and Nga, 2003) there are two types of vocabulary: active vocabulary and passive vocabulary.

### **Active Vocabulary:**

It involves those words over which one people use in their writing and speech. Thus People know the meaning of those words accurately. Also it refers to the productive side of language. It consists of the words people use confidently because people understand their usage and meaning. For instance for giving the proficiency in written and spoken language, words must progressive be added within the active vocabulary of the learners. Active vocabulary of a language calls for:

1. The use of right word in the right place.
2. The spontaneous recall of words.
3. Grammatical accuracy (use of correct tenses, word order and inflections)

In speech, fluency and the ability to reproduce correct intonation, sounds, pronunciation, rhythm and others.

### **Passive Vocabulary:**

It involves those words, meaning of which can be understood when they appear in writing or speech of others but we cannot use in our own writing and speech since

we are not fully conversant with them. Therefore in passive vocabulary, people do not know the precise meaning of a particular word and people do not make use of those words in a communication way. Sometimes people can understand the meaning of that word only to a certain extent according to the context. Passive vocabulary refers to receptive side of the language. Passive vocabulary implies:

1. A recognition of vocabulary in writing or speech.
2. An acquaintance with major grammatical forms or items.
3. The skill of simulating rapidly the sense of large word groups

Moreover, (Elfreida and Micheal, 2015) mentioned another both types of vocabulary. They are receptive and productive vocabulary.

**Receptive Vocabulary.-** It involves the words whose meaning is known when individuals read or listen.

**Productive Vocabulary.-** it implies those set of words used in writing and speaking. Meanwhile, (Montgomery, 2007) established four more types of vocabulary thus they are the following:

**Listening Vocabulary .-** It involves the words we understand and hear. This author mentioned that by the time we reach adulthood, most of us will understand and recognize close to 50.000 words.

**Speaking Vocabulary** .- it involves the words we use when we speak. Our speaking vocabulary is relatively limited: most adults use an average of 5.000 to 10.000 words for all their instructions and conversation. As a result this number is much less than our listening vocabulary since these words are likely easy to use.

**Reading Vocabulary** .- it implies the words we understand when we read a text. Thus we can understand and read many words that we do not use in our speaking vocabulary. Additionally this is the second largest vocabulary of course if you are a reader. If you are not a reader you can not grow your vocabulary.

**Writing Vocabulary** .- it implies the words we can retrieve when we write to express ourselves. Generally people find it easier than express orally since people can find the appropriate words to communicate the same in writing. Our writing vocabulary is strongly influenced by the words we can spell.

## **2.3 LEGAL BASIS**

The legal is based on the constitution of Ecuador 2008 and the Childhood and Adolescent code.

### **2.3.1 The Constitution of Ecuador**

**Art. 26.-** Ecuadorians have a long-life education and a right that is inexcusable given by the government. This is part of the public investment, the warranty of the

social inclusion and equality to be close to the good living. All the citizens have the right to take part of the educational process.

**Art. 27.-** The education is concentrated on the holistic development, human rights, environment, democracy, participative, compulsory, intercultural, diversity, equality, justice, solidarity and peace, critical thinking, art, and culture in order to develop the awareness of creation and job.

**Art. 28.-** The education is not only based on the individual and group interest; otherwise this is immersed to all the people in general. All the Ecuadorians have the right to interact with people from other culture.

**Art. 29.-** The government allows Ecuadorian choose Education according to their principal, belief, and pedagogy.

**Art. 343.-** The educational system aims to enhance the people's abilities. Besides, it integrates the intercultural vision.

### **2.3.2 Law of Intercultural Education**

**Art 6 .-** This article asserts the relevance of the education in Ecuador. Therefore it has an important role in the development of comprehensive education through

transversal vision and it is based on rights, moreover this article promotes the enhancement of the quality of education in all educational institutions.

**Art 19 .-** This article mentions the relevant participation of the central government in the accomplishment of the enhancement in education in terms of planning, organization and implementation of action for making all the thing mentioned happen or occur. Moreover it defines the requirements to guarantee the quality of education in all national educative institutions (public and private). Therefore the government must promote the development of the educational processes in an appropriate way

### **2.3.3 Childhood and Adolescent Code**

**Art. 37.-** This article asserts about the rights related to education that Ecuadorian children and adolescent have. Also it contains a literal that is relevant to mention. The educational system claims to:

**Literal 4.-** It asserts that the children and teenagers have right to an education with a high quality. This right is focused on the educative system that: gives the necessaries guaranties for children and teenagers, it implies to have professors, didactic materials, labs, buildings and appropriate items resources and also have a comfortable environment that improve the teaching learning process.

## **CHAPTER III**

### **METHODOLOGY**

### **3.1. RESEARCH DESIGN**

This research paper is designed based on the qualitative method. The qualitative method, Inductive Method and Observational Method will support the data collection about “Interactive games to enrich the English vocabulary in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI, Salinas Province of Santa Elena. School Year 2016-2017”

#### **3.1.1 METHODS**

The methods which were applied in this research are following:

##### **Qualitative Method**

This qualitative method will permit the collection of information that clarifies the query exposed. This consists of a narrative and has a process which the researchers need to follow; the first step begins from specific observations, writing down notes, formulating the hypotheses, and as a result, the final conclusions (Parsons & Brown, 2002).

Using this method the researcher can get descriptive data, taking opinions and suggestions from English experts, principal, English teachers and students in a spoken and written way and also through the observation of the problem that exists

in the classroom in order to solve the problem related to vocabulary students of eighth basic grade at Unidad Educativa Salinas Siglo XXI have.

These phases will provide evidence of interactive games to enrich the English vocabulary in order to determine enough findings and let the readers decide based on their perspective.

### **Inductive Method**

This technique will support the research paper that focused on having wide generalizations. This is also called as “bottom up” approach that starts from the specific to general conclusions. Therefore, this was used to reduce the amount of information about interactive games to enrich the English vocabulary at Unidad Educativa Salinas Siglo XXI, so as to obtain better outcomes.

### **Observational Method**

Observations involve systematically watching and recording any certain situation that comes to happen in the classroom (Schmuck, 1997). This data collection requires the observation of specific behaviors, reactions, or even interaction that the focus of learning is exposing. Even though, learners behave earnestly, this approach contains engagement, expressed and self-conscious, methodological improvisation,



to eventually obtain the causes and effects about interactive games to enrich the English vocabulary at Unidad Educativa Salinas Siglo XXI.

### **3.1.2 LEVEL OR TYPE OF RESEARCH**

#### **Field Research**

This field research is concentrated on having interpretation different people's thoughts in order to understand the research object. Moreover, this type of research has emerged by its contribution to the real experience of the research work to conduct merely the promotion of the English vocabulary through games.

#### **Bibliographic Research**

The bibliographic research is the access of the source of information that is confidentially helpful for the investigation. This will allow to manage great amount of data and the selection of various scientific-theoretical work presented by other authors. As a result, the theoretical framework that is obtained through this research will give out a clear conception of interactive games to enrich the English vocabulary at Unidad Educativa Salinas Siglo XXI.

#### **Applied Research**

The applied research refers to the application and testing a theory that needs to be determined to solve practical problems of real human life. This research is focused on the external validity which is the behavior observed in the students.

In addition, the application of focus group, interviews, and the field notes were executed to obtain information from the principal, teachers, specialist, and most importantly the students, this indorse the importance of interactive games to enrich the English vocabulary at Unidad Educativa Salinas Siglo XXI.

### 3.2. POPULATION

This research paper was composed by (2) English language specialists, (1) the principal, (2) English teachers from Unidad Educativa Salinas Siglo XXI, and (24) students of eighth basic grade.

**Chart 1: Population**

<b>N°</b>	<b>DESCRIPTION</b>	<b>QUANTITY</b>	<b>%</b>
<b>01</b>	Principal “Unidad Educativa Salinas Siglo XXI”	1	3,45
<b>02</b>	English teachers of “Unidad Educativa Salinas Siglo XXI”	2	6,90
<b>03</b>	Students of Eighth basic grade at “Unidad Educativa Salinas Siglo XXI”	24	82,76
<b>04</b>	English language specialists	2	6,90
<b>TOTAL</b>		<b>29</b>	<b>100</b>

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

### 3.3 DATA COLLECTION

### **3.3.1 Techniques**

#### **Focus Group**

This is another way to collect valuable data; this interview technique is called focus group that contains many individuals who may give their point of view to finally get their own conclusion.

(Creswell, 2012) stated that focus group is the path “to collect shared understanding from several individuals as well as to get views from specific people”. This technique is useful to have people interacting with each other, the purpose is to nurture their knowledge and opinions from students of eighth grade about interactive games to enrich the English vocabulary.

#### **Interview**

This technique was employed to accumulate specific data, in that; this is another way to observe people. This technique is directed to the subjects that take part of the process. Interviews are communication among the researchers and participants (Schmuck, 1997).

All the participants are asked several questions that are done previously to obtain concise information about interactive games to enrich the English vocabulary in students of eighth basic grade.

### **3.3.2 Instruments**

#### **Camera, video – camera**

These instruments were used to film and take some pictures in order to possess real material that will support the implementation of interactive games to enrich the English vocabulary.

Participants that took part of this important research paper which are the principal, English teachers, specialists and students who were captured on camera so as to proof the authentic work with them.

#### **Questionnaire**

This instrument was applied to collect a variety of information. This has been used to create the interview, and the focus group which are taken to support the importance of the two main variables that are concentrated on enriching the English vocabulary through interactive games.

### **3.3.3 DATA COLLECTION PLAN**

#### **Chart 2: Data Collection Plan**

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

BASIC QUESTIONS	EXPLANATION
What for?	To enrich the English vocabulary
From which people or objects?	Students of eighth basic grade
About what aspects?	Interactive games
Who?	Carlos Alcívar Yagual Suárez
To whom?	Specialists, Principal, English teachers, and Students of Colegio Técnico Salinas Siglo XXI
When?	2016-2017
Where?	Unidad Educativa Salinas Siglo XXI
How many times?	Once a year during the school year 2015-2016
How?	Individually and by group
What data collection techniques?	Observation, interview, and focus group.
With what?	Laptop, smartphone and camera.

### 3.3.4 DATA PROCESSING PLAN

**Chart 3:** Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>Through surveys interviews, observation and focus group were identified the deficiency of the English vocabulary in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI. Utilizing interactive game activities learners will improve the English vocabulary.</p>	<p>Once the problem was found the researcher began searching for related data in: books, articles, on line resources, the UPSE library and others.</p>	<p>Using interviews, observation, and focus group the vocabulary problem was identified in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI. Therefore all the information assembled was analyzed in request to build up a proposal to contribute to the improvement of the problem mentioned.</p>	<p>Utilizing every one of information gathered that proposed the deficiency of the English vocabulary in the in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI. It was important to consider the principal and the teachers of the Unidad Educativa Salinas Siglo XXI; and the specialists of U.E “Eugenio Espejo” of Salinas in the approaching procedure to improve the English vocabulary in learners.</p>	<p>Implementing interactive games in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI will improve their English vocabulary</p>

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

### 3.4 DATA ANALYSIS

#### 3.4.1 Observation of students of Eighth Basic Grade Course.

**Chart 4:** daily observation sheet

<b>Observer:</b> Carlos Alcívar Yagual Suárez	<b>Date:</b>
<b>Teacher observed:</b>	<b>Time:</b>
<b>Class observed:</b>	<b>Duration of observation: from</b> <b>to</b>

CRITERIA TO OBSERVE		1	2	3	N-A
01	Teacher explains the purpose of the lesson			X	
02	Teacher shows evidence of lesson planning		X		
03	Teacher presents the topics with sequence				X
04	Teacher demonstrates command of subject matter		X		
05	Teacher presents his/her classes with interaction			X	
06	Teacher uses active learning strategies			X	
07	Teacher encourages students make questions			X	
08	Board work and visuals are clear, organized and efficient			X	
09	Teacher motivates students have discussion		X		
10	Teacher motivates students participation			X	
11	Teacher provides opportunity for more Ss talk than T talks		X		
12	Teacher addresses students' errors correctly		X		
13	Teacher encourages students respond the questions			X	
14	Teacher involves everyone in the class		X		
15	Teacher presents appropriate material to students knowledge and background		X		
16	Teacher speaks English accurately		X		
17	Teacher applies interactive games				X
18	Teacher explains ideas with clarity			X	
19	Teacher applies grouping/pair work		X		
20	Teacher provides students with positive feedback			X	

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

<b>Not applicable or not observed</b>	0
<b>Bad</b>	1
<b>Satisfactory</b>	2
<b>Excellent</b>	3

## **Analysis of the Observation of Eighth Basic Grade Course**

At the beginning of this observation the English teacher started the classes giving the objective of the topic, instructing the students what are the abilities they are going to develop in this class. On the other hand, there are important things that the English teacher focused on in her class. For instance, the interaction among students to motivate them to speak in the classroom and also correct the pronunciation mistakes the student had.

