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**RESEARCH PROJECT
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADOS EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**TOPIC
THE INCIDENCE OF GAMES AND FUN ACTIVITIES IN THE
DEVELOPMENT OF THE LEXICAL COMPETENCE IN PRE-TEEN
STUDENTS AT AN ENGLISH LEARNING INSTITUTE.**

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The incidence of games and fun activities in the development of the lexical competence in pre-teen students at an English learning institute.

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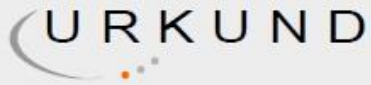
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RESUMEN:

The aim of this research work is to implement dynamic games and fun activities in the development of the lexical competence in English language teaching (ELT) to help overcome the lexical deficiencies and difficulties that are found in a group of students of the Pre-teens third level in an English learning institute, the same that have experienced difficulties in their learning process from previous levels. This project is a qualitative-quantitative research that follows a descriptive design, making an intervention in the student's sample in which a set of strategies that make up the elements of the program being evaluated were tested to see how effectively the objectives were achieved, measured by a set of indicators pre-specified by a retrospective comparison. The research is based on the pre-test, post-test, survey and interview carried out on the sample group. The strategies that are part of this work were measured in a research on how student language acquisition improved significantly as a result of its use.

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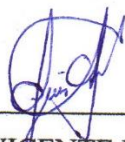
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En mi calidad de Tutor del Proyecto de Investigación “THE INCIDENCE OF GAMES AND FUN ACTIVITIES IN THE DEVELOPMENT OF THE LEXICAL COMPETENCE IN PRE-TEEN STUDENTS AT AN ENGLISH LEARNING INSTITUTE”, designado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “THE INCIDENCE OF GAMES AND FUN ACTIVITIES IN THE DEVELOPMENT OF THE LEXICAL COMPETENCE IN PRE-TEEN STUDENTS AT AN ENGLISH LEARNING INSTITUTE”, presentado por los estudiantes **GINO ANDRES CRESPO DÍAZ** y **GABRIELA DEL PILAR IBARRA DIMITRAKIS** como requisito previo, para optar al Título de LICENCIADOS EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS DE EDUCATIVOS EN TEFL, encontrándose apto para su sustentación.

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DEDICATION

I dedicate this Research Project to Shinichiro Watanabe as he put me in this path through his stories and Yoko Kanno's music, the main influences in my life, for showing me how to channel sadness and leading me into a better place, for giving me purpose. I am very grateful with the life that was given to me and all the musicians that have influenced me, Allison Robertson taking the crown, because music saved my life and gave me hope to become a better person.

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With sincerely love.

Gino Crespo Diaz

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ABSTRACT

Language itself is expression, a message can be delivered in many ways, inspiration converges creativity, and a widespread of tools can help the mastery of a language but nothing beats games. Problem solving is essential while playing and indeed technology delivers evolution but technology deprives us of our human nature, is not the same as our natural environment so the idea of taking a break from screens and keeping the tradition of old school learning could provide a childhood experience that nurtures learning through educational games. This article pose ideas on using variations and upgrades to common educational games and fun activities as well as newly developed ones so that teachers approach the learning process in a friendly manner at the same time help them to improve their lexical competence. The project was designed to help students that are constantly challenged by trying to learn new words, lacking understanding and recollection, plus common mistakes related to orthography, syntax, grammar and spelling that is derived from scarce motivation and practice. As general objective, this research questions if rather games and fun activities can prove effective to enrich and better the development of the lexical competence. It is easy to fall into boredom, especially during classes that last long periods of time, while games many times are not considered as a serious method, if applied and integrated the right way in a planned curriculum, can incur into effective nonintrusive learning as they present interactive and creative lessons, essential into students cognitive development. This research puts to test the learning process in various ways.

This research was able to identify two main visible problem students display, the poor vocabulary level they carry from previous courses, and the large amount of new vocabulary per lesson included in the new course books, underperforming and creating obstacles regarding their language skills, aggravating the lack of knowledge in every new lesson and failing to select the right tools on part of the teacher. Teachers need to approach the learning process in a friendly manner so they can win students' trust. It is easy to fall into boredom, especially during classes that last long periods of time; student's commitment is influenced by the teaching strategies, materials and resources used, it is ideal to have a warm and relaxed environment. Games and fun activities applied in a dynamic, non-mechanical and entertaining way during several hours per lesson with their corresponding feedback resulted at the end of this study in students motivated and capable of engaging in a better English production and take advantage of their resources and improved language skills, no longer leaving gaps in the course plan and objectives, especially with their lexical competence development.

Key words: Games, fun activities, lexical competence, vocabulary extension, lexicon, tools, teaching method, content.

INTRODUCTION

It is common knowledge that English is one of the essential tools for the progress of a country, is the universal language and a person must learn it correctly, to function efficiently in a globalized world. Vocabulary learning is an essential part of the learning process of a language because when we learn a large amount of vocabulary we achieve the comprehension of messages and carry out communicative acts. In addition, for the acquisition of the syntax it is essential that the pupil has a good amount of active vocabulary. It has been explicitly evidenced that one of the most important problems regarding learning English as a second language is the development of the lexical competence. The foreign language curricular guidelines indicate that language is best learned as a means to interact and communicate and not as a set of knowledge that is memorized. The idea that the vocabulary will be better retained if it is processed through different sensory channels and motor experiences suppose a step forward compared to previous ones, since it demands a response on the part of the apprentice, strategies involving the relationship of vocabulary and sensorial stimuli through the use of concrete materials to improve memorization through action are needed.

Students should understand that the learning of another language is constancy and curiosity to try to learn it every day, we are all people, some are not better than others, nobody is born knowing and as their leaning role a freedom to ask and to make mistakes when trying to learn English or any other subject is perfectly fine.

We must bear in mind that once a harmonious environment is created, the focus to a greater extent on the vocabulary acquisition to better the oral comprehension and expression skills serves to the greater of the student's ability to understand the

language, to better their ability to communicate and finally to develop more easily the rest of language skills.

This Research Project that bears as title "The incidence of games and fun activities in the development of the lexical competence in pre-teen students at an English learning institute" seeks to answer the question why the use of educational games and dynamic fun activities are important to develop students' lexical competence and learn English as a second language and all the advantages this traditional mean give to students, switching a classroom from traditional into a funnier and more engaging environment.

Chapter One. – States and deals with the research of the problem and puts in evidence an insufficiency of performance carried from previous levels in pre-teen students at an English learning institute. At the same time, the background of the Problem focuses on increasing the amount of lexis through games and fun activities thus helping the development of the lexical competence which is the basis of this project and the creation of games and didactic materials appealing to pre-teens that serves as Hypothetical Approach.

Chapter Two. – Containing this project's theoretical framework that introduces the literature review containing the theories, methods and proposed activities driving the development of this investigation; independent and dependent variables are mentioned as well, and the conceptual framework presents concepts and definitions of key terms to elaborate on this study.

Chapter Three. - Methods and techniques applied in this step of the investigation are mentioned in this section; the population and sample, as well as the problems, are dealt. It also details students' information, the research instruments applied, results, analysis, last resources, budget and timeline.

Chapter Four. - Mentions the proposal and the final conclusions of the research project that were achieved at the institute with the selected group of students, the limitations and problems confronted by the sample population during this investigation, and possible suggestions to considerate for future works to come.

CHAPTER I

1. STUDY APPROACH

1.1 TITLE

The incidence of games and fun activities in the development of the lexical competence in pre-teen students at an English learning institute.

1.2 BACKGROUND OF THE PROBLEM

The English learning institute that was selected as the target of this research and where observations have taken place has a weekend study plan. The targeted level is pre-teens, like in any other profession, the scope of teaching keeps evolving and new technics and activities cannot be dismissed. A teacher must acquire certain skills into developing his or her own strategies and adapting the plan and content to them. Every class is a test drive of knowledge because at the present time more than ever is known that through working individuals multiple intelligences and the different ways they learn require different activities, so creativity and switching the mood and rhythm of the class is something that can be taken for granted just following what the textbook offer.

To be up-to-date with media's pacing and how fast trends come and go, how old can the same kind of activities can get without even mentioning boredom and tiredness of extra weekend English courses, students need very active lessons and participation that can result into a real challenge for teachers, even with the good tasks and excellent content that traditional textbooks offer with their overwhelming amount of new words per lessons in each unit that follows the program. For most students the introduction of too many new words can be

difficult, catching up with vocabulary is another matter to take into consideration. English learning is constantly changing and evolving in different aspects; and part of the latest trends is that education does not need to be boring; it can be fun and diversification is a remarkable point to take as a basis.

The use of technical and creative resources is needed in education to improve the learning process of the different language skills. English learning institutes need to prepare to be part of new challenges to stay relevant, for that reason implementing strategies and focusing on developing activities in order to achieve the competences in students is part of the privileges that private English learning institutes can apply.

It has been noticed that students usually improve course by course, their different skills, but the pillar of any language are words, and if they do not invest the necessary effort, and they do not increase their vocabulary, then all grammar in general can suffer. The process of adding new words to students' lexicon can become stressful if not approached in a mechanical way, words can vary from easy to really complex to memorize. Moreover, one of the main goals per course is that students update and acquire new vocabulary that they will be able to use, but it has been observed that despite the use of recognized methodology and techniques, their span of attention in this fast and technological age is really short, they feel classes intrusive and confusing, not to mention vocabulary related questions during exams. Two variables will be analyzed in this research: games and fun activities and the development of the lexical competence of students.

1.3 STATEMENT OF THE PROBLEM

The statement of the problem can be discussed and transferred in the question: What is the incidence of games and fun activities in the development of the lexical competence in pre-teen students at an English learning institute?

1.4 RESEARCH QUESTIONS

- What kind of games and fun activities will help to improve vocabulary acquisition in students?
- What are the possible causes for pre-teens poor development of their lexical competence at an English learning institute?
- What is the impact on the study plan focusing on developing the lexical competence?
- How effective are newly developed games and activities in contrast of traditional games and dynamics?
- What kind of games and fun activities will help to improve vocabulary acquisition in students?

1.5 BROAD OBJECTIVE

As a general objective, this project seeks to determine the incidence of games and fun activities to develop pre-teen students' lexical competence at an English learning institute during a course.

1.6 SPECIFIC OBJECTIVES

As specific objectives there are three meaningful ones to be pointed out:

- ✓ To systematize the background and theoretical references about the use of games and fun activities to develop the lexical competence in English as second language.
- ✓ To characterize the real situation of the use of games and fun activities to develop the lexical competence in English as second language.
- ✓ To elaborate a plan that will contribute in the use of games and fun activities to develop the lexical competence in English as second language.
- ✓ To assess the usefulness of a plan to contribute in the use of games and fun activities to develop the lexical competence in English as second language.
- ✓ To design games and didactic materials based on student's interests to develop the lexical competence in English as second language.

1.7 SIGNIFICANCE OR JUSTIFICATION OF THE PROBLEM

Taking into account that the learners face difficulties when it comes to learning vocabulary, to give an illustration, the fact that most inquiries posed by students during quizzes are related with vocabulary meaning is a concurring problem, a viable resource as a basis of work that aims to discover solutions to problems in the teaching-learning process of English vocabulary through the use of games and fun activities is a valid option that justifies the project.

These activities will determine the incidence of vocabulary acquisition for pre-teen students at an English learning institute. Activities will also be establish in the parameters that comply with the rules and regulations provided by the course plan, data on the effectiveness of this guide will be gathered through a research and using

different methods chosen and adapted to the topic in order to facilitate the motivation and learning for the students issues regarding integrating new words that delay students into reaching the proper level and performance of English communication skill to have a satisfactory interaction with native speakers will be identified.

One of the most important results of this project will be the use games and resources in order to motivate students to use new vocabulary and make them put the necessary effort to produce meaningful communication so that this implementation can be recommended and use by other teachers giving them and updated approach to methods, techniques and strategies to teach vocabulary and develop the language skills during a course cycle. And finally it is necessary to integrate the theoretical context in which the methods, the tools and the specific techniques need to be introduced.