The participation was another point to highlight due to the English teacher the entire time make some question about the topic she was teaching in order to make students understand in an easy way the lesson.

Finally, the lack of application of interactive games was evident so the English teacher did not apply interactive games in this class but it does not mean that the class failed, so that the class was good and as a result the students really learn what the English teacher was teaching.

### **3.4.2 Interview directed to the specialists**

**Names:** Lcda. Magaly González

**Position:** English coordinator of Unidad Educativa “Eugenio Espejo”. Salinas

**Objective of the Interview:** To analyze how to apply interactive games correctly to enrich the English vocabulary in students of eighth basic grade



**Question 1:** How do you describe the Educational system in the English language in Santa Elena province?

**Interpretation:** The English coordinator Magaly González answered that “ we know now that education system in the English language is not good here, in Santa Elena province so everybody should talk in English since in education there are English teachers to teach this language in students but it is not real thus I expect that it changes in the following years”

**Question 2:** Do you apply games in your English classes?

**Interpretation:** She mentioned “of course, I used to apply warm up activities; it is a strategy to engage students with the subject”

**Question 3:** Are interactive games accurate to develop English classes?

**Interpretation:** She considered that “it is good but not all the time, for example elementary school students are different from high school students. Therefore we have to find different strategies but always with interactive games”

**Question 4:** What kind of interactive games do you use the most in your English classes?

**Interpretation:** She answered that “I use different interactive games but basically I use game to develop critical thinking, I work with high school students specially with students of Bachillerato (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> ), thus I need to make they develop their thinking according to different games in the warm up like tic tac toes, hangman, question bank, etc. ”

**Question 5:** Do you believe that the English vocabulary is important in your English classes?

**Interpretation:** She mentioned that “yes, it is according to the last question I always say to my colleagues that they should interact with their students using games, play with them, engage the subject with them. Thus I think only interactive games are the best way to engage students”

**Question 6:** What kind of teaching strategies have you applied to enrich the English vocabulary?

**Interpretation:** She answered that “the teaching strategies we apply for example are games according to students age for instance elementary level, for teenagers and another students with different critical thinking but always replay to engage that at the beginning of classes”

**Question 7:** How do you make your students practice the English vocabulary?

**Interpretation:** She asserted that “to communicate it is necessary to use vocabulary and for practicing with the students I show realistic object such as postcards, cd players in which they can identify the words that I am going to teach”

**Question 8:** Have you ever applied interactive games to enrich the English vocabulary?

**Interpretation:** She answered that “yes, I have. For instance all games using in education are going to be better since students really want to learn a subject using game”

**Question 9:** What are the advantages of interactive games to enrich the English vocabulary?

**Interpretation:** She mentioned that “the advantage is to develop the English language in students in different manners and at the same time to engage students to learn using in classes”

**Question 10:** What suggestions would you give to when implementing interactive games in eighth grade students?

**Interpretation:** She answered that “firstly, we have to be careful here because some students have different processes of learning. Some of them are linguistic,

kinesthetic, and others, therefore we have to be careful since there are groups of students who learn easily something and also there are another groups of students who have problems to understand something in the English as a subject, so I give instructions, tell them the objective about the game but all the students do not achieve to learn the four language skills in the English language”

**Question 11:** Do you agree to apply interactive games to enrich the English vocabulary in the English language?

**Interpretation:** She answered that “yes, of course. Learning English is very fun, students learn using English strategies with games but not only using interactive games because there are different ways to teach English and it is the best way to engage students”

### 3.4.3 Interview directed to the specialists

**Names:** Lcda. Emperatriz Gurumendi

**Position:** English teacher of Unidad Educativa “Eugenio Espejo”. Salinas

**Objective of the Interview:** To analyze how to apply interactive games correctly to enrich the English vocabulary in students of eighth basic grade

**Question 1:** How do you describe the Education system in the English language in Santa Elena province?

**Interpretation:** the English teacher answered that “in Santa Elena province the education is difficult. As a teacher we have to face students’ problems every day and try to solve them but it all depends on where the students are.”

**Question 2:** Do you apply games in your English classes?

**Interpretation:** She mentioned “of course, I apply them because in this way students learn in an easy way”

**Question 3:** Are interactive games accurate to develop English classes?

**Interpretation:** She considered that “yes, interactive games are accurate at the moment to teach English in the classroom”

**Question 4:** What kind of interactive games do you use the most in your English classes?

**Interpretation:** She answered that “I apply games in students of early ages since in that way they can learn English easily”

**Question 5:** Do you believe that the English vocabulary is important in your English classes?

**Interpretation:** She mentioned that “yes, all the time it is important for communication”

**Question 6:** What kind of teaching strategies have you applied to enrich the English vocabulary?

**Interpretation:** She answered that “I apply games, spelling games, crosswords”

**Question 7:** How do you make your students practice the English vocabulary?

**Interpretation:** She asserted that “my students practice vocabulary in an oral way”

**Question 8:** Have you ever applied interactive games to enrich the English vocabulary?

**Interpretation:** She answered that “yes, I have. I apply interviews”

**Question 9:** What are the advantages of interactive games to enrich the English vocabulary?

**Interpretation:** She mentioned that “one of the advantages of applying interactive games is that students increase their vocabulary in an easy and fun way”

**Question 10:** What suggestions would you give to when implementing interactive games in eighth grade students?

**Interpretation:** She answered that “practice conversation, listening, watch movies, etc.”

**Question 11:** Do you agree to apply interactive games to enrich the English vocabulary in the English language?

**Interpretation:** She answered that “yes, of course. As I said in previous question you asked me, interactive games is an easy way to teach English to the students due to they really feel motivated while they play game in the classroom”

### **Analysis of the Interviews directed to the specialists**

First of all, both English teachers mentioned that in Santa Elena province the education is difficult and it is not good since the Ministry of Education have to implement some changes in educative institutions in the English language area for example one of them could be teaching English from the school and also give implement new strategies to teach English for example the use of technology in the classroom. On the other hand, English teachers use strategies such as warm up at the beginning of the class since in this way students learn in an easy way. Moreover,

one English teacher mentioned that should apply in English classes, games which help to develop in students their critical thinking.

Also she asserted that is important to interact with the students using games, play with them, engage the subject with them but not only interactive games is the best way to engage students” due to there are other teaching strategies which English teacher can apply in the classroom to teach vocabulary. Furthermore, games should be applied according to students’ age since it is important students learn vocabulary for communication.

Finally, the English teachers concluded that one of the advantages of applying interactive games is that students increase their vocabulary in an easy and fun way and at the same time it helps to motivated them while they play game in the classroom.

#### **3.4.4 Interview directed to the principal from Unidad Educativa Salinas Siglo XXI**

**Name:** Lcda. Angelita Reyes Quimí. MSc

**Position:** Unidad Educativa Salinas Siglo XXI Principal

**Objective of the Interview:** To analyze the importance of the implementation of interactive games in students of eighth basic grade

**Question 1:** How do you describe English Education system in Ecuador?



**Interpretation:** The principal Angelita Reyes Quimí answered that “in Ecuador, the education is changing with new educative models.

It means that we have a more privileged education with new changes in the system; to be specific, in the past in public education was difficult learn English but now it has changed and the English language is teaching as main subject in the educative system.”

**Question 2:** In your point of view, why teaching English as a second language is important in educative institutions in Santa Elena?

**Interpretation:** she asserted that “of course, it is important since students can get scholarship to travel away where they can become professionals and later come to Ecuador with new methods of teaching to apply in the teaching learning process in Ecuador”

**Question 3:** What English Teaching-Learning skill do you think is the most important to promote?

**Interpretation:** She mentioned that “it is the speaking since it is important to communicate and relate to other people”

**Question 4:** Do you think English classes should have Class Participation?

**Interpretation:** She answered “of course, classes have to be participative, communicative and dynamic in order to make students feel interest in this language.”

**Question 5:** Do you believe that English classes need to implement interactive games?

**Interpretation:** She asserted that “of course, since through games students can easily learn the English language. Games do not respect ages, there are diverse levels that games can be played. Most English teachers think that this can aid students’ development in the learning process, and I strongly believe that students are able to acquire more lively knowledge when they are surrounded by games.”

**Question 6:** In your point of view, are interactive games a good strategy to teach and learn the English language?

**Interpretation:** she answered that “children say that through games, pictures, shapes, etc. which catch their attention, they can learn and get an easy way to learn this language, this means that English language can be ruled out. The implementation of games should be based on the content teachers

**Question 7:** Do you believe that interactive games will enrich the learning of English vocabulary?

**Interpretation:** she answered that “yes, it can enrich the English vocabulary. Most of the games are characterized to strengthen physical abilities and other aspects that are related to the critical thinking; however, I think it is up to the teacher who wants to enrich the English vocabulary.

**Question 8:** Would you support the implementation of interactive games to enrich the teaching of English vocabulary?

**Interpretation:** She mentioned that “of course, if we say children learn in an easy through games in that way we have to support this and make all English teachers apply this kind of game inside and outside the classroom Since students have unlimited effort to play a game, they honestly are going to take this advantage to foster their abilities. I boldly support the implementation of interactive games to enrich the English vocabulary.”

#### **Analysis of Result: Principal from Unidad Educativa Salinas Siglo XXI**

The principal of this institution made some important points that need to be highlighted in the implementation of the interactive games. The principal placed the English vocabulary as the most important since it is important to communicate and to relate to other people but without the acquisition of an appropriate vocabulary is difficult to carry out the communication process. The second thing is

that games are considered as one of the activities that relax students in their learning. And third, the principal accepted the application of utilizing interactive games to enrich the English vocabulary.

### **3.4.5 Interview directed to English teachers from Unidad Educativa Salinas Siglo XXI**

**Names:** Lcda. Karina Yagual and Lcda. Sara Chalén

**Position:** Unidad Educativa Salinas Siglo XXI English Teachers

**Objective of the Interview:** To determine how to enrich the English vocabulary in students of eighth basic grade

**Question 1:** How do you describe the Education system in the English language in Santa Elena province?

**Interpretation 1:** The first English teacher Lcda. Karina Yagual answered that “it is very important, learning a second language in all the countries is fundamentally for students since they can continue studying and it is going to help them to enter in any university and be professional.

**Interpretation 2:** the second English teacher Lcda. Sara Chalén answered that “this system is progressing, the government is making a lot of changes, how anything it is evolving.”

**Question 2:** What English Teaching-Learning skill do you think is the most important to promote?

**Interpretation 1:** She answered that “ it is speaking skill (the pronunciation), and listening since in that way students can listen and repeat the pronunciation of any audio in classes and practice it at home and in the classroom The skills are linked one to another.

They are divided by two which are receptive skills and productive skills and both of them are important. Nevertheless, I would rather promote two skills that the most difficult and at the same time important, listening and speaking to be able to receive the reply the message.

**Interpretation 2:** she mentioned that “well, I think the classic, it is the listening skill, thus it is the classic to make student feel identified for the English language.”

**Question 3:** Are your classes interactive in the teaching learning process of the English language?

**Interpretation 1:** She mentioned that “of course, since I make they interact with me for instance I pronounce a word and they repeat it in that way I make they practice the words pronunciation using their books as material to work in classes.

**Interpretation 2:** she asserted that “well, I try to make the classes interactive. For instance, I make students listen the English language and I try to avoid monotonous classes since students get bored.

**Question 4:** Do you apply games in your English classes?

**Interpretation 1:** she asserted that “of course, it is relevant to make students learn something applying games in that way students feel interest to learn any subject.

**Interpretation 2:** she answered that “the students book includes games such as crosswords and question with the vocabulary needed with this the students insert their knowledge.”

**Question 5:** What kind of interactive games do you use most in your English classes?

**Interpretation 1:** the activities that the book includes for example games which involve use throw a dice. Teenagers are not sick and tired to play games. Most students think that English classes are boring, and they get frustrated when it gets harder. Whereas games are applied, they trust themselves to be capable to do it.

**Interpretation 2:** she mentioned that “the crosswords.”

**Question 6:** Why do you think that teaching the English vocabulary is important in the English classes?

**Interpretation 1:** she asserted that “it is important for students to interact in the classroom.”

**Interpretation 2:** she answered that “it is important since students learn new words and as a result they can develop the English language.”