1.8 SCOPE AND DELIMITATION OF THE STUDY

Regarding the scope and the delimitations; this Academy is located at Cdla. Naval Norte, in the northern – downtown area of the city and its facilities consist of three buildings and recreational areas at students’ disposal during their scheduled breaks. It is valid to mention that this academy is a big institution aimed at middle class students where there are about twenty teachers and approximately three hundred students with different needs and they can range from kids to adults and was born as a response to the internal need of the personnel of a renowned school to have training in English more than twenty years ago.

This specific study took place with students from a third level in the pre-teens program where new books are introduced last year and more vocabulary as well. The group selected is conformed of sixteen students and most of them have trouble remembering new vocabulary. In addition, at this Academy, there is just one teacher per classroom,

and classes are stated to be fun and dynamic using teachers' own resources with the exception of televisions to work the audiovisuals included in the books.

1.9 HYPOTHESIS

Original material based on the use of games and fun activities could positively influence the development of the lexical competence in English as a second language in pre-teen students at an English learning institute.

1.10 FACULTY/INSTITUTION RESEARCH LINE

The present work focuses on the research line of the Faculty of Education of the Vicente Rocafuerte Laica University, which refers to the evolutionary development of the lexical competence focused on strategies aimed at teachers and aids to the communicative competences in professionals and students sub line. In addition, a contribution to the socio-educational inclusion, attention to diversity line and the Development of childhood, adolescence and youth subline.

CHAPTER II

2.1 RESEARCH THEORETICAL FOUNDATIONS

INTRODUCTION

This chapter includes a variety of aspects such as the theoretical review, which focuses in previous works, related concepts, and other research projects that serve as a background related to how the use of different techniques, teaching methods, and approaches can help to improve the development of the lexical competence; it also serves the purpose of comparison and contrast of previous work that researched the same topic and also look for improvements of aspects not previously dealt with up to this point. The conceptual framework, derived from the theoretical review; describes in deep most aspects and concepts associated to the independent and dependent variables of the project.

2.1.2 THEORETICAL REVIEW

There are few works that approach a perspective of developing new games specifically designed for an English learning institute as an EFL learning strategy; In fact, we could not find background information on this subject in an English institute for Ecuadorian people, but studies on gaming as a teaching strategy in similar environments were found. In the case of Karaaslan, Kilic, Guven-Yalcin, & Gullu (2018), their study addressed a group of Turkish intermediate level students of the last grade of primary attending to the school of English language learners at the School of Foreign Languages of an English medium state university, and focuses on the problem to solve the lousy results in their tests within the area of English vocabulary and poor diagnoses of vocabulary related games and word collocation mastery of foreign languages in teachers; with results that the researchers confirm with their own diagnosis

developed within the first phase of development. The authors elaborate a new set of synchronous and asynchronous games and activities making use of different media and technology as well as traditional materials in English, which they consider "playful" and allow to develop the potential of students within the area activating and maintaining intrinsic motivation in an effort to teach parts of speech and collocations over a period of eight weeks and within the conclusions of their work they found that with the application of those participatory strategies is possible to reformulate and adapt the contents of the subject.

Following Van Rosmalen, Wilson, & Hummel (2014), through games you can get students to develop both their creative part as well as their divergent thinking and also enhance good communication, obtaining as a result achievements in a good coexistence; for this to be possible, students always must become the main actors of teaching, allowing them to develop new perspectives of thought, attitudes and behavior. An author who works on the subject of teaching vocabulary through games is Stone (2018), who starts from the idea that "vocabulary is the key to learn any language"; but, by associating games with vocabulary learning, the task of reaching a good vocabulary becomes somewhat strikingly natural for learners. By involving games in the teaching of vocabulary, it is necessary to take into account the public and the repertoire that they are expected to reach; by having this in mind, you can choose a game that best suits what you want to achieve.

Then we can follow what Stone advises, in relation to not teach more than 30 words per class session, advice similar to the opinion of MacKay (2013), for whom games are activities that, well directed and prepared, bring great benefits to education: "When games are implemented in the classroom, learning will be more dynamic, participatory, awaking a different interest in students, which will have much to do on how the teacher implements those games." (MacKay, 2013, page 3).

According to the transcribed author, both children and adults find motivating factors through games that allow an interaction of knowledge and an increment over each other capacities. Therefore, when talking about games, the thought that they are more related to children activities, is taken for granted, however, playing must not be framed to such a stage. We can assume that the statement that games can be classified according to students' linguistic competence is accurate because when choosing a game "the learning objective, stimulus used (texts, images, phrases, mimicry, etc.) are important, the skills that integrate the technique used, the specific vocabulary, etc." (Poskitt, 2016)

There are then two attributes of games: first, they are a creative resource from the physical point of view as they sometimes require body movements; also related with the imagination and ingenuity in general helping them. On the other hand, games contain social value, since they involve people in the development of habits, constituting a mean of expression that has a substitutive and creative character.

THE USE OF GAMES AND FUN ACTIVITIES HELP STUDENTS TO LEARN AND ACQUIRE NEW WORDS IN ENGLISH

Deepening into the topic of games' scope, we can find that for Ribeiro et al. (2016), if games and learning are combined, an optimal teaching can be achieved and learning will not become a monotonous activity, instead, through games, learning, in fact becomes a mountain to climb and a challenge to fulfill; this is why there is a close relationship between playing and learning because the verbs "play" and "learn" come together, both words consist in overcoming obstacles, finding the way, training, deducing, inventing, guessing and getting to win, to have fun, to advance and improve.

This is similar to what Bakhsh (2016) proposes, when introducing vocabulary in young learners through games as a pedagogical tool for teaching English, strategies should be implemented such as word and letter games, and didactics that deal with dramatization; he also contributes that the feeding of pupils in such manner is a legitimate and effective tool in an EFL class, especially with an adolescent audience.

On the other hand, in the work of Pinter (2017), the problem of teaching EFL this time is delimited to the pronunciation on new vocabulary, the same that through the use of micro stories as an interesting activity can improve the learning environment. The author carried out a statistical study of the most frequent pronunciation errors in the population, while using this same tool to establish levels of improvement in pronunciation, every time that a course culminates. The author finds that the use of micro stories can improve the attention of the students, obtaining very good results in the pronunciation of the observed group.

In the work of Nagabhushan (2018), on classroom strategies for motivation, the author addresses the teaching of the English language, finding that:

When the student feels identified with an activity he / she obtains the language, this is why as teachers we must take into account the strategies when using activities in the classroom, but we must not forget that education, in particular the use of games and technological tools in English classes is changing as these in turn are developing skills that are appropriate for the initial training of children and adolescents (Nagabhushan, 2018, page 121).

Emphasis is placed on the importance of games in education as a motivating stimulus that enlivens learning and gives the value of challenge to make it meaningful. For Ribeiro et al. (2016), in 1970 an investigation was conducted around the communicative approach that emphasizes the importance of having fun while learning and because of that "the importance of games resides in the individual who feels, not in the object that by itself is not essential to the game. It is not possible to see an emotional chess piece" (Ribeiro et al., 2016, page 24), we can infer a game is a bridge that a student crosses to reach an objective, which is to learn, in this case; therefore, if a game enhances learning, when the student does not learn and have fun through it, there is no educational gain.

Another type of teaching strategy of EFL is the one proposed by Fang (2018), who formulate a set of communicative activities, in which the customs of the different Anglophone nations of the world are shown, in this way, the author finds, it is possible to induce the student into a better learning experience of that

foreign language. We can infer with what has been previously stated that games themselves lack ludic importance as long as they are not linked to learning purposes, since it is the student who gives life to games and who live experiences through it that will lead him / her to an optimal mastery of his / her abilities and thus finding learning. In this case, there is a valid difference between games and ludic activities to notice, because they go far beyond responding to an objective of having fun, since they seek to propitiate spaces of cognitive construction while learning English, as they will develop other mental processes.

The ludic component can be used as a source of strategic resources as it offers numerous advantages in the teaching-learning process, it can serve as an affective strategy since it disinhibits, relaxes, motivates; of communicative strategy, since it allows a real communication within the classroom; of cognitive strategy because during a game it will be necessary to deduce, infer, formulate hypotheses; and of memorization strategy when the game consists in repeating a structure or in mnemonic systems to learn vocabulary, to mention a few examples. Games offer students the possibility to become active beings, to practice the language in real situations, to be creative with the language and to feel in a comfortable and enriching environment that give them enough confidence to express themselves. Cepeda, 2017, page 3).

Finally, within the work of Espinel and Molina (2011), English vocabulary specialized for an specific topic is selected and a project is assigned as a strategy to achieve a better result in the motivation of the students; the authors work on the specialized teaching of English based on a teaching model with specific objectives and focus on the basic concepts of the type of words related to the

selected study area. As a research tool they use questionnaires to establish the student's perception regarding the relevance of the EFL course; pedagogically, they make a group of pedagogical cards in which they use specialized language.

2.1.3 THEORETICAL FRAMEWORK

GAMES AND FUN ACTIVITIES

FUNDAMENTAL FUNCTIONS OF GAMES

The game is an activity that does not have frustrating consequences for the child. As noted by Wright (1997) "the playful activity is characterized by the loss of link between the means and the ends as it allows modifications that are a direct consequence of the same sanctity that the game provides.

The game is a projection of the inner world and is opposed to learning in which the external world is internalized until it becomes part of oneself. In the game we transform the outside world according to our wishes. The game provides pleasure, even when obstacles are set in the game, it gives us great pleasure to overcome them. Therefore, the game should be the first context where the teacher encourages the use of intelligence and initiative.

PLAYFUL ACTIVITIES IN THE TEACHING OF FOREIGN LANGUAGES

Playful activities for the effective teaching of foreign languages, consist of a set of practices that reflect school life and more broadly, child life: body language, dance, fun game, perceptive musical activities, plastic, and language explorations from authentic texts such as poems, comics, and stories, among others.

Many authors agree that playful activities are not only time-of-service activities, but have great educational value in their contribution; Andreu and García (2001),

for example, argue that most language games facilitate the learning process, encouraging students to use language instead of thinking about learning in the right ways. In language learning, an effort is required at all times and must be maintained for a long period of time.

For the same reason, they also agree that recreational activities can help and encourage students to maintain their interest in the tasks or projects proposed in class. They also argue that games can help the teacher to create contexts in which the language is useful and meaningful in the students so that they feel motivated to participate and in order to do so, they need to understand what their classmates can do while playing. It is important that play activities are meaningful for students.

If they have fun, intrigue or surprise, the content is clearly meaningful to them, therefore, the language used by them will be much more meaningful and easy to remember, too. On the other hand, Kim (1995) states: "There is a common perception that all learning should be serious and solemn in nature and not that if someone is having fun and there is no joy and laughter, then it is really learning. This is a mistake. It is possible to learn a language, as well as enjoy yourself at the same time. One of the best ways to do this is if the games. "

He also stated that "there are many advantages of using games in the classroom: They are motivating and challenging. Games offer the practice of language in different speaking skills, writing, listening and reading. They encourage students to interact and communicate. They create a meaningful context for the use of language.

On the other hand, "They are very attractive and entertaining, and they can give the most timid students the chance to express their opinions and feelings" (Hansen, 1994).

Karapetyan (2004) states that "there is a common belief that people only play in their childhood and that they have to stop doing it when they are older, this is a misunderstanding of the meaning of games and playing in the village of lives". "In fact, games are one of the basic tools in education, not only they help the formation of the child's personality, but also promote the acquisition of knowledge at any age." He adds that "language games are always a classroom activity, and the special emotion they create makes everyone want to join".

Students want to participate because the game is fun and natural, establishing an atmosphere of cooperation and friendship for the pursuit of a difficult, but interesting goal. The focus shifts from learning to play, thus fostering calm, building self-confidence, and facilitating memory functions. "

On the other hand, didactic games can brake monotony of traditional face-to-face training and animated sessions with interactions. Using creatively, games can be an effective way to take home some learning points. Games can also be excellent tools to help students with exam materials they have already learned.

USING ENGLISH THROUGH GAMES AND FUN ACTIVITIES

It Goldstein (2009) states that a young learner will be deprived of many useful experiences if for some specific reason he cannot play or his predisposition to play is inhibited, we can infer that preschoolers also have to learn to be useful and can manage by themselves according to their possibilities. But it should not be forgotten that exaggerated demands affect their development. Not only because what is asked of them is too much for them, even the responsibility that they must assume, but because they are deprived of all the experiences they could

have acquire through play. There is no contradiction between playing and learning.