**Question 7:** What activities do you implement to develop the English vocabulary?

**Interpretation 1:** she asserted that “the material that the government provides all educative institutions (the book) that includes different activities in which students can practice the four language skills.

**Interpretation 2:** she asserted that “the glossary that includes the book. I make students repeat 2 lines of each word. Moreover, I say them underline the unknown words and look up the meaning in the dictionary and repeat them twice in their notebook.”

**Question 8:** How do you prepare your students to practice the English vocabulary?

**Interpretation 1:** she answered that “in order to make students practice vocabulary I write basic words and difficult words on the blackboard in order to make students can learn them and pronounce them for instance as a teacher I try to join the previous knowledge with the new ones.

**Interpretation 2:** She asserted that “for evaluations and exams I make students learn the vocabulary that were teaching in previous classes from the book in that way I make they practice the vocabulary.”

**Question 9:** What are the advantages of interactive games to enrich the English vocabulary?

**Interpretation 1:** She asserted that “the implementation of interactive games have different advantages one of them and the most important is that students are going to improve their knowledge of vocabulary and at the same time improve their motivation to learn the English language.”

**Interpretation 2:** She mentioned that “well in this aspect I think the computer plays a relevant role thus we need computer with programs in English could in CD in which the students start playing in the computer and it can be good.”

**Question 10:** Would you support the implementation of interactive games to enrich the Teaching-Learning English vocabulary for the eighth grade students?

**Interpretation 1:** She answered that “yes, since in this way could be easier they can interact among classmates and learn the English language.”



**Interpretation 2:** She asserted that “of course, since any game that helps students to learn is good thus I say yes, for all the games especially if with them students can improve the way they learn.”

### **Analysis of result – English teachers from Unidad Educativa Salinas Siglo XXI**

The English teachers concluded that as education is getting better, the students have increased their motivation.

They asserted that there are two common skills that always have put extra emphasis on these which are listening and speaking; however with the help of interactive games undoubtedly enhance the confidence of the students to be able to enrich the English vocabulary.

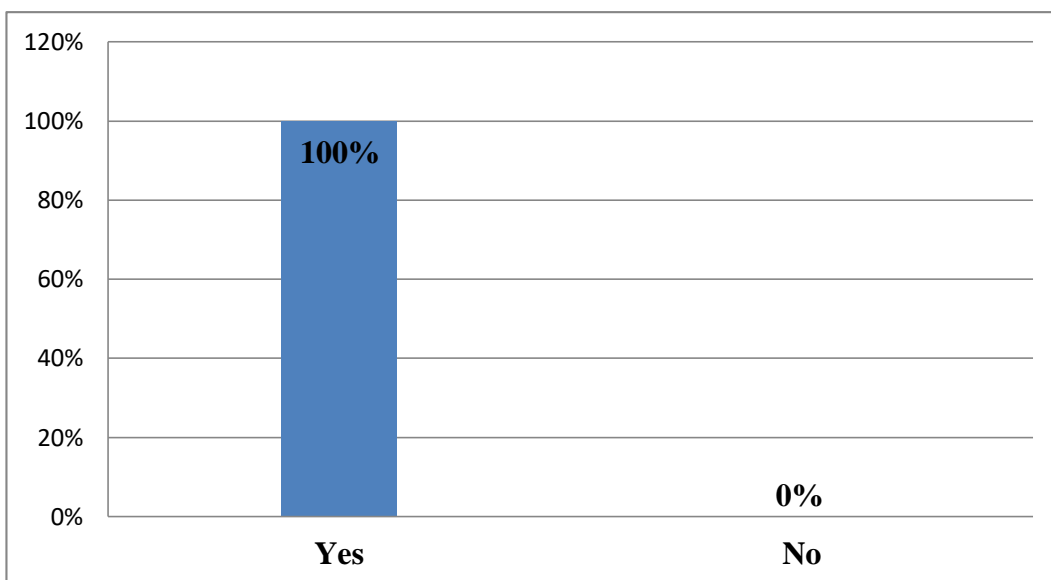
### **3.4.6 Survey directed to Students of Eighth Basic Grade at Unidad Educativa Salinas Siglo XXI**

**Chart 5: Question 1:** Do you consider that learning English is important?

<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGES</b>
Yes	24	100%

No	0	0%
<b>Total</b>	24	100%

**Graph 1:** Do you consider that learning English is important?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

**Analysis and interpretation:**

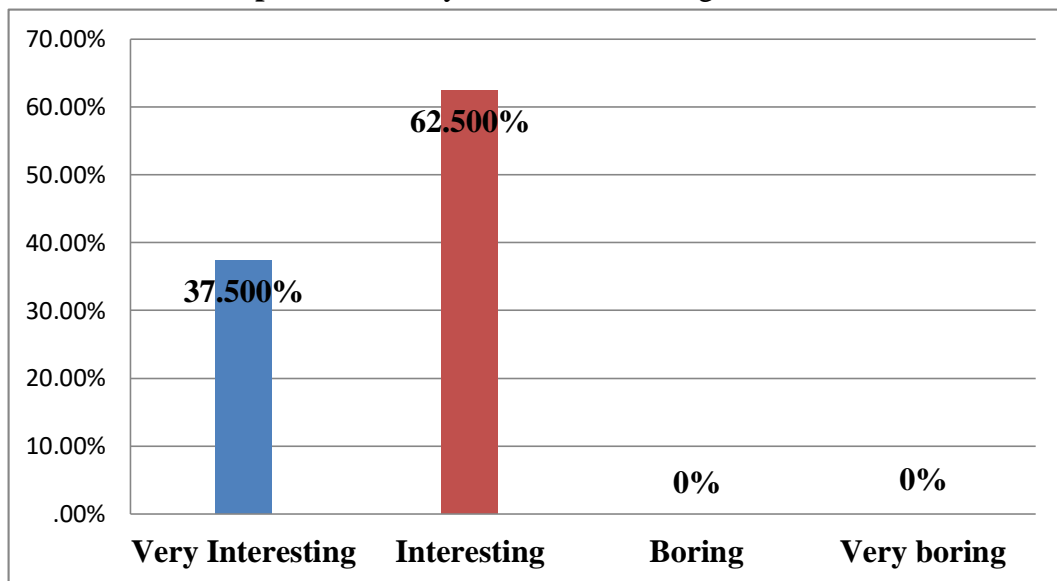
100% of the students of Unidad Educativa Salinas Siglo XXI selected the first option “yes”. It means that the majority of them consider the English is important.

With a 0% nobody indicates that they do not consider it important..

**Chart 6: Question 2: How do you consider the English classes?**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Very Interesting	9	37,5%
Interesting	15	62,5%
Boring	0	0%
Very boring	0	0%
Total	24	100%

**Graph 2: How do you consider the English classes?**



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

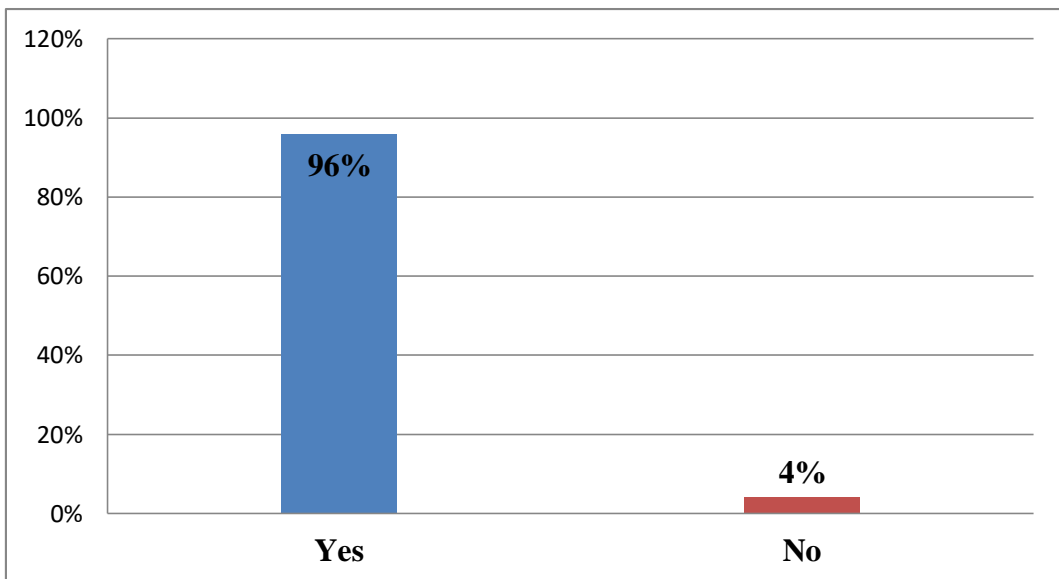
**Analysis and interpretation:**

Most of the students answered that their English classes are interesting with 62% however a 37, 5% considered that they are very interesting. On the other hand the 0% of students indicated their English classes are boring or very boring and finally the acquisition of a second language for the majority of students could be interesting.

**Chart 7: Question 3: Do you consider that the practice of vocabulary is useful?**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	23	96%
No	1	4%
<b>Total</b>	24	100%

**Graph 3: Do you consider that the practice of vocabulary is useful?**



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

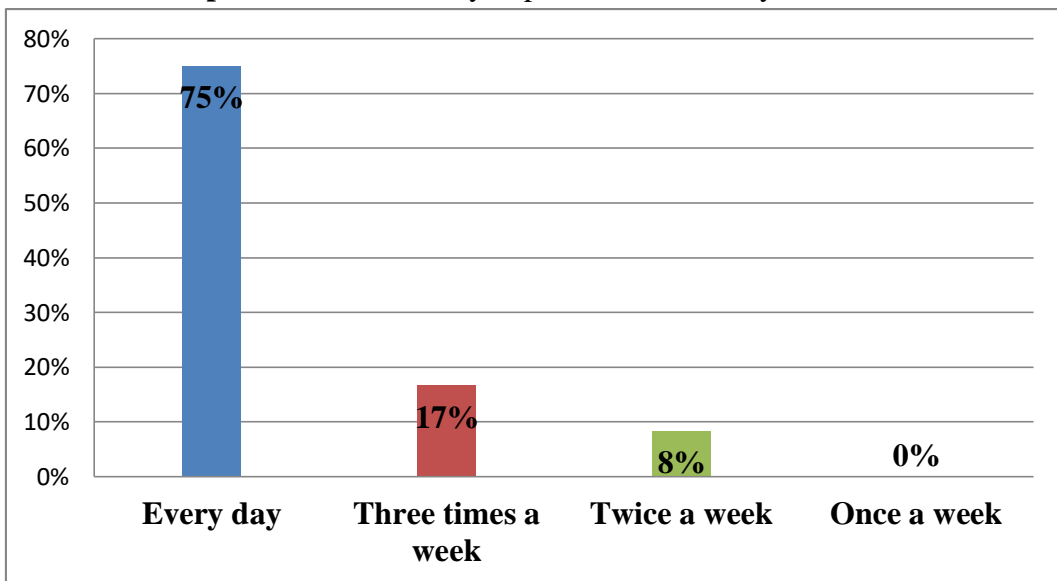
**Analysis and interpretation:**

96% of the students of Unidad Educativa Salinas Siglo XXI selected the first option “yes”. It means that the majority of them consider that the practice of the English vocabulary is useful. Meanwhile 4% of the students indicated that they do not consider the practice of the English is not useful

**Chart 8: Question 4:** How often do you practice vocabulary in classes?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Every day	18	75%
Three times a week	4	17%
Twice a week	2	8%
Once a week	0	%
Total	24	100%

**Graph 4:** How often do you practice vocabulary in classes?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

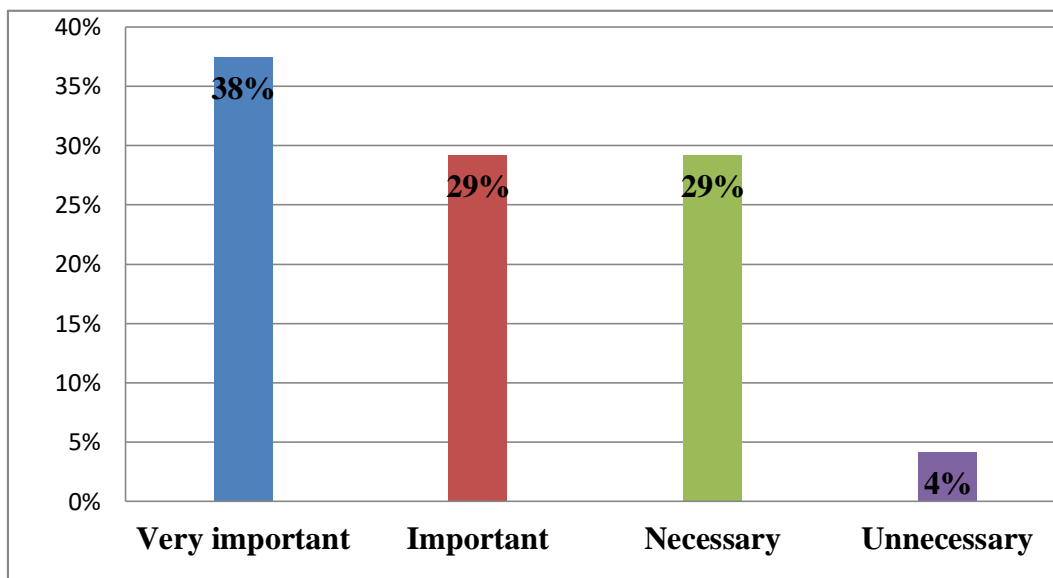
**Analysis and Interpretation:**

75% of the students in classes practice vocabulary every day, while 17% of students answered that they practice three times a week and also 8% of the students answered twice a week.