Children learn especially while they play, it all depends on being offered a play area that gives them the opportunity to learn what is pedagogically desirable and what stimulates them to face what is offered. The help we must give them should be interpreted as a guide to their free play through learning offers and incentives to take advantage of them.

WAYS GAMES AND FUN ACTIVITIES CAN ENCOURAGE PRE-TEEN STUDENTS

A game is a function full of meaning. Every game means something. The great occupations of human coexistence are imbued with playing, for example, language, an instrument that man constructs to communicate, to teach by which he distinguishes, determines and names. Playing influences the creative spirit of language. After each expression of something abstract there is a metaphor and after it, a game on words.

The game was taken into account as a didactic tool since it is a complete education process, indispensable for the physical, intellectual and social development of young learners. The game is a vital necessity for the pre-teen through all the years before becoming an adult, for its role in fostering cognitive skills and crucial social-emotional and cultivating imagination and creativity that can help to overcome the late rise in mental health issues such as depression and anxiety among young people. Conklin (2015) considers that "playful activities escape a specific definition but says: the game is more game the greater the

naturalness, the lack of effort and the skill with which it is performed".

Kim (1995) affirms that language learning is a difficult task that sometimes can be frustrating. Well-chosen games are invaluable, as they provide students with a break and at the same time allow students to practice language skills. Games and fun activities are very attractive, since they are entertaining and at the same time a challenge. On the other hand, they use meaningful and useful language in real contexts, but they also stimulate and increase cooperation.

Children can play an absorbing game for a couple of hours without getting distracted, as they are having fun. The important factors to have that absorb are:

- Lots of laughter and fun.
- Level of challenge.
- Possibilities to win.
- Possibility of developing knowledge.

For the child, playing, fun and enjoyment are primary. Games can offer great opportunities for cognitive and affective development. Games are often used as "Warm-up" or activities when there is some time at the end of the "Lesson Plan". However, as Kim points out, a game "should not be considered as a marginal activity filling in rare moments when the teacher and the class have nothing better to do". There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is no fun and laughter, then it is not really learning. This is a mistake. It is possible to learn a language, as well as enjoy yourself at the same time. One of the best ways to do this is when the games are motivating and challenging.

GAMES AND VIGOTSKY'S THEORY (CONSTRUCTIVISM)

Vygotsky (1978) in his constructive theory of games affirms that a child through games builds his/her learning and his own social and cultural reality and drives the mental development of a child this leads Vygotsky to consider games as a "proximal development zone". It also analyzes the evolutionary development of games in children's age. This renowned author divides this theory into two stages: the first stage goes from 2 to 3 years; here children learn the symbolic actions of games. In the second stage socio-dramatic games appear and children imitate and learn the actions of games representing the adult world. Children consider games as a zone of proximal development, because "children are always above their average age, above their daily behavior; within playing it is as if children were a head taller than they really are" Vygotsky (cited in Sarlé, 2004), page 43). Finally the author thinks that the playful activity in the infant stage promotes the relationship with other children and in this way what he calls the "zone of proximal development" increases.

THE PIAGET THEORY AND THE BIRTH OF GAMES

According to Furth (1975), regarding Piaget's studies the importance of the activity of games in a child through the different stages that a child goes through in his/her process of formation and development, from the Preschool age, resides in the way in which a child manipulates and knows reality through manipulating objects that he has around him. The author highlights a structure composed of three stages that characterize children's games: The first, called "The exercise game (or 2 years)" where the child shakes, moves or grabs objects to develop their psychomotor skills, develop activities for the simple pleasure of perform them.

The second stage is called "The symbolic game (2 to 7 years)" in which the child imitates and represents the actions and objects through an image that they form themselves. In the third and final stage "The game of rules (7 to 11 years)" the child begins to socialize with other individuals apart from their relatives, add rules and norms that govern social games. In this way, games are of great importance in the early stages of the child and in his/her cognitive development it is fundamental that the child investigates with the objects surrounding his/her environment, that the child has a developed imagination and that he uses objects as toys. Playful activities are considered as a pleasant way of acting over objects and on the child own ideas; Playing is a way of trying and understanding the functioning of things and reality.

Piaget shows us that the tactics of games are essential for the psychomotor, sensorial motor and cognitive development of the logical thinking of the child's language. Piaget explains that games as a resource can drive the child's learning into structuring a game in 3 different levels (exercise game, symbolic game and rules game) and according to the growth and mental development of the child.

(Richards & Rodgers, 2014), cite Piaget in their book about approaches and methods in language teaching as follows:

The child is born in an environment that determines their behavior, grows with a number of social factors that stimulate the development of the child to a greater or lesser extent and develops a maturation level itself, unlike the others, these three factors play a role in the scheme of representation of the world that child creates, it generates, it assimilates new behaviors and arrange those behaviors into their patterns of action thus forming new improved action schemes. (p. 32).

This idea expresses that the dynamics of the games, come into full development by expressing freedom, spontaneity and assurance in the action of sports, the spirit is happy and willing of desire of creation. From the psychological point of view, classroom games reflect the reality of what and who a child is. Throughout classroom games the teacher is able to discover the child's inner world, the integrity of his being and constitutes an expression of mental evolution.

MARIA MONTESORI'S DIDACTIC MATERIALS

Montessori (1917), in her theory, affirms that the teacher must be a facilitator of learning, where the child explores the environment to build his own knowledge. At the time of planning a class, needs must be taken into account, the interests and learning pace of children in the classroom where freedom, communication and group work are encouraged; for this theorist, games are of vital importance as a learning strategy.

María Montessori divides her didactic material into material of practical life and material of development. This leads us to the consideration that Dr. Montessori tries to coordinate the benefits produced with the analytical exercises with the sensory improvement caused by practical activities. The child performs exercises of perception of tactile sensations and eye-motor coordination.

Within the considerations of this research, Maria Montessori's material captures the child's curiosity, and guided by the desire to learn, these materials can be used individually or in groups to participate in role plays, songs, playful activities and cooperative work. The basic purpose of this method is to free the child so he/she self develops in a structured environment with material that generates significant learning.

THE BENEFITS OF DIDACTIC TEACHING MATERIALS

The teaching material can bring authentic topics and current events of the class that helps students become aware of the culture of destination. With the didactic material, language learning becomes more pleasant and therefore easier to remember, in turn creating more effective learning environments, according to (Fraser, 2009).

The personal participation of students in a language task produces a unique atmosphere in the classroom, providing students with opportunities to participate in small group activities such as creating material among the students, facilitates the interaction and understanding of the students because the members within the group can help each other.

Fraser (2009) states that there is a wide variety of didactic material available on the market today, but it is still important to create our own material because students can be involved and motivate their creation thus improving their English learning process. As all language teachers know, each classroom is different. Each teaching situation requires the adaptation of the material that each teacher implements.

Teachers have to analyze their class material before placing them in test with their students and updating or adapting them periodically. Test and error is a very effective way to evaluate the success or failure of classroom tasks.

Reflecting on the process of designing materials, teachers learn new things and new ways in which they can improve not only the material but the effectiveness of their teaching. Finally, the participation of children in the process can motivate them and reach students' specific needs, since the design of materials used in the classroom can involve students.

TOTAL PHYSICAL RESPONSE METHODOLOGY (TPR) AND ITS USE

In the words of Richards and Rogers (2014), Total Physical Response (TPR), is a set of methods developed by Dr. James J. Asher. The Total Physical Response (TPR) is a method of teaching languages that combines talking with actions and proposes to teach the language through physical activity. The TPR is primarily intended for teachers who teach English as an additional language and therefore as a method in the teaching and learning of the foreign language.

In the classroom, the teacher and the student take the roles similar to the father and the child respectively. Students must physically respond to the words of the teacher the activity can be simple as the game "Simon says" or also the use of more complex games that include more complex grammar and more detailed scenarios. This game is based on the technique of "Total Physical Response", it is a "Simon says" type of activity in which the teacher gives the students instruction, and responds by doing what the teacher asks (in place to talk). Because the students respond to the action rather than talk, they can focus their attention more complete in listening to what the teacher says (instead of having at the same time to worry about building an oral response).

This method is good for building listening skills, especially for students at lower levels, and can also be used to enter or revise vocabulary and even grammatical structures. According to Asher, the TPR is based on the premise that the human brain is biologically programmed to learn any natural language. Teachers have fun learning with their students and are motivated by the progress they show in their daily activities and in the long term the results are evident, both teacher and student, making the foreign language a habit that is naturally progressing actively. This TPR teaching method is a great motivator for students to learn a foreign language such as English.

ASPECTS TO TAKE INTO ACCOUNT AT THE TIME OF SETTING UP A GAME

Sarlé (2006) in his work approach this topic and suggest the following ideas. To specify what kind of activities may be of interest to pre-teens of a given class, the teacher must take into account both psycho-evolutionary characteristics and the interests of their students. In this way, an optimal teaching-learning process can be carried out.

Applying a methodology according to the characteristics of the students and using playful activities as basic elements of formal education, will result in the assimilation of concepts in a much more entertaining way than the conventional one. The game is the best method to learn a language at these ages, since it presents a real context and there is an immediate reason to use English. It is a communication vehicle with a playful and didactic purpose. One of the most important aspects for not losing the pedagogical function of the game, is to introduce it in the classrooms in all the teaching units as one more activity to be carried out. It is a mistake to use the game in an improvised way as a complement to a bad schedule of the session or for the simple fact of being on holiday eves.

Kalmpourtzis (2018) pose the thought that every playful activity that you want to carry out in a class must have been meticulously thought out and designed to achieve the desired objectives. Thus, the aspects to take into account in a game are: the approach of the same, the necessary material, the language that is going to be used and the type of game depending on its purpose.

- Approach of the game: each teacher must be aware of the reality of his class and know how to group students to ensure good communication between them (Table 1).

Table 1
Types of activities according to the group

Individual activity	<p>If the interaction takes place between the student and the teacher, it is advisable to do it with small groups so that all students can participate and not get bored. In this type of games, the teacher is a guide and controller of the activity.</p> <p>In the assumption that each student has to relate to the rest of the group, they themselves are the protagonists and the teacher is just a support and mediator if necessary.</p>
Activity in pairs	<p>The whole group works in pairs asking questions of the topic that has been proposed so that they can help each other if it is a topic related to the theory of the didactic unit, or to know a little more about their personal life.</p> <p>The teacher will have the role of supervisor and must evaluate the expression, comprehension and pronunciation of their students while supervising all couples.</p>
Group activity	<p>The division into groups of four or five people is one of the most motivating activities since they stimulate the class and all the students participate and relate to the rest of the group.</p> <p>One of the problems that this game can cause is that the students communicate in Spanish instead of in English, but for this the teacher can appoint a person in charge of the group to fulfill makes that function. In addition, the teacher must supervise all groups and make the variants that are relevant, such as making a contest to motivate students, or reach a specific goal to complete the task.</p>

Source: Educational Game Design Fundamentals: A journey to creating intrinsically Motivating Learning Experiences

Elaborated by: Kalmpourtzis, G. (2018)

- The material: it is fundamental to properly choose the resources and teaching materials before carrying out the activity. They are fundamental tools for the development of the teaching-learning process.

Not all ludic activities need materials, but all the materials do need a didactic approach; convert them or make them a playful learning tool so that they can optimally influence the development or training of children. There is a great diversity of materials: they can be made by the publishers, by the students themselves, with practice and experience, each teacher can make their own different classes.

In a study on didactics of second languages Bello (1998) states that one of the most practical resources and materials are plastic cards that contain simple drawings and that allude to different topics, with which they can be used into numerous variants, such as animals, body parts, trades, clothing, food ...

- The language that should be used when putting into practice a playful activity in the classroom must be known by the students beforehand so that the activity is dynamic and there is no need to explain more than necessary.

This way of addressing students refers to the structures of the beginning of the game, its development and its completion. In the following table you can see some examples (Table 2):

Table 2

Language proposal to be used in the development of a playful activity

Beginning of the activity	<p>“One, two, three, listen to me!”</p> <p>“Close your eyes and listen...”</p> <p>“Does everyone know the rules?” “Let’s get started!”</p>
Development of the activity	<p>“Come on! Time flies, pupils!”</p> <p>“To continue you have to answer all the questions!”</p> <p>“Now, it’s the turn of...”</p>
End of activity	<p>“Your team has got 20 points”</p> <p>“Stop! The time has expired” “Who is the winner?” “Have you finished”?</p>

Source: Didáctica de las segundas lenguas. Estrategias y recursos.