**Chart 9: Question 5:** How do you consider the use of interactive games in the teaching-learning process of English?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Very important	9	38%
Important	7	29%
Necessary	7	29%
Unnecessary	1	4%
Total	24	100%

**Graph 5:** How do you consider the use of interactive games in the teaching-learning process of English?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

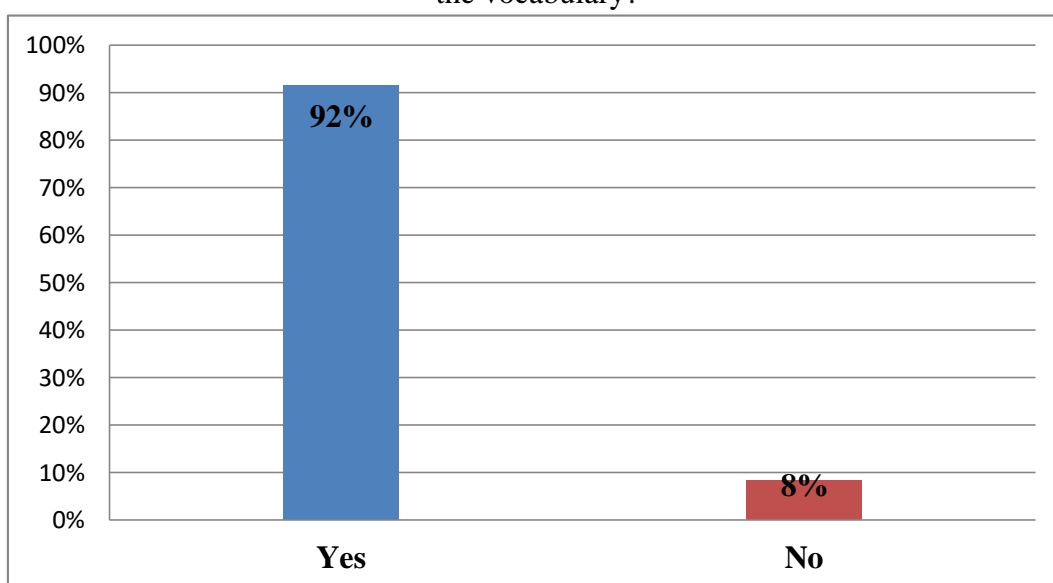
**Analysis and interpretation:**

38% the majority of students answered that the use of interactive games in the English learning process is very important, while a 29% of them considered it as important. On the other hand, 29% of learners the use of interactive games is necessary. The last 4% indicated it as unnecessary.

**Chart 10: Question 6:** Do you consider that the use of interactive games could help to enrich the vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	22	92%
No	2	8%
<b>Total</b>	24	100%

**Graph 6:** Do you consider that the use of interactive games could help to enrich the vocabulary?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

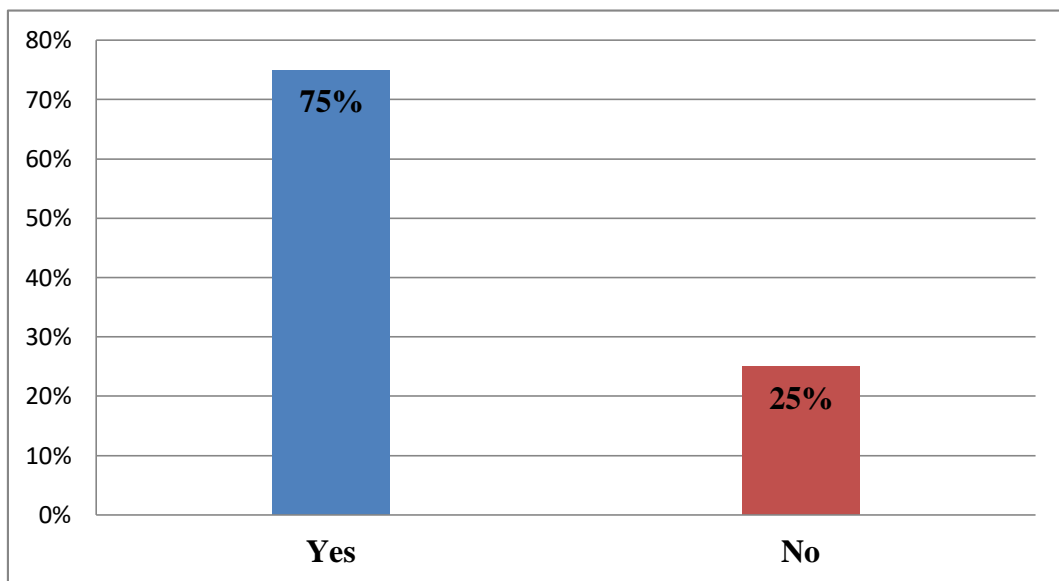
**Analysis and interpretation:**

92% of the students of Unidad Educativa Salinas Siglo XXI selected the first option “yes”. It means that the majority of them consider that the interactive games could help to improve the vocabulary. Meanwhile, 6% of the students indicated that they do not consider the interactive games could help to improve the vocabulary.

**Chart 11: Question 7:** Have you ever applied interactive games as a strategy to learn English in classes?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	18	75%
No	6	25%
<b>Total</b>	24	100%

**Graph 7:** Have you ever applied interactive games as a strategy to learn English in classes?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

**Analysis and interpretation:**

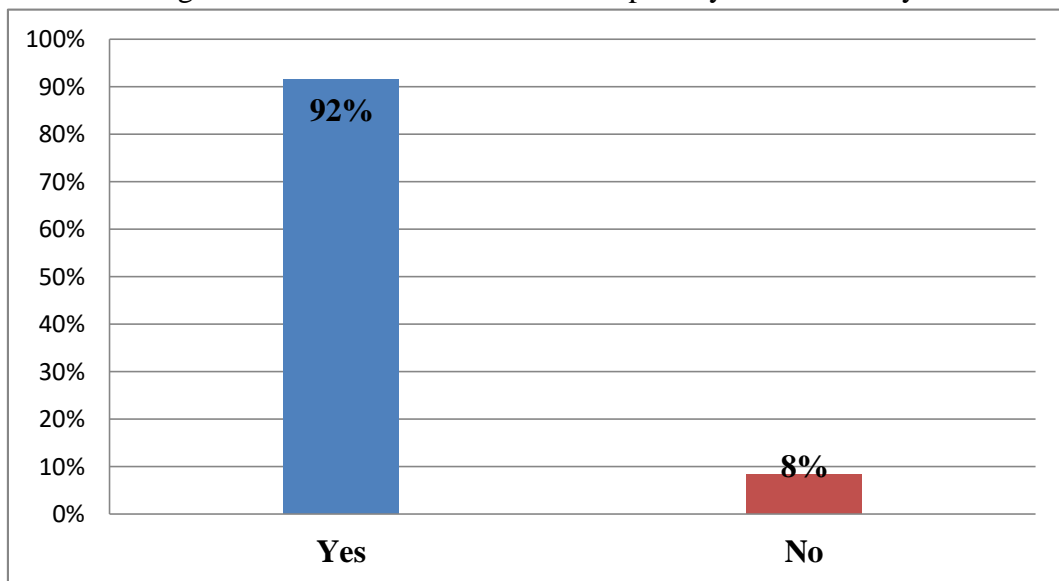
75% of the students of Unidad Educativa Salinas Siglo XXI selected the first option “yes”. It means that the majority of them have applied interactive games as a strategy to learn English in classes. Meanwhile, 25% of the students indicated that they have not applied interactive games as a strategy to learn English in classes



**Chart 12: Question 8:** Do you consider that the implementation of interactive games in the English classes could contribute to improve your vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	22	75%
No	2	25%
<b>Total</b>	24	100%

**Graph 8:** Do you consider that the implementation of interactive games in the English classes could contribute to improve your vocabulary?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

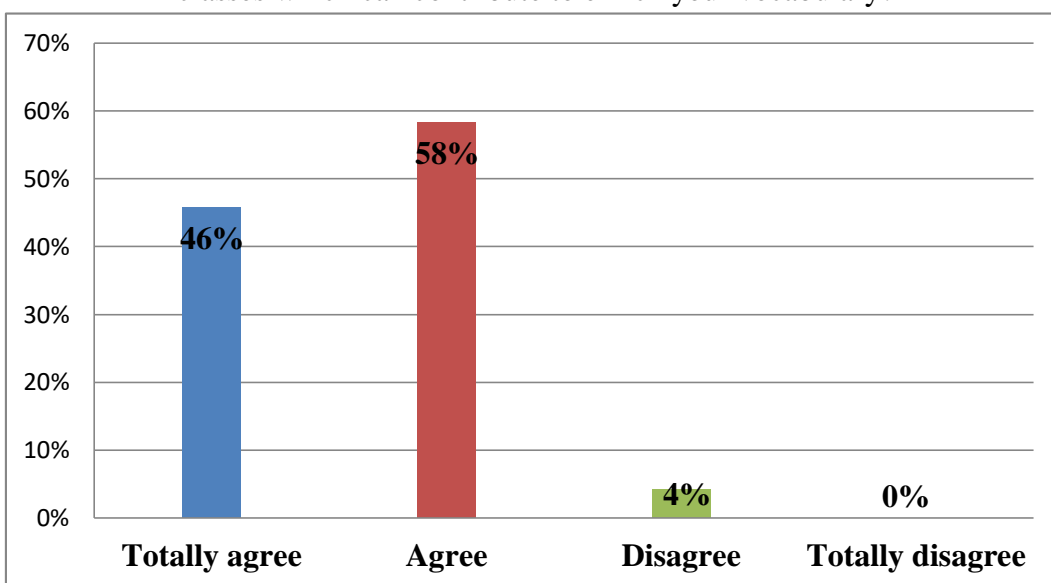
**Analysis and interpretation:**

92% of the students of Unidad Educativa Salinas Siglo XXI selected the first option “yes”. It means that the majority of them consider that the implementation of interactive games in the English classes could contribute to improve the vocabulary. Meanwhile 8% of the students indicated that they could not improve it.

**Chart 13: Question 9:** Do you agree to use interactive games as a strategy in the English classes which can contribute to enrich your vocabulary?

ALTERNATIVES	FREQUENCY	PERCENTAGES
Totally agree	11	%
Agree	14	%
Disagree	1	%
Totally disagree	0	%
<b>Total</b>	24	100%

**Graph 9:** Do you agree to use interactive games as a strategy in the English classes which can contribute to enrich your vocabulary?



**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

#### **Analysis and interpretation:**

46% of the students are totally agreed about the implementation of interactive games to enrich the English vocabulary. Furthermore, the 58% of the students agree about the implementation of this. However there are a 4% who disagree the last 0% corresponds to the student who totally disagreed.

## Focus Group Directed to Students of Eighth Basic Grade at Unidad Educativa

### Salinas Siglo XXI

**Activity:** Focus Group

**Mediator:** Carlos Alcívar Yagual Suárez

**Objective of the Focus Group:** To take into account students' opinion about the implementation of interactive games to enrich the English vocabulary.

### Participants:

N°	STUDENTS OF EIGHTH BASIC GRADE AT UNIDAD EDUCATIVA SALINAS SIGLO XXI
1	Alvarado Mendoza Angie Yamileth
2	Carrera Yagual Danna Madeline
4	Ciguencia Saltos Brigitte Ángeles
5	Cueva Cobeña Viviana Malena
6	de la A de la Cruz Katherine Paola
7	de la Rosa Rocafuerte Lilia Isabel
8	del Pezo de la Rosa Erick Armando
9	Escalante Rocafuerte Rogger Daniel
10	Figueroa Medina Víctor Manuel
11	Giler Suarez Steven adían
12	Lainez del Pezo Jean Carlos
13	Limones Ponce Deivy Omar
14	Malave Pugachi Stefanny Yahaira
15	Mero Nevarez Frixon Daniel
16	Pozo Cruz Jeremy Joaquin
17	Quirumbay Pisco Ivanna Odalys
18	Salinas de la Rosa Jennifer Anahi

**Chart 14:** Focus Group Questions

Mediator	How do you consider English classes?
Escalante Rocafuerte Roger Daniel	I consider the English classes fun
Figueroa Medina Víctor Manuel	This subject matter is important
Limonos Ponce Deivy Omar	I consider the English language so important.
Mediator	Are your English classes interactive?
Salinas de la Rosa Jennifer Anahi	I think it depends on the activities we are doing. Sometimes the classes are repetitive and that makes us be bored.
Pozo Cruz Jeremy Joaquin	I do not see this language as a boring subject matter. English can be taught as the way this should be doing. There cannot be interaction in each activity.
Quirumbay Pisco Ivanna Odalys	In my point of view, all my English classes are interactive especially when something has to be taught as a feedback.
Mediator	Has your teacher applied games in your English classes?
Mero Nevarez Frixon Daniel	Yes. She has.
Pozo Cruz Jeremy Joaquin	Yes. She only applies games when there is a little time to make.
Limonos Ponce Deivy Omar	Yes she has. But she does not oblige his students to practice.
Malave Pugachi Stefanny Yahaira	Yes. she does when there is nothing else to do.
Mediator	How often does your teacher employ games in your English classes?
Giler Suarez Steven adían	I think he only applies three times a year.
del Pezo de la Rosa Erick Armando	She applies them every now and then.
Escalante Rocafuerte Roger Daniel	She sometimes employs games in my English classes
Escalante Rocafuerte Roger Daniel	Every term, she applies the games

<b>Mediator</b>	<b>What skill do you want to improve?</b>
de la Rosa Rocafuerte Lilia Isabel	I want to improve all the skills because all of them are important to domain this language.
de la A de la Cruz Katherine Paola	I would like to improve two principal skills which are the listening and speaking skill.
Cueva Cobeña Viviana Malena	I consider speaking as one of the most important, so I want to improve the speaking skills
Ciguencia Saltos Brigitte Ángeles	The most difficult skill is speaking, so this is the ability I desire to improve.
<b>Mediator</b>	<b>Does your teacher apply strategies to enrich the English vocabulary?</b>
Mero Nevarez Frixon Daniel	Yes, she does. shee tries to put any strategy to make us practice.
Alvarado Mendoza Angie Yamileth	she does apply one particular activity. He makes us be in group and practice the dialogues from the book
<b>Mediator</b>	<b>How often do you practice English vocabulary?</b>
Carrera Yagual Danna Madeline	She sometimes applies an activity which makes us rehearse the English vocabulary.
Malavé Pugachi Stefanny Yahaira	Sometimes we do not put into practice what we learn and the result is reflected on the bad scores we have in the evaluation
de la A de la Cruz Katherine Paola	We only practice one time in each term.
<b>Mediator</b>	<b>Do you want to enrich the English vocabulary?</b>
de la Rosa Rocafuerte Lilia Isabel	Yes. This is the ability that all the students have to be focused on.
Figueroa Medina Víctor Manuel	Yes. Enriching the English vocabulary makes us be confident when we talk in English
Salinas de la Rosa Jennifer Anahi	Yes. But I think all the skills are important to be enriched.
<b>Mediator</b>	<b>Has your teacher ever implemented interactive games to enrich the English vocabulary?</b>
Cueva Cobeña Viviana Malena	Yes. But it has been just one time
Figueroa Medina Víctor Manuel	He has implemented games but most of them are not related to speaking skill.

Mediator	Do you believe that using interactive games will enrich the English vocabulary?
Pozo Cruz Jeremy Joaquin	Yes, I do. Because sometimes games need to be spoken whether teacher has to say an instruction or students have to reply it.
Malave Pugachi Stefanny Yahaira	Yes. I think creating this environment of confidence is more possible to solve the fear to speak in front of our classmates
del Pezo de la Rosa Erick Armando	Yes. If the students are entertained in the activity or games, they will be enthusiast to practice this language.
Carrera Yagual Danna Madeline	I think. The students will rehearse this language if they are comfortable with the games.

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

### **Analysis of result – Students of eighth grade**

The students of eighth grade are willing to put all their effort. Hopefully, almost all of them want to learn English, but they are not good at it. They would like their English teachers use this idea of implementing interactive games. All the things that are based on games, they have the right disposal to be involved in the acquisition and development of the English vocabulary.

## **3.5 CONCLUSIONS AND RECOMMENDATIONS.**

### **3.5.1 Conclusions**

1. The English vocabulary in the eighth basic grade at Unidad Educativa Salinas Siglo XXI has not been developed appropriately since English teachers have not applied appropriate strategies.

2. The application of new strategies could be an essential method for English teachers. The implementation of games is a good option to engage students to learn English
3. The implementation of interactive games will be a useful pedagogical resource to enrich the English vocabulary in students of eighth basic grade at Unidad Educativa Salinas Siglo XXI.
4. The English teacher needs to implement different strategies in order to have a vast knowledge at the moment of teaching.

### **3.5.2 Recommendations**

1. It is recommended to implement strategies to enrich the English vocabulary in students of eighth basic grade at Unidad Educativa Salinas Siglo XXI.
2. It is necessary that English teachers apply new strategies in education the implementation of games is a good option to engage students to learn English.
3. It is necessary to implement interactive games in students of eighth basic grade at Unidad Educativa Salinas Siglo XXI since in that way they can be able to enrich the English vocabulary.

4. It is recommended that the English teachers should know with efficiency the strategies that they are going to apply according to the students' age.

## **CHAPTER IV**

### **THE PROPOSAL**



#### **4.1 NAME OF THE PROPOSAL**

Implementation of Interactive Games to Enrich the English Vocabulary in the Students of Eighth Basic Grade at Unidad Educativa Salinas Siglo XXI, Salinas Province of Santa Elena. School year 2016-2017.

#### **4.2 DESCRIPTION OF THE PROPOSAL**

The following proposal includes interactive games for the enrichment of the English vocabulary. It was implemented at Unidad Educativa Salinas Siglo XXI, Salinas Province of Santa Elena.

##### **4.2.1 Information and Location**

Educative Institution:

Unidad Educativa Salinas Siglo XXI. It is located in José Luis Tamayo (Muey), Barrio Paraiso, ave. 18 y calle 10 Salinas. Province of Santa Elena.

Email address: col\_salinas\_siglo\_xxi@hotmail.com

**Illustration 2:** Location of Unidad Educativa Salinas Siglo XXI



**Source:** Google Map

**Beneficiaries:**

**Chart 15:** Beneficiaries

<b>SCHOOL</b>	<b>BENEFICIARIES</b>	<b>TOTAL</b>
Unidad Educativa Salinas Siglo XXI	Eighth basic grade students	24
	English teachers	2
	Principal	1
<b>Total</b>		<b>27</b>

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

#### **TECHNICAL TEAM RESPONSIBLE**

**Author:** Carlos Alcívar Yagual Suárez

**Advisor:** Leo Chávez Gonzabay

#### **4.2.2 Design and Development of the Proposal**

##### **Illustration 3:** Interactive Games



Source: <https://drive.google.com/file/d/0B67Ad8VYYeVdVZvOTdqd3VpV1E/view?usp=sharing>

The application of interactive games in English classes in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI seems to be a good strategy in order to make students increase their proficiency of the English language especially in vocabulary acquisition. The games which were implemented to carry out the proposal were taken into account the English students book (level 1) that is provided to educational institutions for the government.

Firstly, before implementing the games, it was necessary to take a diagnostic test in order to identify the vocabulary level students had, the diagnostic test included 7 easy exercises. Thus the result of this test contributed to notify the lack of vocabulary students had. Moreover, another important issue was detected; it is the spelling problem since students did not know how to write simple words in English.

Finally, to start with the implementation of interactive games it was relevant to apply activities focused on vocabulary that recently students had been learning with their English teacher. Therefore, taking into account the suggestions from the two specialists who suggested how to apply in a right way games with students of eighth basic grade, the advice from the two of the English teachers who said what specific vocabulary students had to focus on, and the principal who supervised the activities all the time, were carried out without problems.

It is important to mention that each activity really contributed to enrich the English vocabulary, increased their motivation, made all students participate in each activity and correct the spelling problems students had. The students of eighth basic grade at Unidad Educativa Salinas Siglo XXI really enjoyed this kind of activities. Therefore, they mentioned that this kind of activities should be implemented in the teaching learning process.

#### **4.2.3 INTERACTIVE GAMES ACTIVITIES**

In order to start the activities, it was necessary to give directions to the students for making them understand the procedure of each activity which later is going to be developed in the classroom. Additionally, the units were divided in 10 sections. Each activity was implemented according to the English book level 1, students use in class with the objective to enrich the English vocabulary the names of each activity are in the following chart

**Chart 16: Content of Activities**

<b>UNITS</b>	<b>VOCABULARY CONTENT</b>	<b>STRATEGIES</b>
<b>1</b>	<b>Part of the Body</b> Arm, ear, eye, foot, hand, head, leg, mouth	Charades Game
<b>2</b>	<b>Jobs and Occupations</b> nurse, clown, policeman photographer waiter, dentist, teacher, doctor	Guessing Game
<b>3</b>	<b>Clothes</b> Poncho, raincoat, skirt, t-shirt, dress, shorts, tie, socks	Memory Game
<b>4</b>	<b>Daily Routines</b> Get up, brush teeth, have a shower, prepare breakfast, etc.	Matching Game
<b>5</b>	<b>Foods</b> Rice, eggs, cake, natural yogurt, cheese, etc	Bingo Game
<b>6</b>	<b>The smart turtle</b> Beautiful, black, smart, etc.	Turtle Game
<b>7</b>	<b>Talking about fruits you like</b> Peach, orange, banana, etc.	Fruits Games
<b>8</b>	<b>Family members</b> Father, mother, son, etc.	Memory Game
<b>9</b>	<b>City' places</b> Park, church, hospital, etc.	Whisper to mi ears Game
<b>10</b>	<b>Simple present</b> Subject-verb- complement Maria lives in Salinas	Circle Game

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

#### **4.2.4 ACTIVITIES**

<b>ACTIVITY 1</b>
<b>PART OF THE BODY</b>

<b>Timing:</b> 20 Minutes	<b>Values:</b> Cooperation and responsibility
<b>Organization:</b> The whole class	<b>Resources:</b> Flash cards with vocabulary related to part of the body, guessing game
<b>Topic:</b> Part of the Body	
<b>Objective:</b> To recognize the part of the body in an interactive way	



**Procedure:**

- ✚ Teacher starts teaching the new vocabulary (part of the body)..
- ✚ After that teacher gives directions about how to play the guessing game and what students have to do.
- ✚ Finally, teacher places on the board flash cards with the main vocabulary in pictures in which students have to guess what is the name of the picture for example: “teacher places an eyes picture; students have to say they are eyes”

<b>ACTIVITY 2</b>	
<b>JOBS AND OCCUPATIONS</b>	
<b>Timing:</b> 20 Minutes	<b>Values:</b> Cooperation and responsibility

**Organization:** The whole class

**Resources:** Flash cards with vocabulary related to jobs and occupations, charade game

**Topic:** Jobs and Occupations

**Objective:** To identify in an interactive way jobs and occupations



**Procedure:**

- ✚ Teacher starts teaching the main vocabulary(jobs and occupations)
- ✚ After that, teacher gives direction about how to play the charade game.
- ✚ In which teacher has to act out in front of the students and students have to say what is the action teacher is doing.
- ✚ Finally, teacher begins taking the flash cards and act out doing the job or occupation from the flash card, for example: teacher is doing the charade related to a clown; students have to say what means this charade

**ACTIVITY 3**

**CLOTHES**

<b>Timing:</b> 15 Minutes	<b>Values:</b> Cooperation and responsibility
<b>Organization:</b> Groups of 5 students	<b>Resources:</b> Flash cards with vocabulary related to clothes, memory game

**Topic:** Clothes

**Objective:** To practice in an interactive way the clothes vocabulary



**Procedure:**

- ✚ Teacher starts teaching the main vocabulary(clothes)
- ✚ After that teacher gives directions about how to play the memory game in which students have to make group of five, make a row and memorize the vocabulary.
- ✚ Finally, teacher gives students a flash card that includes a cloth that students have to memorize. For example: the first students in the row have to say the cloth he or she has, the second one has to say the cloth the first student has and also the cloth he or she has and son for the rest of the students.