Elaborated by: Bello, P. (1998)

- Games Classes: within this section the types of recreational activities that are for the acquisition of vocabulary in English are intended to be explained. The activities proposed below are based on words dramatization or scenes, simulations and character games.

As expected, with this type of activities the student not only feels encouraged to continue with the learning process, but also promotes the integration of students in the classroom, cooperative work and the desire to learn more about this language.

As has already been said throughout this work, children in the first cycle learn through personal experience, and with these simulations it is possible to bring living realities of English into the classroom and to contextualize their use through interpretation.

To explain these concepts well, below are some examples of this type of activities (Table 3):

Table 3

Examples of drama, simulations and vocabulary games.

Lexical constellations	<p>Saussure (1916), Bally (1950) and Galisson (1979), cited by Kalmpourtzis (2018), developed this concept as an effective resource for increasing the vocabulary in children. It is a network of words related by lexical-semantic and morphological links from a generator word.</p> <p>An activity that exemplifies lexical constellations would be a "brainstorm" by groups, in which, from a word, students have to write words that are related to it.</p>
Dramatic practices	<p>Again Kalmpourtzis through the scientific investigations of Motos (1992), Pérez Gutiérrez (1993) and Tejerina (1998), illustrates that it has been shown that drama practices are strong pedagogical tool for the area of languages.</p> <p>These simulations consist of two parts:</p> <ul style="list-style-type: none"> - Initiation games: the objective is that the participants relax and gain confidence to create a playful atmosphere in the classroom. They can be relaxation (with quiet music), vocalization (play with the physical qualities of the voice such as exaggerating the pronunciation) and psychomotor games, body language or dynamics of phrases. - Acting games: in these activities you work with new words or remember the previous ones to favor their assimilation. Depending on the level of the students, if it is low, there will be games of mimicry or the drawing of a word that later another student must guess; If the student's level is higher, a dramatic proposal can be made that includes as many words as possible that are being worked on. In addition, this activity favors the student to acquire new vocabulary without needing to have studied it beforehand.

Source: Didáctica de las segundas lenguas. Estrategias y recursos.
Elaborated by: Bello, P. (1998)

LEXICAL COMPETENCE

As far as lexical competence is concerned, it is the mastery of the language, the knowledge of the precise vocabulary that a second language speaker has acquired during the study of the target language. This extensive management of the lexicon guarantees the possession of sufficient communication skills in any field in which the student finds him/herself.

According to the European Common Frame of Reference (2018) the lexical competence "is the knowledge of the vocabulary of a language and the capacity to use it" (p.132). In relation to knowledge of vocabulary, refers to the individual manages to order the words and use them properly in various contexts. Likewise, it is indicated that the individual must recognize the names of the objects and use them according to the circumstance. This competence is comprised of grammatical elements such as: pronouns, prepositions, conjunctions and lexical elements among which are expressions, idioms, regionalisms, compound verbs and others. Also, in the Common European Framework (2018), it is indicated that the vocabulary learning is carried out by grouping similar words, the individual from the exposure to the lexicon creates linguistic families, those networks or families conceive them through personal participation; that is, the person must feel a connection to the lexicon.

Lexical competence refers to the ability to use the vocabulary of a language in different situations that require interaction. Thus De Miguel Garcia, Ma. L. (2004) determines that vocabulary is a fundamental ingredient in the comprehension of texts. Therefore, it is necessary to specify that lexical competence constitutes an essential pillar that strengthens the development of communicative competences.

Taking as a conceptual basis, the guidelines that currently govern the education of foreign languages in Ecuador and that are based on the Common European Framework of Reference for languages, establish the following lexical and grammatical elements that are quoted textually:

Lexical elements include:

a. Fixed expressions, consisting of several words, which are used and learned as wholes. Fixed expressions include:

- Sentential formulae, including: direct exponents of language functions such as greeting, e.g., proverbs, relict archaisms, e.g.

Be off with you!

- Phrasal idioms: semantically opaque, frozen metaphors, and intensifiers.

- Fixed frames: learnt and used as unanalyzed wholes, into which words or phrases are inserted to form meaningful sentences.

e.g. “Please may I have...”

- Other fixed phrases, such as: phrasal verbs, compound prepositions.

- Fixed collocations

b. Single Word forms

- Grammatical elements

- Articles

- Quantifiers

- Demonstratives

- Personal pronouns

- Questions words
- Possessives
- Prepositions
- Auxiliary verbs
- Conjunctions
- Particles

According to Richards (1976), cited by Choudhury (2015), “To understand what lexical competence is it is essential to try to understand what it means to know a word.” Richards (1976) was one of the very first linguists to work on the definition of 'knowing a word', which, he thought, it included knowing the probability of encountering a word in speech or text, the limitation on the use of a word according to the variation of its function and its situation, syntactic behaviors associated with words, underlying forms of words and derivations made from it, the associations between a word and other different words in a language, a word’s semantic value, and different meanings associated with a word.

Retaining most of Richards’ lexical knowledge framework, Nation (1990) added pronunciation as another component for a more inclusive framework. Furthermore, Nation (1990) made the evident distinction between the productive and receptive knowledge proper of vocabulary, concluding that reception involved a lower level of knowledge of vocabulary than production did. Afterwards, Nation (2001) updated his previous framework to state that the lexical competence, or the knowledge of a word includes three different kinds of knowledge:

- (I) Knowledge of form (spoken form, written form and word parts)
- (II) Knowledge of meaning (form and meaning, concept and referents, and associations)
- (III) Knowledge of use (grammatical functions, collocations and constraints on use).

Cited in Read (2000), Dale (1965), elaborated a scale consisting of four stages that represents the lexical competence's varying degrees, even before Richards and Nation:

Stage 1: "I never saw it before."

Stage 2: "I have heard of it, but I don't know what it means."

Stage 3: "I recognize it in context...it has something to do with..."

Stage 4: "I know it.' It is important to point out here that."

The scale developed by Dale was for first language users and later Paribakht and Wesche (1993) produced a scale for vocabulary knowledge for second language learners with many similitudes the one that Dale developed with the additional stage: "I can use this word in a sentence."

Lexical competence through the years has been given many concepts by different researchers with different views of what they think constitutes vocabulary knowledge. But something common to found in all viewpoints is a discerning that the lexical competence has multiple dimensions and learning a word is a gradual and complex process.

The Lexical competence is one element teachers need to pay attention in learning process specially to teach vocabulary. Due to students need to know and use vocabulary effectively so that with practice they will be able dominate plenty of

words and meaning. Lexical competence involves the acquisition and use the vocabulary in an organized and natural way. When, we talk about lexical competence. It refers to some metacognition process into learner's mind, it refers to: the amount of words they know, the way they learn vocabulary, how they retain new words and how they can use this range of words in practical situations.

THE DISCRETE INFINITY OF LANGUAGE

The mechanism of discrete infinity of language proposed by Chomsky (2000) indicates that the human being has an organ in which we have all the grammatical structures, and the principles that are universal to all languages. Chomsky points out in his research that the mechanism of discrete infinity of language "is only a component of the total system of intellectual structures that can be applied to problem solving and concept formation; in other words, the faculty of language is only one of the faculties of the mind "(1965, p.56).

It also adds that the discrete infinity of language is "a basis of principles for the selection of chosen grammar by a defined evaluation measure" (Chomsky, 1965, p.34).

When Krashen took up Chomsky's theory of acquisition, Chomsky had not yet used that term; spoke of "Language Acquisition Device". Krashen (1981) noted that the language acquisition device (Language Acquisition Device) is activated if individuals are exposed to enormous amounts of input; nevertheless, the acquisition of this input depends on affective factors. These factors conform the affective filter, which if it is very low or is not present, the individual can receive the input and that is when the activation of the mechanism of discrete infinity of language occurs.

LEXICON

According to the European Common Framework (2018) the concept of lexicon has several meanings, all related to the world of linguistics. Lexicon is the vocabulary or list of words of a language of a region, the dictionary of a language or the abundance of idioms and voices of an author. There are several groups that can be formed from the lexicon. Passive lexicon, which is part of the speaker's understanding, differs from active lexicon, which instead is used in everyday speech.

According to the Cambridge Dictionary vocabulary is known as “all the words used by a particular person, or all the words that exist in a particular language or subject”. (Cambridge Dictionary, 2018).

It is very important to enrich the lexicon and know its meaning, according to the definitions presented and the need that students have to transmit their ideas in another language, this is the main element of a language, which helps us to develop an effective communication.

THE EXTENSION (NUMBER OF WORDS) OF THE VOCABULARY

According to Laufer (1998), size is more relevant than depth: an extensive vocabulary is crucial for a student, since there are contrasted data that the size of the vocabulary is a good indicator of the level of reading comprehension; Likewise, a broad vocabulary directly affects the quality of the writing, is an important component of fluency in speech and, on the other hand, students often associate their progress in the language with the number of words they know.

However, not all opinions agree when considering which of the two decisions represents a major role, and thus, Read (1993) believes that knowledge of

vocabulary is often a matter of degree of knowledge, and even native speakers in many cases they only have partial knowledge of many of the words they know.

It is important to mention that one of the causes that Meara (1996) points with reference to the little relevant role played by lexical competence, is the lack of information that exists in general about the role that the lexicon has in the language, and it even includes teachers among those who lack this knowledge.

RECEPTIVE AND PRODUCTIVE KNOWLEDGE AUTOMATION

Read (2000, p.26) states that when we have the ability to remember and understand a word we have a receptive knowledge of it. If we use it in the same way, orally or in writing, our knowledge becomes productive. The difference between receptive and productive knowledge of vocabulary depends on the difference that is created between receptive and productive skills. (Nation (1990)). It can be said that receptive vocabulary is the one in which the speaker is able to interpret in various situations of receiving a message, and the productive vocabulary is the mental lexicon that a person uses effectively when transmitting a message.

UNDERSTANDING THE MEANING OF A WORD WITHIN A CONTEXT

It is already common to emphasize the importance of a vocabulary that helps us to understand and have confidence in ourselves, a vocabulary that is varied, precise and adjusted to our needs. Thus, the speaker who has a good vocabulary, rich and broad, knows many words, what they mean and how they are written. However, knowing a word does not end there but implies knowing a number of aspects. (Chapelle, 2000).

For Laufer (2004) the strength of knowledge of the lexicon is directly associated

with the meaning of words and not with the depth of knowledge, which incorporate grammatical properties, placements and pronunciation.

It is essential that the students know the meaning of the words, although they cannot determine its grammatical function, this will be understood in the sentence despite the grammatical error. On the other hand, if a student can identify the grammatical function of the word, but does not know the meaning, it will immediately break the communication.

IDIOMATIC PHRASES

In the case of the idiomatic phrases, they have a clear function in the learning of a language in this aspect in the English language, which are in great quantity, the same that represent the speech of a region, these idiomatic phrases, tend to be complicated for the student of foreign language, for its figurative meaning. According to Hinkel (2017) in their article Teaching Idiomatic Expressions and Phrases: Insights and Techniques, he states that they can contain only one word or a group of words. If you try to understand them literally, they may make little sense.

“The goal of an idiomatic phrase is to develop a new meaning that is different than the literal meaning.” (p.1)

The above can be expressed as, to distinguish an idiomatic phrase must take into account the original meaning of the word because, often this type of phrases can change its meaning in another context, can take a word or several words to create an idiomatic phrase.

DETERMINING THE EXTENT OF THE LEXICON OF THE STUDENT

A way to measure the extension of the vocabulary is presented by Cobb (2003), who suggests that if a foreign language student wants to have a good reading comprehension it must be guaranteed that he knows 2,000 word families that are more frequent, with this, a student would be able to understand 80% of the lexicon of a book. (Cobb (2003). Quoted by López & Molina, 2007).

However, for Nation (2001) 80% is very low, since this deduces that two words per line is unknown and an effective sense in a context demands an approximate percentage of 98% of words.

Then, to determine the extent of lexicon that a second language student possesses, it is necessary to determine how many weekly class hours he receives and depends on the teaching period. That is to say that if a student in a period of six months, receiving 6 hours per week of English would learn an average of 100 to 200 words; this taking into account the theory of Nation.