**ACTIVITY 4**



## DAILY ROUTINES

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** Group of 5 students

**Resources:** Flash cards with vocabulary related to daily routines, matching game

**Topic:** Daily Routines

**Objective:** To describe in an interactive way daily routines



### Procedure:

- ✚ Teacher starts teaching the main vocabulary(daily routines)
- ✚ After that teacher gives directions about how to play the matching game in which students have to make group of five.
- ✚ Finally, teacher gives students small piece of papers which include name of the daily routines while the teacher keeps the picture of the daily routines. To start the game the groups of the students have to search what is the right the picture of a daily routine and place its name on it.

## ACTIVITY 5

### FOODS

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** the whole class

**Resources:** Flash cards with vocabulary related to foods, bingo cards, bingo game

**Topic:** Foods

**Objective:** To recognize in an interactive way foods vocabulary



#### Procedure:

- ✚ Teacher starts teaching the main vocabulary(foods)
- ✚ After that teacher gives directions about how to play the bingo game in which students have to cross out the foods that were mentioned for the teacher.
- ✚ Finally, teacher gives students bingo cards that include foods in picture that students have to cross out. For example: the teacher is going to mention each food for students play this game, the student who say bingo is the winner and this students will receive a souvenir from the teacher.

## ACTIVITY 6

### THE SMART TURTLE

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** The whole class

**Resources:** Flash cards with vocabulary related to part of the body, the turtle game

**Topic:** The smart turtle

**Objective:** To identify adjectives (smart, beautiful, black, etc)



#### Procedure:

- ✚ Teacher starts teaching the new vocabulary (adjectives).
- ✚ After that teacher gives directions about how to play the turtle game and what students have to do.
- ✚ Finally, teacher places on the board a turtle with flash cards with the main vocabulary in pictures in which students have to say an adjective with the picture they see for example: “the car is red”

## ACTIVITY 7

### TALKING ABOUT FRUITS YOU LIKE

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** The whole class

**Resources:** Flash cards with vocabulary related to fruits, fruits games

**Topic:** Talking about fruits you like

**Objective:** To recognize different fruits in an interactive way



#### Procedure:

- ✚ Teacher starts teaching the new vocabulary (fruits).
- ✚ After that teacher gives directions about how to play the fruits game and what students have to do.
- ✚ Finally, teacher gives students flash cards with the main vocabulary in pictures in which students have to say aloud what is the name of fruit they like

## ACTIVITY 8

### FAMILY MEMBERS

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** The whole class

**Resources:** tie flash cards with vocabulary related to member of the family, memory game

**Topic:** Family members

**Objective:** To recognize each family members



#### Procedure:

- ✚ Teacher starts teaching the new vocabulary (family members).
- ✚ After that teacher gives directions about how to play the memory game and what students have to do.
- ✚ Finally, teacher gives to the students tie flash cards with the main vocabulary in which students have to memorize their words on the tie. Then make a column in which students have to say in a speaking way the word they have.

## ACTIVITY 9

### CITY PLACES

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** The whole class

**Resources:** Flash cards with vocabulary related to city places, whisper to my ears game

**Topic:** City places

**Objective:** To identify places of a city



#### Procedure:

- ✚ Teacher starts teaching the new vocabulary (city places).
- ✚ After that teacher gives directions about how to play the game (whisper to my ears) and what students have to do.
- ✚ Finally, teacher writes on the board the main vocabulary in pictures in which students have to circle what is the name of the picture for example: “teacher says to the students the word students have to circle; then students have to say the word aloud”

## ACTIVITY 10

### PART OF THE BODY

**Timing:** 20 Minutes

**Values:** Cooperation and responsibility

**Organization:** The whole class

**Resources:** Flash cards with vocabulary related to part of the body, guessing game

**Topic:** Part of the Body

**Objective:** To recognize the part of the body in an interactive way



#### Procedure:

- ✚ Teacher starts teaching the new vocabulary (part of the body)..
- ✚ After that teacher gives directions about how to play the guessing game and what students have to do.
- ✚ Finally, teacher places on the board flash cards with the main vocabulary in pictures in which students have to guess what is the name of the picture for example: “teacher places an eyes picture; students have to say they are eyes”

#### 4.2.5 Pre-Test Results

The students of eighth basic grade at Unidad Educativa Salinas Siglo XXI who participate in this project took a pre-test. The following chart demonstrates the deficiency of the English vocabulary in them

**Chart 17:** Pre-Test Results

No.	STUDENTS	QUANTITATIVE	QUALITATIVE			
			N.I	S.	G.	E.
1	Mendoza Angie Yamileth	5	X			
2	Yagual Danna Madeline	8		X		
3	Cedeño Irvin Jared	7		X		
4	Saltos Brigitte Ángeles	10		X		
5	Cobeña Viviana Malena	7		X		
6	de la Cruz Katherine Paola	4	X			
7	Rocafuerte Lilia Isabel	5	X			
8	de la Rosa Erick Armando	7		X		
9	Rocafuerte Rogger Daniel	6		X		
10	Medina Víctor Manuel	10		X		
11	Suarez Steven adían	4	X			
12	del Pezo Jean Carlos	6		X		
13	Ponce Deivy Omar	5	X			
14	Pugachi Stefanny Yahaira	9		X		
15	Nevarez Frixon Daniel	7		X		
16	Cruz Jeremy Joaquin	10		X		
17	Pisco Ivanna Odalys	5	X			
18	de la Rosa Jennifer Anahi	8		X		
19	Rocafuerte Joffre Daniel	5	X			
20	Reyes Allan Stalin	10		X		
21	Sanchez Eugenio Andres	5	X			
22	Chancay Kenia	7		X		
23	Balon Cristopher Ramon	4	X			
24	Beltran Jackson Antonio	10		X		

**N I:** Need Improvement (1-5); **S:** Satisfactory (6-10); **G:** Good (11-15); **E:** Excellent (16-20)

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez



## **4.3 ACHIEVEMENTS AND EXPECT RESULTS**

### **4.3.1 Achievements**

1. It is imperative to say that the students who take an interest in this project were 24 students of eighth basic grade at Unidad Educativa Salinas Siglo XXI, they completed activities in groups and the whole class applying interactive games in the classroom. To do the activities the English teacher utilized strategies (interactive games) in order to make students enrich their English vocabulary
2. Nowadays, the participants have a critical improvement in their English vocabulary since they truly appreciated doing the activities (interactive games).
3. Moreover, they are set up to recognize a basic vocabulary from their books.
4. Students preferred every activity hence it contributes that students increment their motivation, desires and inspiration in learning English and accordingly students exploit this strategy to learn English vocabulary since students feel worried because of the educator that they have apply conventional methods of teaching.

5. As an analyst who connected this project at Unidad Educativa Salinas Siglo XXI, actualizing an intuitive method for teaching English can bring great outcomes. For that reason, the utilization of innovative strategies to execute in educative institutions should be applied for English teachers, keeping in mind the end goal that is to make students can communicate in English.
  
6. Additionally, the primary objective of this project is to make students will ready to confront this present reality, utilizing the English language as an instrument to open entryways in globalized world.

#### **4.3.2 Expect Results**

The following chart show the result obtained applying the proposal in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI

**Chart 18:** Post test results

**N I:** Need Improvement (1-5); **S:** Satisfactory (6-10); **G:** Good (11-15); **E:** Excellent (16-20)

**Source:** Unidad Educativa Salinas Siglo XXI

No.	STUDENTS	QUANTITATIVE	QUALITATIVE			
			N.I	S.	G.	E.
1	Mendoza Angie Yamileth	10		X		
2	Yagual Danna Madeline	8		X		
3	Cedeño Irvin Jared	12			X	
4	Saltos Brigitte Ángeles	17				X
5	Cobeña Viviana Malena	14			X	
6	de la Cruz Katherine Paola	12			X	
7	Rocafuerte Lilia Isabel	17				X
8	de la Rosa Erick Armando	11			X	
9	Rocafuerte Rogger Daniel	11			X	
10	Medina Víctor Manuel	14			X	
11	Suarez Steven adían	11			X	
12	del Pezo Jean Carlos	11			X	
13	Ponce Deivy Omar	14			X	
14	Pugachi Stefanny Yahaira	17				X
15	Nevarez Frixon Daniel	10		X		
16	Cruz Jeremy Joaquin	10		X		
17	Pisco Ivanna Odalys	12			X	
18	de la Rosa Jennifer Anahi	10		X		
19	Rocafuerte Joffre Daniel	16				X
20	Reyes Allan Stalin	11			X	
21	Sanchez Eugenio Andres	12			X	
22	Chancay Kenia	11			X	
23	Balon Cristopher Ramon	16				X
24	Beltran Jackson Antonio	12		X		

**Author:** Carlos Alcívar Yagual Suárez

#### 4.3.3 Analysis of the Final Result of Pre-Test and Post Test

The students of eighth basic grade at Unidad Educativa Salinas Siglo XXI. Essential review demonstrated a low advance toward the start doing the interactive games activities, yet when they completed the 10 activities utilizing the interactive games stage, they had a noteworthy change in their vocabulary acquisition. In the accompanying chart shows how students increment their level of the English vocabulary.

**Chart 19:** Final Result of Pre-Test and Post Test

No.	STUDENTS	PRE-TEST	POST TEST
1	Mendoza Angie Yamileth	5	10
2	Yagual Danna Madeline	8	8
3	Cedeño Irvin Jared	7	12
4	Saltos Brigitte Ángeles	10	17
5	Cobeña Viviana Malena	7	14
6	de la Cruz Katherine Paola	4	12
7	Rocafuerte Lilia Isabel	5	17
8	de la Rosa Erick Armando	7	11
9	Rocafuerte Rogger Daniel	6	11
10	Medina Víctor Manuel	10	14
11	Suárez Steven Adrián	4	11
12	Del Pezo Jean Carlos	6	11
13	Ponce Deivy Omar	5	14
14	Pugachi Stefanny Yahaira	9	17
15	Nevarez Frixon Daniel	7	10
16	Cruz Jeremy Joaquín	10	10
17	Pisco Ivanna Odalys	5	12
18	de la Rosa Jennifer Anahí	8	10
19	Rocafuerte Joffre Daniel	5	16
20	Reyes Allan Stalin	10	11
21	Sánchez Eugenio Andrés	5	12
22	Chancay Kenia	7	11
23	Balón Cristopher Ramón	4	16
24	Beltrán Jackson Antonio	10	12

**Author:** Carlos Alcívar Yagual Suárez

**Source:** Final Result of Pre-Test and Post Test

#### 4.3.4 Percentage of Improvement

**Chart 20: Percentage of Improvement**

No.	STUDENTS	PRE-TEST	POST TEST	IMPROVEMENT
1	Mendoza Angie Yamileth	5	10	25%
2	Yagual Danna Madeline	8	8	0%
3	Cedeño Irvin Jared	7	12	25%
4	Saltos Brigitte Angeles	10	17	35%
5	Cobeña Viviana Malena	7	14	35%
6	de la Cruz Katherine Paola	4	12	40%
7	Rocafuerte Lilia Isabel	5	17	60%
8	de la Rosa Erick Armando	7	11	20%
9	Rocafuerte Rogger Daniel	6	11	25%
10	Medina Víctor Manuel	10	14	20%
11	Suárez Steven Adrián	4	11	35%
12	Del Pezo Jean Carlos	6	11	25%
13	Ponce Deivy Omar	5	14	45%
14	Pugachi Stefanny Yahaira	9	17	40%
15	Nevarez Frixon Daniel	7	10	15%
16	Cruz Jeremy Joaquín	10	10	0%
17	Pisco Ivanna Odalys	5	12	35%
18	de la Rosa Jennifer Anahí	8	10	10%
19	Rocafuerte Joffre Daniel	5	16	55%
20	Reyes Allan Stalin	10	11	5%
21	Sánchez Eugenio Andrés	5	12	35%
22	Chancay Kenia	7	11	20%
23	Balón Cristopher Ramón	4	16	60%
24	Beltrán Jackson Antonio	10	12	10%
<b>TOTAL</b>		<b>34%</b>	<b>62%</b>	<b>28%</b>

**Author:** Carlos Alcívar Yagual Suárez

**Source:** Percentage of Improvement

#### 4.3.5 Pre- test and Post test Results

The following chart demonstrates that before the usage of the proposal, students had a low level of English Vocabulary, after the execution the proposal they enhanced their level 28 %, in outcome these interactive games using as an strategy have achieved its goal.