IMPORTANCE OF VOCABULARY DEVELOPMENT

Alqahtani (2015) makes reference to Harmon, Wood, and Keser, (2009) as well as Linse (2005) stating that learners' vocabulary development is an important aspect of their language development. According to Alqahtani (2015) who mentions Harmon et al (2009) as well as Linse (2005), indicate that the development of vocabulary is an essential view for the learners in the EFL teaching process, it helps to improve their lexical competence and their ability to understand new words that can use daily in different activities. Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman

& Dwyer, 2009, p. 385). All in all vocabulary learning is such an essential instructional aim for teachers in every content area in gradeschoolers (Harmon, Wood, & Kiser, 2009).

Nowadays, teaching vocabulary is considered as a relevant tool to be instructed and learned in significant aspects. Moreover, knowing the meaning of words plays an essential role in the language comprehension. Sahrir and Yusri determines in their journal that “the application of instructional teaching and learning aids in vocabulary learning is crucial in order to enhance and improve language learning and acquisition” (2013), especially for second/foreign language learning process. Therefore, vocabulary instruction has to be effective in order to learners use the taught words appropriately.

TYPES OF VOCABULARY

According to use, vocabulary can be divided into two groups, expressive vocabulary that refers to words that a person can use to express or produce language, for example, by speaking or writing, and receptive vocabulary that refers to all the words that can be understood by a person, including spoken, written, or manually signed words. (Vásquez, Hansen & Smith, 2013). For Blachowicz, Fishe & Ogle (2013), expressive use of words is considered more difficult than receptive use. For reading or listening, students need to have a general idea and can use syntactic and semantic context clues for better understanding. In school it is necessary to develop all these areas: oral receptive vocabulary (for listening) oral expressive vocabulary (for speaking), reading (receptive) vocabulary, and writing (expressive) vocabulary.

Nation (2001) stated that vocabulary can be learned through a variety of characteristics in terms of language use and knowledge, such as the receptive and

productive distinction of a word, since, when applied to vocabulary, these terms cover all aspects that involve knowing a word that are its form, its meaning and its use. From the receptive point of view it implies being able to recognize the word when it is heard and how it should be pronounced; that is to say, its oral form, so that at first we can distinguish the receptive and later we distinguish the productive.

These are the first characteristics that imply the form, the second characteristic is the meaning, we must be able to know what the word means (receptive) and what use it can have to express this (productive) meaning in the third characteristic we must be able to recognize that there are related words (receptive) and finally to know when to use the word in a (productive) sentence.

TEACHING VOCABULARY TO PRE-TEENS

Teaching English in general, especially vocabulary to young people should be an active and meaningful process, it give teachers the opportunity to engage into a more dynamic environment but also learning in a context from everyday experiences while having fun. Teachers should take into account that pre-teens have a great capacity to learn and use language, and they need to feel that they can communicate with others.

Brown (2001) Considers that teaching a second language for children as well as teens requires developing cognitive and effective efforts to make the process easier for them, and it is for this reason that teachers need to have specific skills and intuition to train beginners. He also adds that English teachers must take into account the motivation and interest of the children and to select the subjects to get them involved and that facilitates the learning process.

On the other hand, teachers must maintain the attention and concentration of

children with strategies that take advantage of their natural curiosity. "While many people may think that teachers exaggerate when performing tasks in the classroom, reality is different; children need this exaggeration, because keeping them active and motivated is to strengthen the spirit and maintain an alert mind. In addition, the process of learning should be a fun task, where play and humor are key factors in the classroom.

STEPS TO IMPROVE VOCABULARY

As it is mentioned before, the observation of this work analyzes interactive techniques that will be taught in classes to develop the lexical competence in pre-teen students. Learning vocabulary is considered an internal and relevant aspect at the moment of learning a foreign language since it leads the way of communication. Vocabulary, as an important feature for communicating each other, needs to be developed and, for achieving that, it is important to follow a process. Robert Marzano (2004) describes six steps that teachers must follow in order to improve the vocabulary learning of all students. These steps are explained below (Marzano, 2004):

- 1.- explain: in the first step teacher gives students a description or example of the new word.
- 2.- restate: in this step, students are asked to understand the concept of the new word using their own words and giving more examples with the target vocabulary.
- 3.- Show: teacher can show students pictures or graphic demonstrations of the new vocabulary words. Students can also be asked to elaborate a graphic of the new words.
- 4.- Discuss: during the fourth step, students are involved in discussions

where they can review the vocabulary words they have in their notebooks. In this step students can also discuss about synonyms or antonyms of the vocabulary.

5.- Refine and Reflect: during this step, students can work in pairs or small groups in order to reanalyze and discuss the vocabulary they have in their meanings. They can add, change or delete information. They can also describe the pictures of each other in order to learn the vocabulary.

6.- Apply in Learning Games: in this step, the practice of vocabulary with games is recommended because of their motivational influence on students.

LEARNIG STATEGES TO DEVELOP THE LEXICAL COMPETENCE

In relation to the present study, an attempt was made to describe the impact of newly developed or variants of games and fun activities in terms of vocabulary learning; that is, the knowledge of the vocabulary of each participant and how they used it during the development of games put in practice. Also, during this experience, it were took into account certain learning strategies, which will be described in this next section.

The strategies worked by O'Malley and Chamot (1990) which are used by learners of a second language facilitate the learning and development of the skills that make up the lexical competence.

Grouping: the learner integrates or classifies words by categories, which have in common the use or meaning of words.

Direct attention: the students at the beginning decide which activity they will carry out and focus their attention only on it.

Selective attention: the learner decides which aspects or parts of the text will pay attention, usually the strategy of reviewing the text in general is used through the revision or search of keywords.

Self-control: the student reflects on what conditions allow him to learn, and from this reflection seeks to maintain them.

Self-evaluation: the learner compares their results with the standard language, with the purpose of reflecting what steps you must follow to advance in their learning process.

Self-monitoring: through this strategy the student reviews his reading comprehension or listening while listening in a second language or reading a text.

Cooperation: students work in groups with the purpose of correcting themselves and supporting their learning process.

Social mediation and questions to clarify: the student relies on other people to ask about information they do not understand or to verify their understanding.

Keyword method: the student compares words from their mother tongue with the second language and similar words in terms of listening or writing relate them to the purpose of learning them.

Advanced organizers: students read the text in general and recognize the subject and objectives of the text.

Functional planning: the student plans the steps to follow to carry out an activity that allows the learning of the language.

Resources: the student is supported by using dictionaries, books, booklets or resources that are available in the language he / she seeks to learn.

Auditory representation: students plan how they will say their message; that is, they focus their attention on the pronunciation of the words.

Summary: the learner extracts the main information in order to understand the input.

Translation: the learner relies on his mother tongue to translate the new information provided and thus understand the main idea.

Transfer: learners use the skills they have developed to learn their mother tongue and their prior knowledge about it to learn the second language.

Visualization: the student uses images to remember or learn new vocabulary or information.

The previous strategies to learn a second language can be used by the participants during the game sessions, it is worth mentioning that these are not given to the students; that is, they unconsciously made use of those.

2.2. CONCEPTUAL FRAMEWORK

GLOSSARY OF TERMS

Among this research project, we can find some key concepts, which need to be given a proper definition such as:

- 1. L2:** Second language.
- 2. TEFL:** Abbreviation for Teaching English as a Foreign Language; the teaching of English to people who are not native speakers of English, especially in a non-English-speaking country.
- 3. LANGUAGE ACQUISITION:** Refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

4. **ENGLISH AS A FOREIGN LANGUAGE (EFL):** English as taught to people whose main language is not English and who live in a country where English is not the official or main language.
5. **VOCABULARY SKILLS:** used to discover the meanings and pronunciations of unknown words are called "word attack" skills. Word attack skills are the ways we use to reveal a word's meaning and pronunciation.
6. **COMPETENCE:** The ability to do something well, the quality or state of being competent.
7. **TEACHING METHOD:** To be very concrete, a method is a way of developing something, normally by following a defined plan. It is a logical or systematic process of getting specific ends or goals.
8. **TOOL:** A device or implement, especially one held in the hand, used to carry out a particular function.
9. **PROCEDURE:** It can be defined as a systematic series of activities or sequence actions that have to follow the same order every time. These step and step activities must have a start and an ending point.
10. **STRATEGY:** It is a plan, which has been chosen in order to reach a desire goal in the future, or a solution for an issue; a strategy involves the correct use of the necessary materials or resources.
11. **TECHNIQUE:** a way of doing an activity that needs skill.
12. **APPROACH:** It is the advance that is made specially in order to reach a specific objective.
13. **CONTENT:** The subjects or topics covered in a book or document.
14. **ACTIVITY:** an educational task that involves direct experience and participation of the student.

- 15. MOTIVATION:** a reason or reasons for acting or behaving in a particular way.
- 16. METHODOLOGY:** A generalized set of classroom specifications, steps, procedures arranged for accomplishing the class objectives plan by the teacher.
- 17. DIDACTIC:** Intended to teach, particularly in having moral instruction as an ulterior motive.

The definitions and concepts of the terms stated previously have been looked for in some online dictionaries, such as: Cambridge Dictionary, English Oxford Living Dictionaries, Macmillan Dictionary and The Free Dictionary

2.1. LEGAL FRAMEWORK

The International Community has concentrated its efforts on the promotion of a sustainable development model with the adoption of a development agenda that allows each State to take concrete actions aimed at achieving a balance between the social, educational, environmental, and economic dimensions of sustainable development; one of the transversal strategies of the Development Plan is to ensure an inclusive education in the educational community, for which the present research will contribute jointly to Millennium Development Goal II 2015-2030 proposed by the UN.

This research is similarly based on objective 4 of Plan Nacional para el Buen Vivir, which is established in policy 4.4: mejorar la calidad de la educación para la generación de conocimiento y la formación integral de personas creativas, solidarias, responsables, críticas y productivas, bajo los principios de igualdad y

equidad social. y territorialidad. Also on objective 4.6: Promover la interacción recíproca entre educación, sector productivo e investigación científica y tecnológica, para la transformación de la matriz productiva y la satisfacción de las necesidades.

This research work is consolidated according to what is specified in (art.343) of the Sistema Nacional de Educación: -desarrollo de capacidades y potenciales individuales y colectivos de la población- Así, desde el enfoque mencionado, consolidar competencias, conocimientos, habilidades y actitudes que conforman una educación holística y de calidad en la comunidad educativa (Presidencia de la República, 2011).

The Constitution of the Republic of Ecuador

According to article. 27: "La educación se centrará en el ser humano y garantizará su desarrollo integral, en el marco del respeto de los derechos humanos, el medio ambiente sostenible y la democracia, será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá el género equidad, justicia, solidaridad y paz; estimulará el pensamiento crítico, el arte y la cultura física, la iniciativa individual y comunitaria y el desarrollo de habilidades y capacidades para crear y trabajar ".

Code of children and adolescents

This research is based on Chapter III, on the Rights related to development, in Article 37 Law No. 100. Right to Education (Ecuadorian State, 2003, page 7) states that " Los niños, niñas y adolescentes tienen derecho a una educación de calidad.", Art. 38 (Ecuadorian State, 2003, p.7) Objectives of education programs "La educación básica y secundaria asegurará los conocimientos, valores y

actitudes indispensables." Literal g "Desarrollar un pensamiento autónomo, crítico y creativo."

Organic Law of Intercultural Education,

This research is based on article 2, literal h: "Interaprendizaje y multiaprendizaje.- El aprendizaje mutuo y el aprendizaje múltiple se consideran instrumentos para mejorar las capacidades humanas a través de la cultura, los deportes, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo;"

And also based on letter s: "Flexibilidad.- La educación tendrá una flexibilidad que le permitirá adaptarse a las diversidades y realidades locales y globales, preservando la identidad nacional y la diversidad cultural, asumirlos e integrarlos en el concierto de educación nacional, tanto en sus conceptos como en su contenido, científico - tecnológico. Bases y modelos de gestión".

CHAPTER III

3. RESEARCH METHODOLOGY

This research aims to propose that games and fun activities can favor the development of English lexical competence of sixteen students with ages ranging from 9 to 12 years in pre-teen courses at an English learning institute.

3.1 METHODS

For this research, the scientific method as well as all of its steps were applied and followed to this research as it is described next:

1. Ask a question: The scientific method starts when you ask a question about something that you observe: How, What, When, Who, Which, Why, or Where? in order to get a more precise and detailed information to back up the objectives of the research. There were the direct and indirect types of questionings done, like addressing personnel that dealt directly with the problem and the ones that dealt indirectly with it. Also the surveys and conclusions that the outcome displayed had a major effect on the procedure of the research.

2. Do background research: Displayed in the manner the survey was conducted carefully gathering information from the source where the problem could be seen, the students and the teacher.

The information was collected and synthesized, the facts and the opinions were separated. It was recommended to consult with other similar information from other sources.

3. Construct a Hypothesis: A hypothesis is an educated guess about how things work. It is an attempt to answer your question with an explanation

that can be tested. A good hypothesis allows you to then make a prediction. A hypothesis was formulated about how games and fun activities could improve students' lexical competence.

4. Test Your Hypothesis by Doing an Experiment: Your experiment tests whether your prediction is accurate and thus your hypothesis is supported or not. It is important for your experiment to be a fair test. You conduct a fair test by making sure that you change only one factor at a time while keeping all other conditions the same. An organized and controlled test run was set up, manipulating the independent variable.

5. Analyze Your Data and Draw a Conclusion: Once your experiment is complete, you collect your measurements and analyze them to see if they support your hypothesis or not. Once reached the results of the surveys and the observations, the categorizing of each result took place the outcome was analyzed several times until there were no doubts that the hypothesis reached the same or similar conclusions.

6. Communicate Your Results: The results were recorded and analyzed once more and a conclusion was drawn.

I. Inductive

The information was retrieved from the specific detailed spectrum to the broad, general spectrum, in which the information was then exposed. In this case, such information was seen when students were able to infer the meaning of words and come to their very own conclusions about the context in which those words were used. This was evident in questions were addressing students use the correct words to complete sentences when fist they just matched pictures with words going from the specific to the broad range.

II. Deductive

When applying the deductive method, the information was obtained from the wide spectrum point of view then making it narrow to the detailed aspects concerning validity within regulations and rules that were based on the empirical observations done in throughout the investigation. In this method, the information came from the broader topic to the specific type of the category.

3.2 TYPE OF THE RESEARCH

Bibliographic research

The research work takes as a reference, books, brochures, contributions of the internet, readings, tongue twisters, rerun, which can support the present research work.

Mora (1994) relates bibliographic research as "the first stage of the research process that provides knowledge of existing research, in a systematic way, through a broad search for: information, knowledge and techniques about a certain issue."(p.2)

In conclusion, the bibliographic research allows to having a vision in a clearer way in such a way that it prevents the researcher from carrying out an investigation that has already been started up previously.

3.3. RESEARCH DESCRIPTION

The design for the research was qualitative-quantitative since the relationship between the two variables could be established, the independent variable games and fun activities as a strategy to develop the dependent variable, the lexical competence of the English. In order to achieve the objectives set out in the research, a qualitative analysis was carried out through the statistical analysis applied to students. This allowed not only to obtain data but also to analyze it and compare it between the results obtained before and after applying the proposal.

Qualitative research

To understand the research process, the qualities of the phenomenon to be investigated were described in order to understand their original aspects through words.

For Ivan (2009) "It is not about proving or measuring to what degree a certain quality is found in a certain given event, but about discovering as many qualities as possible" (p.1)

The manifested, qualitative approach aims to describe by words what are the characteristics of the phenomena found and thus associate or relate a clear concept for the researcher.

Quantitative investigation

Regarding quantitative research, the results in numbers will allow to find reliability in the investigation, in the process of the methodology so that only in this part statistical operations intervene. As stated by Hernández, Fernández, & Baptista (2003), the quantitative approach "uses data collection to test hypotheses based on measurement". (p.10)

This approach is intended to provide greater reliability from the numerical results that were extracted from the survey, which helped to determine the accuracy of the obtained data. Prior to the development of the investigation, a follow-up of approximately ninety days was carried out. The research was bibliographic and field, where information was obtained in a direct and real way, in the place where the teaching-learning process takes place, the English learning institute, this with the purpose of getting serious results and to contribute optimally and adequately to the delivery of a final proposal.

3.4 RESEARCH INSTRUMENTS

In the present investigation, the technique of observation over the period of eleven consecutive weeks was used for the students as students put in evidence a recurring problem during lessons and quizzes. Also two surveys to students were applied as an instrument to get a better understanding of student's perspective and opinions about the use of fun activities in an English class that produced reliability and validity in results. An interview to the teacher in charge exposed details about the teaching methods and the current situation from a different perspective. The last instrument used was pre-test and post-test to obtain a diagnose of student's problem and how will the activities help to improve their target language.

3.4.1 CLASS OBSERVATION (See Annex 6)

According to Gillham (2008), observation is a technique that involves the use of senses to capture any event, phenomenon or situation related to a research in progress. This technique can take two modalities: Structured and unstructured or free, according to a researcher's work plan and incorporating or not the

appropriate devices or tools for the election and registration of the aspects to observe.

Observation during classes helped to find out more detailed information related with causes and effects, classroom management, learning environment and to acquire a proper perspective of the use methodological tools, as well as students' engagement in the English learning process.

The results of observations put in evidence that a better performance in students lexis development could have been brought.

Measurements were needed in the planning of the lessons in order to have a properly focused and engaged class so that the proposed objectives can be reached, especially in the execution of activities that may present challenging when they could be misinterpreted as entertainment only, thus affecting teachers classroom management and control.

3.4.2 SURVEY FOR STUDENTS (See Annex 1)

Santos (2013) states that "A survey is a systematic search for information in which the researcher asks the researched about the data they want to obtain, and then gathers those individual data to obtain aggregate data during the evaluation." (p.4), its instrument is the questionnaire; therefore, the data collection will enable the researcher to deeply investigate the variables, in such a way that the information provided understands the object of study.

The survey was the chosen technique to gather information and with this determine the level of learning of the English language possessed by the students, and also determine the application of the educational games on the part of the teacher in the classroom, in order to demonstrate the diagnosis that was manifested in the approach to the problem. The survey, which consisted of ten

questions and five options which are; totally disagree, disagree, neither, agree, totally agree, regarding student's opinions and preferences while learning English as well as some aspects about the use of fun activities in class and the way they helped them in cases that they were used by the teacher.

3.4.3 INTERVIEW TO THE TEACHER (See Annex 2)

According to Buendía, Colás and Hernández cited by González (2009), the interview is: "the collection of information through a communication process, in the course of which the interviewee responds to questions previously designed according to the dimensions that are intended to be studied by the interviewer "(p.83). The interviews are divided into structured, semi-structured or unstructured or open.

The relevant interview for the purposes of this research is the semi-structured interview, based on questions and the interviewer is free to introduce additional questions to clarify concepts or obtain more information on the subject under investigation. To carry out this study, the interview application was chosen semi-structured, through the interview guide as an instrument; the same that consisted in a questionnaire previously established by the researcher, with which it was possible to obtain information about what the interviewee do, think or raise by using open and / or closed questions; This instrument was applied to the teachers of the pre-teens level three English course of the English learning institute

3.4.4 PRE-TEST AND POST- TEST (See Annex 3 & 4)

The application of the pre- test and the post- test to the students at the beginning and at the end of the cycle served the purpose of verifying their achievement. There were different kinds of exercises, to mention some, word collocation, sentences organization, grouping, selecting the correct word, and even idioms or grammar phrases interpretation all related to the content included in the course plan.

The pre-test and post-test involved comparing the group's performance, measuring results and changes within the pre-test and post-test data, proving the hypothesis, that is determining a positive influence of the developed resources based on the use of the educational games and fun activities on the development of the lexical competence.

3.5 RESEARCH POPULATION AND SAMPLE

Bernal (2000) defines population as "the set of all the elements to which the research refers, it can also be defined as all the sampling units". (p.158)

The student population allowed the survey to have a sample fraction for the recognition of a significant number to which the questionnaire is applied.

Therefore, the population is made up of each one of the students to whom research is going to be based on. The population of the present project was sixteen students that made up of third level pre-teens during cycle ninety of the chosen English learning institute.

3.6 SAMPLE

Arias (2006), defines it as "a representative and finite or infinite set that is extracted from the accessible population, for which the conclusions of the investigation will be extensive. This is limited by the problem and by the

objectives of the study" (page 83). That is, a set of people with common characteristics that will be used as the subject of study. Hence, it is important to ensure that the elements of the sample are sufficiently representative of the population that generalizations can be made.

On the other hand, Hernández cited in Castro (2003), states that "if the population is less than fifty (50) individuals, the population is equal to the sample" (p.69).

Being a small population, no sample calculation was performed. The bodies that were taken into account are young people between nine and fourteen years old, which add to sixteen students and the teacher. The sample allowed the researchers to conclude the study into the necessary diagnose to accomplish the objectives.

Table 4
Population and Sample.

STRATUM	
STAFF	POPULATION
TEACHERS	1
STUDENTS	16
TOTAL	17

Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

3.7. DATA ANALYSIS METHODS

This section presents the results obtained and their corresponding analysis and interpretation, beginning with the identification of the problem after long term observations to the students. A total of sixteen students from the pre-teens level tree course were observed.

The students showed good behavior at the time of the class observation. They also had a good attitude when the teacher asked them to be silent and to be careful to start the work. Few students were involved in the English class since the lesson was introduced with a common activity and was mostly directed to the specific topic using flashcards from the course book as support material. After the structure was explained, students were asked to practice the new structure in written form and orally. Students therefore completed the task individually. It was easy to observe in students that most of them were not fully interested in the lesson and took on a passive role. The teacher could not totally catch their attention, so some of them spoke to each other and others were indifferent to each other. The students did try to use the English language most of the time but a major flaw was detected, the continuous questions from most of them about word meaning that they were supposed to know from previous units and courses, therefore the lack of lexical proficiency up to their level was not observed.

The survey to the sample group composed of sixteen pre-teen level three students of the English learning institute as well as the results achieved after applying a pre-test elaborated with content based on the first units of the course book and also previously learned vocabulary. Later, after the application of the proposal consisting in the use of games and fun activities as a strategy to

develop the lexical competence of the English language, the results of the post-test evaluated and a comparative analysis is presented in a table. The data was presented using tables and graphs generated in the Microsoft Excel for Windows program, facilitating the analysis and interpretation of the results represented in frequencies and percentages, as well as comparing and checking hypotheses, allowing the elaboration of the conclusions and study recommendations.

The investigation procedure is the following:

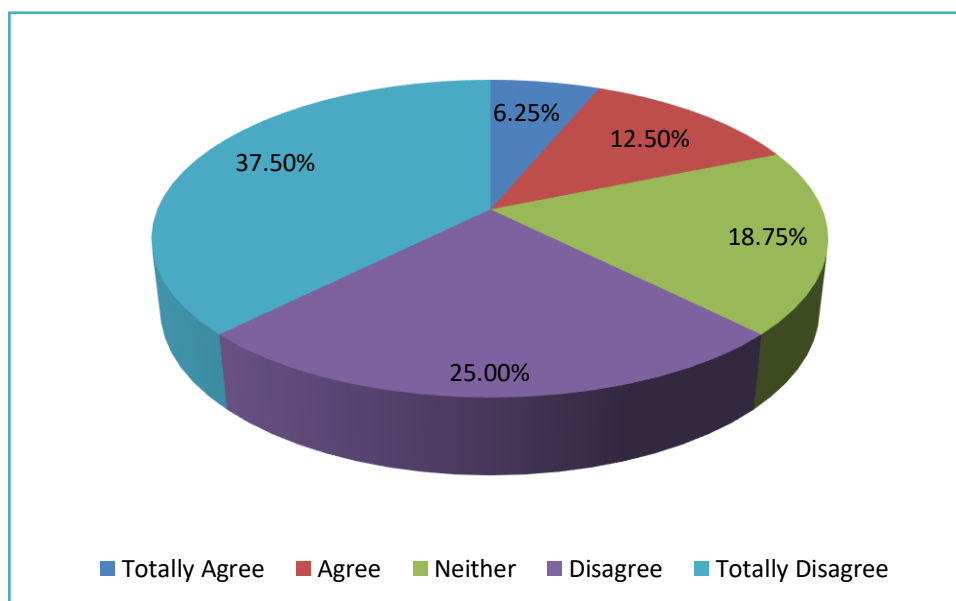
- Physical data collection.
- Transfer of information in Excel tables
- Data tab
- Representation of Data Graphics
- Quantitative and qualitative interpreting information
- Analysis of results
- Preliminary conclusions