The data will be appeared in rate with a specific end goal to have the capacity to obtain a reasonable perspective of what their capabilities were at the beginning and what they were toward the end of the Implementation.

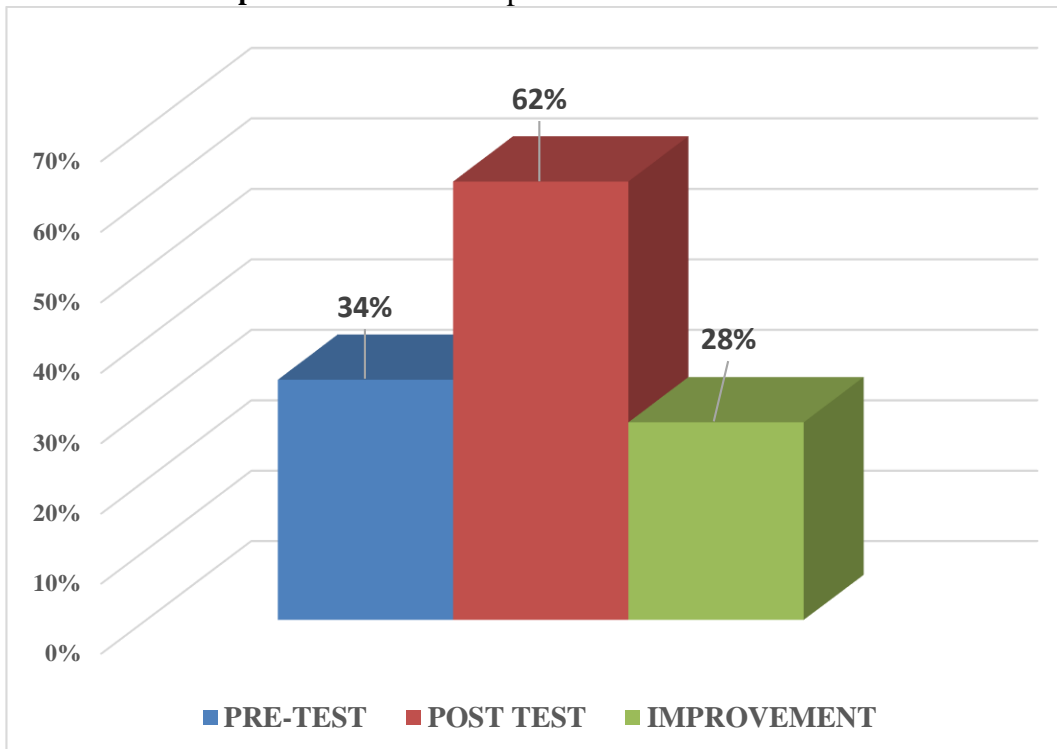
**Chart 21: Test Results**

GENERAL TABLE		
PRE-TEST	POST TEST	IMPROVEMENTS
34%	62%	28%

**Author:** Carlos Alcívar Yagual Suárez

**Source:** Test Results

**Graph 10: Statistical Graphic of the Final Test Results**



**Author:** Carlos Alcívar Yagual Suárez

**Source:** Statistical Graphic of the Final Test Results

### 4.3.6 Strategies of Improvements

**Chart 22:** Strategies of Improvements

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> <li>✚ Traditional method of teaching.</li> <li>✚ Traditional English classes.</li> <li>✚ No enough interaction among the English teacher and students</li> <li>✚ Lack of motivation.</li> <li>✚ No enough vocabulary activities</li> </ul>	<ul style="list-style-type: none"> <li>✚ Students increase their vocabulary knowledge</li> <li>✚ English classes using different strategies.</li> <li>✚ Boost the level of interaction among English teacher and students</li> <li>✚ Through interactive games students increase their motivation to learn English</li> <li>✚ Improve the number of vocabulary activities in the classroom.</li> </ul>

**Author:** Carlos Alcívar Yagual Suárez

**Source:** Strategies of Improvements

## 4.4 CONCLUSIONS AND RECOMMENDATIONS

### 4.4.1 Conclusions

1. The students of eighth basic grade at Unidad Educativa Salinas Siglo XXI had a low level of vocabulary for communicating in English since the

English teacher did not concentrate on increment the vocabulary acquisition in students in order to make students practice the English language in the classroom where students ought to practice it consistently.

2. The absence of new strategies (interactive games) was the primary cause of repetitive classes as an outcome students felt unmotivated to learn English.
3. The aftereffects of this project work demonstrates that the usage of interactive games enrichment the vocabulary acquisition in 28% in the students of eighth basic grade at Unidad Educativa Salinas Siglo XXI once they began utilizing the interactive games as an innovative strategy in the classroom.

#### **4.4.2 Recommendations**

1. It is recommended that students practice the English vocabulary consistently inside and outside the classroom since in that way they will have the capacity to apply the English language accurately in the real life
2. It recommended the utilization of new strategies (interactive games) since it can enhance student's motivation, learning, inspiration and even stay away from the tedious or conventional educating strategies.



3. It recommended to use interactive games since they can be an essential strategy to teach vocabulary in the teaching learning process and an effective pedagogical tool to improve the four language skills in second language acquisition.

## 4.5 TIMETABLE

Chart 23: Timetable

Nº	ACTIVITIES	2016-2017																																							
		JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1	Topic Approval	x	x																																						
2	Meeting tutors			x	x																																				
3	Elaboration Chapter I.					x																																			
4	Chapter I Progress.					x	x	x	x	x																															
5	Elaboration Chapter II.											x	x	x																											
6	Chapter II Progress.													x	x	x	x	x	x	x	x																				
7	Elaboration Chapter III.																					x	x	x																	
8	Chapter III Progress.																					x	x	x																	
9	Elaboration Chapter IV.																									x	x	x	x	x											
10	Chapter IV Progress.																													x											
11	Review of Thesis draft.																																	x	x	x	x				
12	Delivery of final work																																				x				
13	Pre defense of thesis																																				x				
14	Defense of thesis																																				x				
15	Graduation day.																																				x				

Source: Carlos Alcívar Yagual Suárez

## 4.6 RESOURCES

**Chart 24:** Resources

### Material Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Pack of Sheets	3	\$ 6	\$ 6
Printings	300	\$ 0.15	\$ 45
<b>TOTAL</b>			<b>\$ 51</b>

### Technological Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Flash Memory	1	\$ 10	\$10
Laptop	1	\$ 700	\$ 700
Speakers	1	\$ 20	\$ 20
<b>TOTAL</b>			<b>\$ 1000</b>

### Financial Resources

DESCRIPTION	UNIT PRICE	TOTAL
Internet service (month)	\$ 40	\$ 80
Transport (month)	\$ 3.00	\$ 100
Others	\$ 5.00	\$ 20
<b>TOTAL</b>		<b>\$ 200</b>

<b>TOTAL OF MATERIAL RESOURCES</b>	<b>\$ 51</b>
<b>TOTAL OF TECHNOLOGICAL RESOURCES</b>	<b>\$ 1000</b>
<b>TOTAL OF FINANCIAL RESOURCES</b>	<b>\$ 200</b>
<b>TOTAL EXPENSES</b>	<b>\$ 1251</b>

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## APPENDIXES

### Attachment 1: Anti-plagiarism Report

**UNIVERSIDAD ESTATAL  
PENÍNSULA DE SANTA ELENA**



La Libertad, 22 de Febrero del 2017

**CERTIFICADO ANTIPLAGIO**  
**001-TUTOR LACHG-2017**

En calidad de tutor del trabajo de titulación denominado “INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO TECNICO MUNICIPAL SALINAS SIGLO XXI, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016”, elaborado por el estudiante Carlos Alcívar Yagual Suárez, egresado de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



Ab. Leo A. Chávez Gonzabay, MSc.  
C.I.: 0906716766  
DOCENTE TUTOR

# Attachment 2: Analysis Urkund

## CHAPTER I

The screenshot shows the Urkund web interface for Chapter I. The document is titled "CHAPTER I CARLOS VAGUAS.docx (D25915581)". It was submitted on 2017-02-20 19:24 (-05:00) and received on 2017-02-20 19:24 (-05:00). The message indicates that 0% of the document consists of text present in 0 sources. The main content area displays the text of Chapter I, starting with "THE PROBLEM" and "INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO TÉCNICO SALINAS SIGLO XXI, SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016".

## CHAPTER II

The screenshot shows the Urkund web interface for Chapter II. The document is titled "CHAPTER II CARLOS VAGUAS.docx (D25915582)". It was submitted on 2017-02-20 19:24 (-05:00) and received on 2017-02-20 19:24 (-05:00). The message indicates that 45% of the document consists of text present in 4 sources. The main content area displays the text of Chapter II, starting with "THEORETICAL BASIS" and "2.3 PHILOSOPHICAL BASIS".

## CHAPTER IV

The screenshot shows the Urkund web interface for Chapter IV. The document is titled "CHAPTER IV CARLOS VAGUAS.docx (D25915583)". It was submitted on 2017-02-20 19:24 (-05:00) and received on 2017-02-20 19:24 (-05:00). The message indicates that 0% of the document consists of text present in 0 sources. The main content area displays the text of Chapter IV, starting with "THE PROPOSAL" and "4.1 NAME OF THE PROPOSAL".

**Attachment 3: Institutions Certificate of Completion of Research**

La Libertad, 22 de Febrero del 2017

**CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN**

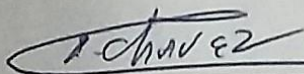
Ab., LEONARDO CHAVEZ GONZABAY MSC. TUTOR DEL TRABAJO DE  
TITULACIÓN DE:

**CARLOS ALCIVAR YAGUAL SUAREZ**

DE LA CARRERA DE LICENCIATURA EN INGLÉS.

**CERTIFICA:**

Que una vez revisados los convenios de la investigación y desarrollo del borrador del informe final del trabajo de Titulación , estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.



Ab. Leonardo A. Chávez Gonzabay Msc.

**Attachment 4:** Institution's consent letter



**UNIDAD EDUCATIVA**

**"SALINAS SIGLO XXI"**

*"Educar para la vida"*

Oficio No. 131- UNIDAD EDUCATIVA "SALINAS SIGLO XXI" - 2017

José Luis Tamayo, 9 de septiembre de 2016

Señor

Carlos Alcívar Yagual Suárez

**EGRESADO DE LA CARRERA LICENCIATURA EN INGLÉS DE LA  
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Salinas

De mis consideraciones:

Tengo a bien dirigirme a usted para enviarle un cordial saludo de quienes hacemos la Unidad Educativa "SALINAS SIGLO XXI".

Me permito comunicarle que usted, que cuenta con mi aceptación para la ejecución de su Proyecto de Investigación cuyo tema es: **INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF EIGHTH BASIC GRADE AT COLEGIO TÉCNICO SALINAS SIGLO XXI, SALINAS PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015 - 2016**, por lo que se le brindará las facilidades necesarias a fin de que pueda cumplir con vuestro objetivo.


Atentamente,

  
Esp/ Geoconda Melgar Saltos  
**RECTORA ENCARGADA**



Mercy

**Attachment 5: Institution's Certificate of Completion of Research**



**UNIDAD EDUCATIVA**  
**"SALINAS SIGLO XXI"**  
*"Educamos para la vida."*

---

**ESPECIALISTA GEOCONDA MELGAR  
SALTOS, RECTORA ENCARGADA DE LA  
UNIDAD EDUCATIVA SALINAS SIGLO XXI"**


**C E R T I F I C A:**

*Que El Señor CARLOS ALCIVAR YAGUAL  
SUÁREZ, portador de la Cédula de Identidad No. 0910001403, realizó en nuestra institución  
educativa su trabajo de investigación previo a la obtención del Título de Licenciado en Inglés con el  
tema: **INTERACTIVE GAMES TO ENRICH THE ENGLISH VOCABULARY IN THE STUDENTS OF  
EIGHTH BASIC GRADE AT COLEGIO TÉCNICO SALINAS SIGLO XXI, SALINAS  
PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015 – 2016.***

*Es todo cuanto puedo informar en honor a la verdad,  
autorizando al interesado hacer uso del presente documento como estime conveniente.*

*La Libertad, 12 de enero de 2017*

  
Esp. Geoconda Melgar Saltos  
**RECTORA ENCARGADA**



Mercy

---



**INTERVIEW DIRECTED TO THE PRINCIPAL FROM**  
**UNIDAD EDUCATIVA SALINAS SIGLO XXI**

**Question 1:** How do you describe The English Education System in Ecuador?

**Question 2: in your point of view,** why teaching English as a second language is important in educational institutions?