ANALYSIS OF RESULTS SURVEY TO THE STUDENTS

Table 5: *Vocabulary extension. Q1: Do you know a lot of words in English?*

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	1	6,25%
Agree	2	12,50%
Neither	3	18,75%
Disagree	4	25,00%
Totally Disagree	6	37,50%
Total	16	100 %

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 1: *Vocabulary extension.*

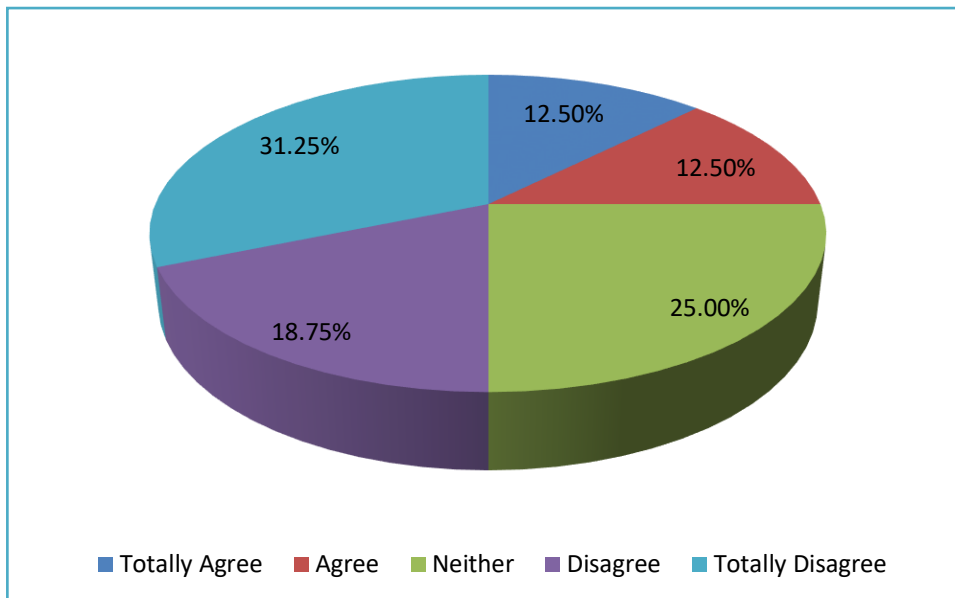
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: The first question refers to students English language lexicon knowledge. Of the respondents, 6.25% considers having a sufficient amount of vocabulary, and 12.50% easily understand vocabulary. The data indicate that the majority of students do not know much vocabulary while another percentage of students are not sure or is unaware about their English lexis.

Table 6: Course book vocabulary. Q2: Do you know most words in your course book?

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	2	12,50%
Agree	2	12,50%
Neither	4	25,00%
Disagree	3	18,75%
Totally Disagree	5	31,25%
Total	16	100%

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 2: Course book vocabulary.

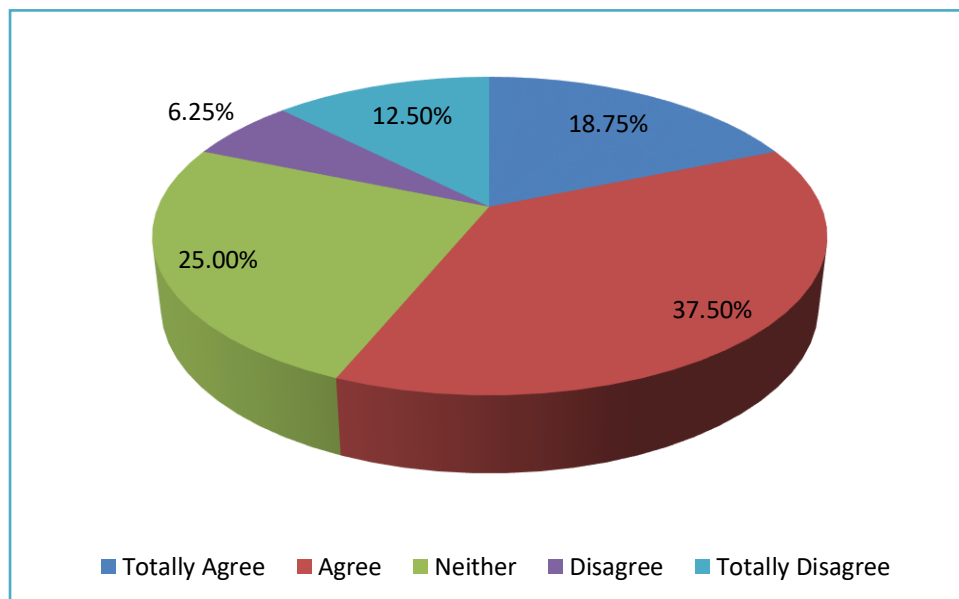
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: From the data obtained a high percentage of students do not know new or do not remember previously learned vocabulary while a small percentage ensures that they have no problems. 31.25% of students are able to recognize the challenge that represents a large amount of new vocabulary, for example, in exercises in which inference is needed. 25% are not sure because workbook activities are easier and do not take into account the recordings in the audio CD.

Table 7: Class participation. Q3: Do you like to participate during English class?

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	2	12,50%
Agree	6	37,50%
Neither	5	31,25%
Disagree	1	6,25%
Totally Disagree	2	12,50%
Total	16	100%

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 3: Class participation.

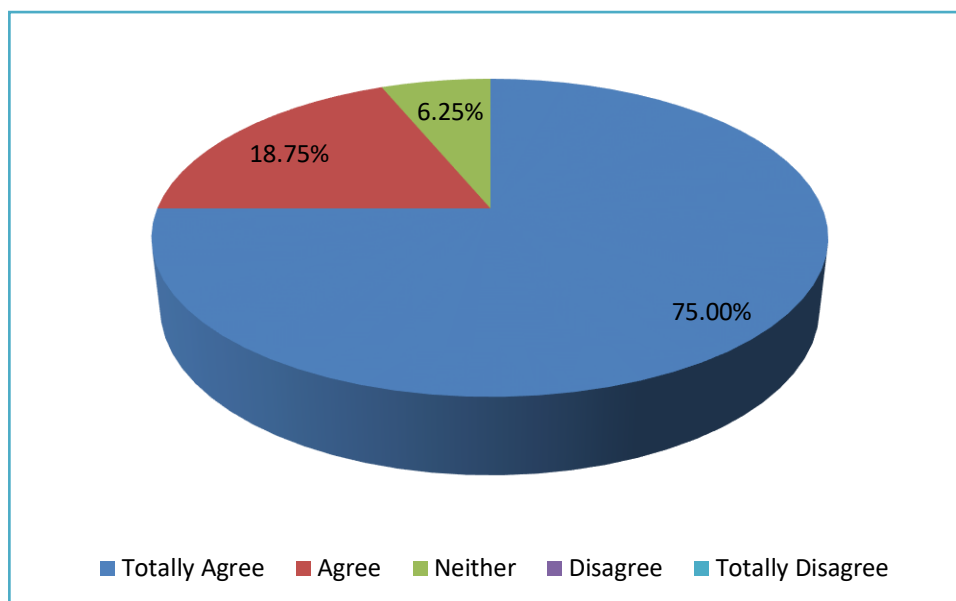
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: 37.50% of respondents who represent the majority, is aware of the level of participation required for a small group never, 25% indicate that they are committed to learn. With the information indicated it is corroborated that a high percentage of students surveyed are inclined to participate, but some students seem indifferent. Less than a quarter of the total number of students indicated that if they are ask to participate they might not prefer it and only one student is sure about not to.

Table 8: Importance of having fun. Q4: Do you think having fun is important while learning new words?

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	12	75,00%
Agree	3	18,75%
Neither	1	6,25%
Disagree	0	0,00%
Totally Disagree	0	0,00%
Total	16	100 %

Source: Pre-teen student’s survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 4: Importance of having fun.

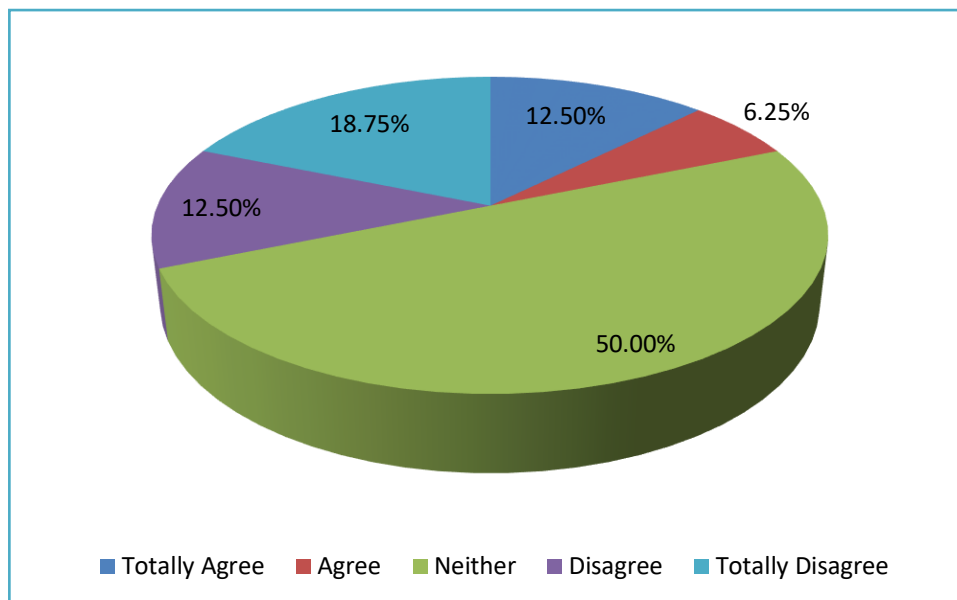
Source: Pre-teen student’s survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: The majority consider having fun really important, 75.00% report that they also agree in a minor degree. The applied survey indicates a good starting point and predisposition from the selected group. This could also show that the activities included in the course book and do not engage them or that long lessons could result overwhelming. It is important to note that any educational tool, can be characterized as entertaining or motivating

Table 9: *Fun and dynamic class. Q5: Do you think your English class is fun and dynamic when you learn new vocabulary?*

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	2	12,50%
Agree	1	6,25%
Neither	8	50,00%
Disagree	2	12,50%
Totally Disagree	3	18,75%
Total	16	100 %

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 5: *Fun and dynamic class.*

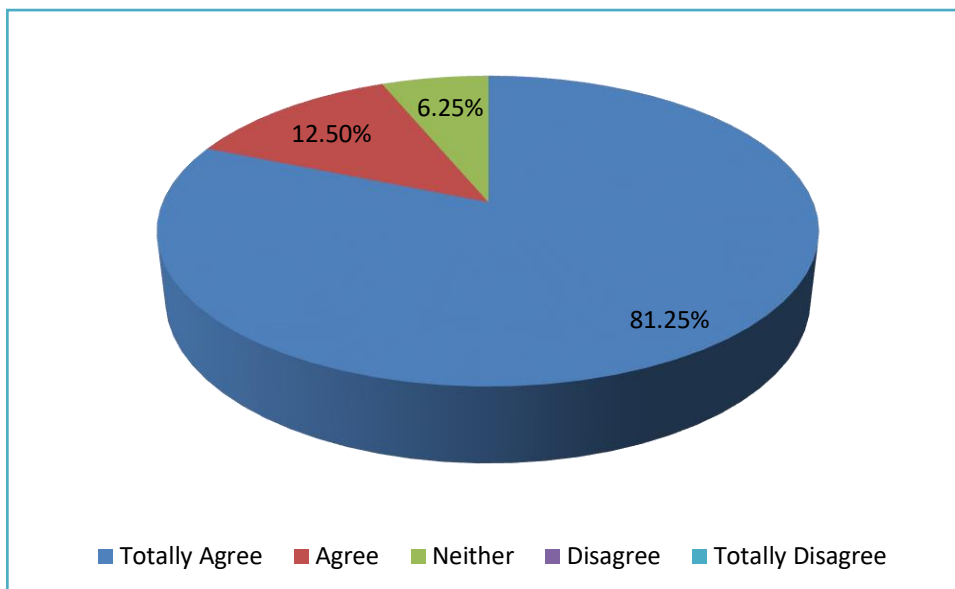
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: 50% of the students that correspond to eight is not sure about enjoying English class and only two that represents 12.50% identify the class as fun and dynamic. According to the information obtained, five students might find English class monotonous and boring thus the idea of this project proposal.