**Question 3:** What English Teaching-Learning skill do you think is the most important to promote?

**Question 4:** Do you think English classes should have Class Participation?

**Question 5:** Do you believe that English classes need to implement interactive games?

**Question 6:** In your point of view, are interactive games a good strategy to teach and learn the English language?

**Question 7:** Do you believe that interactive games will promote the learning of English vocabulary?

**Question 8:** Would you support the implementation of interactive games to promote the teaching of English vocabulary?

**Thanks for your collaboration**



## **INTERVIEW DIRECTED TO THE SPECIALIST**

**Question 1:** What do you think about English Education system in Ecuador?

**Question 2:** Do you apply games in your English classes?

**Question 3:** Are interactive games accurate to develop English classes?

**Question 4:** What kind of interactive games do you use most in your English classes?

**Question 5:** Do you think that teaching English vocabulary is important in your English classes?

**Question 6:** What strategies have you applied to promote the English vocabulary?

**Question 7:** What type of strategies do you use to you make your students practice the English vocabulary?

**Question 8:** Have you ever applied games to promote the English vocabulary?

**Question 9:** What are the advantages of interactive games to promote the English vocabulary?

**Question 10:** What suggestions would you give to eighth grade students when implementing interactive games?

**Thanks for your collaboration**





**INTERVIEW DIRECTED TO ENGLISH TEACHER FROM  
UNIDAD EDUCATIVA SALINAS SIGLO XXI**

**Question 1:** What do you think about the English Education System in la Península de Santa Elena?

**Question 2:** What English Teaching-Learning skills do you strongly believe is the most important to promote?

**Question 3:** Are your classes interactive in the process of Teaching-Learning the English Language?

**Question 4:** Do you apply games in your English classes?

**Question 5:** What kind of interactive games do you use most in your English classes?

**Question 6:** Why do you think that teaching the English vocabulary is important in the English classes?

**Question 7:** What activities do you implement to develop the English vocabulary?

**Question 8:** How do you prepare your students to practice the English vocabulary?

**Question 9:** What are the advantages of interactive games to promote the English vocabulary?

**Question 10:** Would you support the implementation of interactive games to promote the Teaching-Learning English vocabulary for the eighth grade students?

**Thanks for your collaboration**



## **FOCUS GROUP DIRECTED TO STUDENTS**

1. What is your opinion about your English classes?
2. Are your English classes interactive?
3. Has your teacher applied games in your English classes?
4. How often does your teacher employ games in your English classes?
5. What skill do you want to improve?
6. Does your teacher apply strategies to promote the English vocabulary?
7. How often do you practice the English vocabulary?
8. Do you want to promote the English vocabulary?
9. Has your teacher ever implemented interactive games to promote the English vocabulary
10. Do you believe that using interactive games will promote the English vocabulary?

**Thanks for your collaboration**



**SURVEY DIRECTED TO THE STUDENTS FROM**  
**UNIDAD EDUCATIVA SALINAS SIGLO XXI**

1. Do you consider that learning English is important?

Yes

No

Why?

---

2. How do you consider the English classes?

Very Interesting

Interesting

Boring

Very boring

Why?

---

3. Do you consider that the practice of vocabulary is useful?

Yes

No

Why?

---

4. How often do you practice vocabulary in classes?

Every day

Three time a week

Twice a week

Once a week

Why?

---

5. How do you consider the use of interactive games in the teaching-learning process of English?

Very important

Important

Necessary

Not necessary

Why?

---

6. Do you consider that the use of interactive games could help to improve the vocabulary?

Yes

No

Why?

---

7. Have you ever applied interactive games as a strategy to learn English in classes?

Yes  
No

Why?

---

8. Do you consider that the implementation of interactive games in the English classes could contribute to improve your vocabulary?

Yes  
No

Why?

---

9. Do you agree to use interactive games as a strategy in the English classes which can contribute to improve your vocabulary?

Totally agree  
agree  
disagree  
totally disagree

Why?

---

**Thanks for your collaboration**

**Chart 25:** daily observation sheet

<b>Observer:</b> Carlos Alcívar Yagual Suárez	<b>Date:</b>
<b>Teacher observed:</b>	<b>Time:</b>
<b>Class observed:</b>	<b>Duration of observation: from</b> <b>to</b>

<b>CRITERIA TO OBSERVE</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>N-A</b>
<b>01</b>	Teacher explains the purpose of the lesson				
<b>02</b>	Teacher shows evidence of lesson planning				
<b>03</b>	Teacher presents the topics with sequence				
<b>04</b>	Teacher demonstrates command of subject matter				
<b>05</b>	Teacher presents his/her classes with interaction				
<b>06</b>	Teacher uses active learning strategies				
<b>07</b>	Teacher encourages students make questions				
<b>08</b>	Board work and visual are clear, organized and efficient				
<b>09</b>	Teacher motivates students have discussion				
<b>10</b>	Teacher motivates students participation				
<b>11</b>	Teacher provides opportunity for more Ss talk than T talks				
<b>12</b>	Teacher addresses students' errors correctly				
<b>13</b>	Teacher encourages students respond the questions				
<b>14</b>	Teacher involves everyone in the class				
<b>15</b>	Teacher presents appropriate material to students knowledge and background				
<b>16</b>	Teacher speaks English accurately				
<b>17</b>	Teacher applies interactive games				
<b>18</b>	Teacher explains ideas with clarity				
<b>19</b>	Teacher applies grouping/pair work				
<b>20</b>	Teacher provides students with positive feedback				

**Source:** Unidad Educativa Salinas Siglo XXI

**Author:** Carlos Alcívar Yagual Suárez

<b>Not applicable or not observed</b>	<b>0</b>
<b>Bad</b>	<b>1</b>
<b>Satisfactory</b>	<b>2</b>
<b>Excellent</b>	<b>3</b>



UNIDAD EDUCATIVA “SALINAS SIGLO XXI”

JOSE LUIS TAMAYO – SALINAS – ECUADOR

**NOMINA DE ESTUDIANTES**

No.	ESTUDIANTES	
1	Mendoza Angie Yamileth	
2	Yagual Danna Madeline	
3	Cedeño Irvin Jared	
4	Saltos Brigitte Ángeles	
5	Cobeña Viviana Malena	
6	de la Cruz Katherine Paola	
7	Rocafuerte Lilia Isabel	
8	de la Rosa Erick Armando	
9	Rocafuerte Rogger Daniel	
10	Medina Víctor Manuel	
11	Suarez Steven adían	
12	del Pezo Jean Carlos	
13	Ponce Deivy Omar	
14	Pugachi Stefanny Yahaira	
15	Nevarez Frixon Daniel	
16	Cruz Jeremy Joaquin	
17	Pisco Ivanna Odalys	
18	de la Rosa Jennifer Anahi	
19	Rocafuerte Joffre Daniel	
20	Reyes Allan Stalin	
21	Sanchez Eugenio Andres	
22	Chancay Kenia	
23	Balon Cristopher Ramon	
24	Beltran Jackson Antonio	



## Pre-Test

### A. Cross out the word or letter that does not belong in each group.

- Ex: one     ~~she~~     five     ten
1. beautiful tall small boy
  2. write pencil listen look
  3. Saturday January April November
  4. nickel baby quarter penny
  5. morning evening book afternoon
  6. a e m o
  7. s b v u
  8. a the an pen
  9. desk boy girl man
  10. green orange baby yellow

### B. Unscramble the letters to form words for people.

- Ex: oby → boy
1. rilg → \_\_\_\_\_
  2. enetgaer → \_\_\_\_\_
  3. nmowa → \_\_\_\_\_
  4. byab → \_\_\_\_\_
  5. anm → \_\_\_\_\_

### C. Write the words in numbers. (1 point each)

- Ex: three 3
1. four \_\_\_\_\_
  2. six \_\_\_\_\_
  3. eight \_\_\_\_\_
  4. one \_\_\_\_\_
  5. two \_\_\_\_\_
  6. seven \_\_\_\_\_
  7. five \_\_\_\_\_
  8. ten \_\_\_\_\_
  9. eleven \_\_\_\_\_
  10. nine \_\_\_\_\_
  11. twelve \_\_\_\_\_

### D. Write the correct name from the box for each numbered month.

April August December February January ~~October~~

- Ex: 10 = October
1. 12 = \_\_\_\_\_
  2. 1 = \_\_\_\_\_
  3. 2 = \_\_\_\_\_
  4. 4 = \_\_\_\_\_
  5. 8 = \_\_\_\_\_

### E. Fill in the blanks with the missing days of the week.

(Ex:)						
<u>Sunday</u>	_____	_____	_____	_____	_____	Saturday

### F. Label the classroom objects. (2 points each)



- Ex: board
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

## Post Test



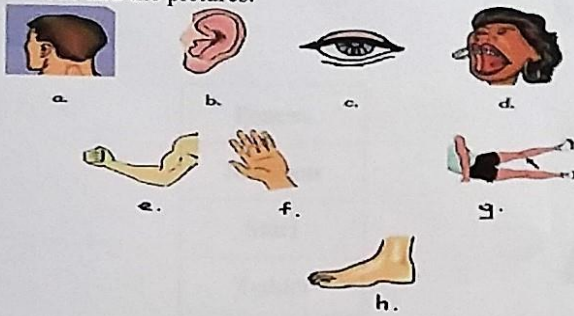
**UNIDAD EDUCATIVA SALINAS  
"SIGLO XXI"**

**DATE:** \_\_\_\_\_  
**NAME:** \_\_\_\_\_  
**COURSE:** \_\_\_\_\_

### TEST ENGLISH

#### Vocabulary: Parts of the Body









**Exercise 1:** Match the words and the pictures.



- \_\_\_ 1. arm    \_\_\_ 2. ear    \_\_\_ 3. eye    \_\_\_ 4. foot  
 \_\_\_ 5. hand    \_\_\_ 6. Head    \_\_\_ 7. Leg    \_\_\_ 8. Mouth

#### Vocabulary: Jobs and Occupations

**Exercise 2:** Write the correct job or occupation in the box below the picture

Nurse	Clown	Policeman	Photographer
Waiter	Dentist	Teacher	Doctor
			
			



Vocabulary: Clothes

Exercise 3: Match the word with its right picture.



Poncho
Raincoat
Skirt
T-shirt
Dress
shorts
Tie
Socks



Vocabulary: Daily Routines

Exercise 4: Unscramble the letters to form words for daily routines.



Teg up



awhs cefa



shrub theet



etg vasha



a wersho vaha



gte ssedred

reparep tsafbakra

veha bsafatreks

meho eaive

wika ot oolsch

### Vocabulary: foods

Exercise 5: write the missing letter to complete words for food



**Chart 26:** Vocabulary diagnostic test rubric

<b>DESCRIPTION</b>	<b>KNOWLEDGE LEVEL</b>
<p><b>Complete knowledge of vocabulary (from 76% to 100% of the vocabulary was identified). Excellent at recognizing words and writing the right name of the pictures.</b></p>	<p><b>Excellent 16-20</b></p>
<p><b>General vocabulary knowledge (from 51% to 75% of the vocabulary was identified). Able to recognize words and writing the right name of the pictures.</b></p>	<p><b>Good 11-15</b></p>
<p><b>Still acceptable vocabulary knowledge (from 26% to 50% of vocabulary was identified). Still able to recognize words and writing the right name of the pictures.</b></p>	<p><b>Satisfactory 6-10</b></p>
<p><b>Lack of vocabulary knowledge (from 10% to 25% of vocabulary was identified). Unable to recognize words, the pictures and even write the name of them.</b></p>	<p><b>Need Improvement 1-5</b></p>

**FINAL GRADE: \_\_\_\_ / 20**

## PHOTOS

**Picture 11:** Interview with the specialist



**Picture 12:** Interview with the specialist



**Picture 13: Interview with the Principal**



**Picture 14: Interview with the English teacher**



**Picture 15:** Interview with the English teacher



**Picture 16:** Focus group with the students



**Picture 17: Survey with students**



**Picture 18: Survey with students**



**Picture 19:** Diagnostic test with the students



**Picture 20:** Activity 1 with the students





**Picture 21:** Activity 2 with the students



**Picture 22:** Activity 3 with the students



**Picture 23:** Activity 4 with the students



**Picture 24:** Activity 5 with the students