Table 10: *Playing helps to learn new vocabulary Q6: Do you think that learning English by playing helps you learn new vocabulary?*

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	13	81,25%
Agree	2	12,50%
Neither	1	6,25%
Disagree	0	0,00%
Totally Disagree	0	0,00%
Total	16	100 %

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 6: *Playing helps to learn new vocabulary.*

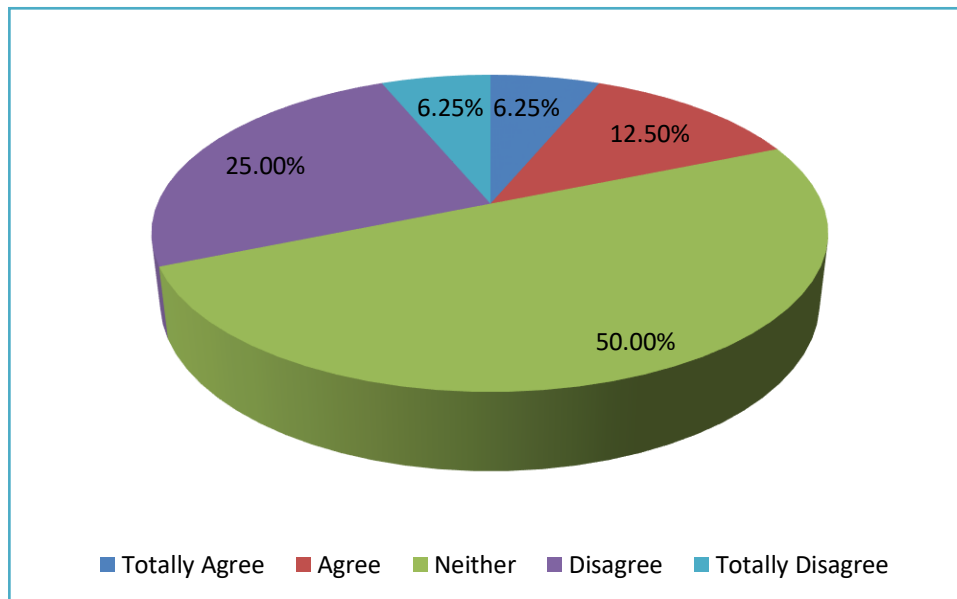
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: 81.25% of the students that correspond to thirteen of them might be thinking about videogames thus the correlation but in fact there is not much difference. Playing easy any resistance and might appeal to different learning styles. Only one student who represents 6.25% do not agree and could be intimidated by the thought of group playing.

Table 11: *Teacher's use of games related to the topic. Q7: Does your teacher make use of educational games related to the topic during lessons to help you improve your vocabulary?*

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	1	6,25%
Agree	2	12,50%
Neither	8	50,00%
Disagree	4	25,00%
Totally Disagree	1	6,25%
Total	16	100 %

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 7: *Teacher's use of games related to the topic.*

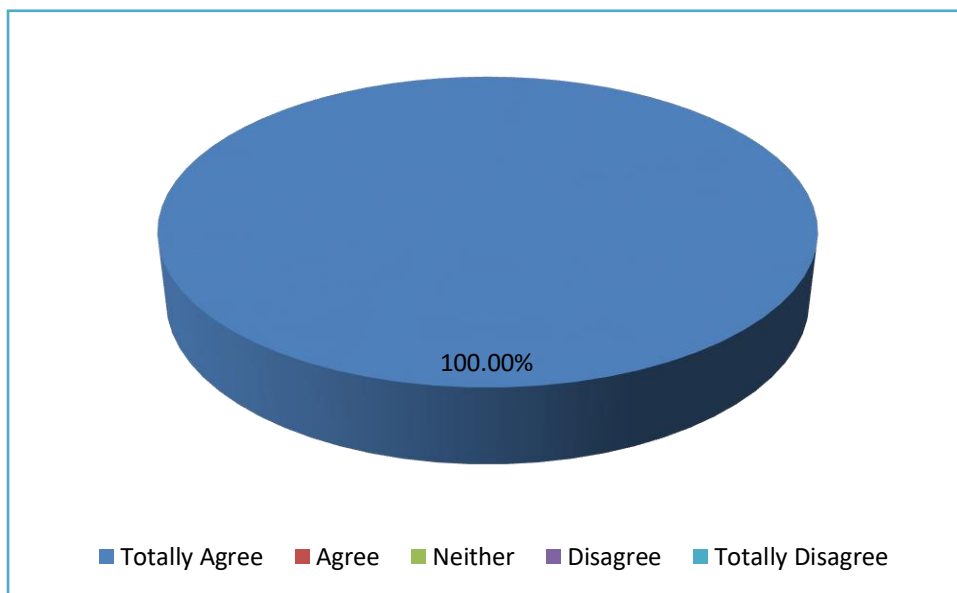
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: 50% of students are not able to identify with certainty if the kind of activities planned could be considered games or if they are aligned with lessons' objectives, 25% responded that games are not used but this could reflect non appealing activities that are in fact games. Only two students from the data obtained find content with planned activities.

Table 12: Agreement on using innovative games and activities to teach vocabulary.
Q8: Do you think teachers should make use of innovative activities and games to teach you English vocabulary?

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	16	100 %
Agree	0	0,00 %
Neither	0	0,00 %
Disagree	0	0,00 %
Totally Disagree	0	0,00 %
Total	16	100 %

Source: Pre-teen student’s survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 8: Agreement on of using innovative games and activities.

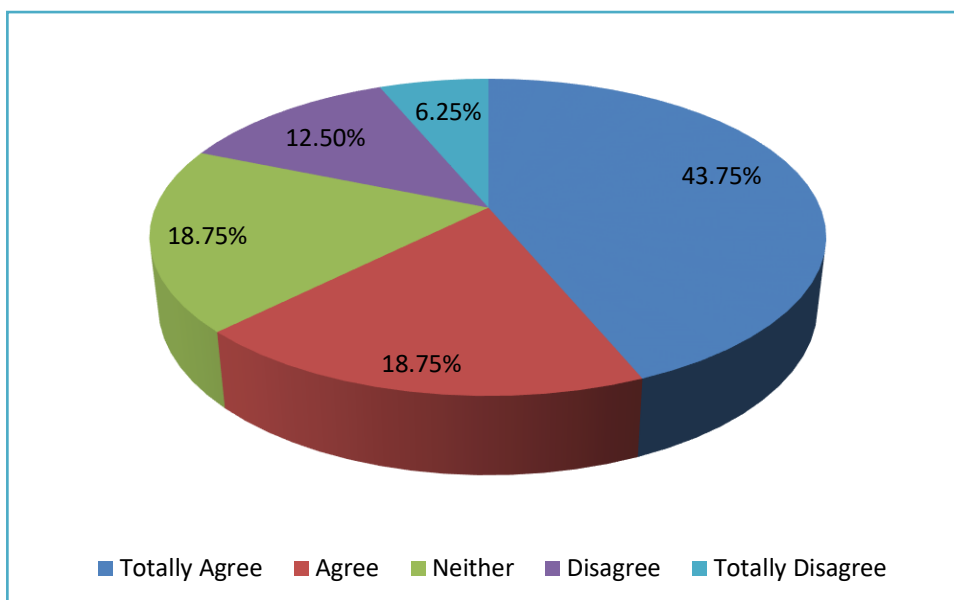
Source: Pre-teen student’s survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: In the eight question, sixteen students who correspond to 100% of the population indicate their taste for learning English through innovative activities and games, this in fact could reflect the importance of presenting diverse teaching strategies to achieve stimulation and a better predisposition by students if the right teaching strategies were applied.

Table 13: Group work activities. Q9: Do you think working in group during English class is entertaining?

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	7	43,75%
Agree	3	18,75%
Neither	3	18,75%
Disagree	2	12,50%
Totally Disagree	1	6,25%
Total	16	100 %

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 9: Group work activities.

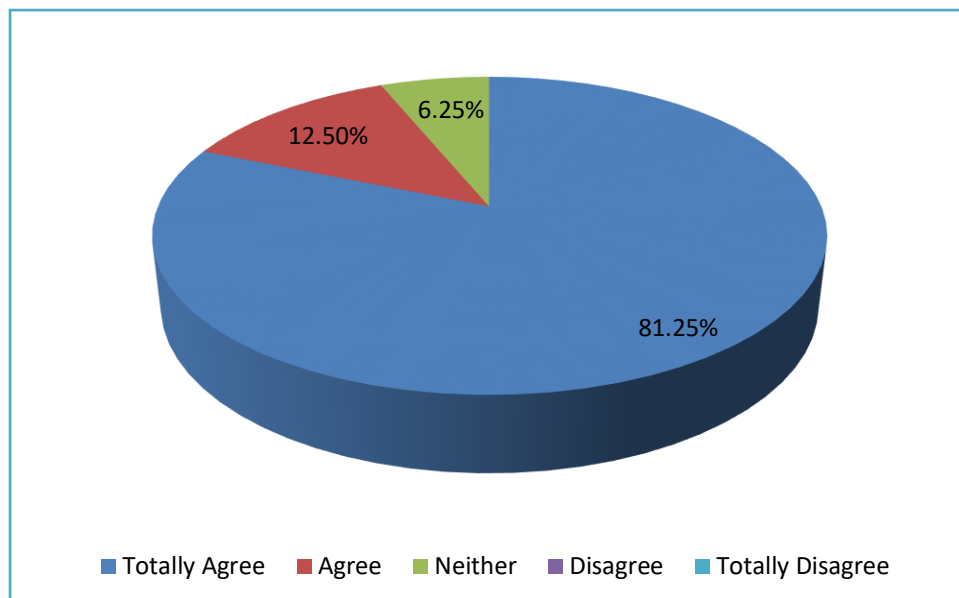
Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: Almost 63% of students who are sixteen said they want to learn English through group activities. On the other hand, some students find themselves in the middle, only one student really disliked group work, he said that he is too timid and feels a little insecure about speaking activities.

Table 14: *English practice with games and fun activities. Q10: Do you want to express your ideas and practice new English vocabulary with games and fun activities?*

CHART OF FREQUENCY		
OPTIONS	FREQUENCY	PERCENTAGE
Totally Agree	13	81,25%
Agree	2	12,50%
Neither	1	6,25%
Disagree	0	0,00%
Totally Disagree	0	0,00%
Total	16	100 %

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 10: *English practice with games and fun activities.*

Source: Pre-teen student's survey
 Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

ANALYSIS: It can be noticed that most students prefer a non-traditional class environment or activities that can very well be meaningful breaks without since long study lessons on weekends may present tiring for any student, it also makes learning so practical. Only the same shy student expressed discontent relating the answer with group work activities.

INTERVIEW TO THE TEACHER

The interview with the teacher in charge of the “pre-teens level three course” at the English learning institute, was of most importance for the elaboration of the research project since it was inferred that the use of games and fun activities is very important for the English teaching process in the in the learning institute, they are learning tools that cover many aspects and appeal students’ short attention span as well as allowing an easy usage for the teacher and students equally.

1. HOW DO YOU WORK ON DEVELOPING THE LEXICAL COMPETENCE ON YOUR STUDENTS?

The teacher pointed out that drilling and repetition is always the way to go and then using that vocabulary to construct sentences, in the teacher’s opinion the established program by the institute and the course book works but students’ performance depends on their effort and motivation.

2. DO YOU CONSIDER THAT THE ACCESS TO APPEALING RESOURCES IS ADEQUATE FOR THE DEMAND OF KNOWLEDGE THAT STUDENTS FROM THE CURRENT CLASS REQUIRE?

The teacher said that he thinks not in its entirety because although it is true the institution has a CD player in the classroom, he does not entirely have access to other resources; that is the case of audio visuals, songs and computer laboratories.

3. WHAT IS YOUR OPINION ABOUT THE IMPLEMENTATION OF GAMES AND FUN ACTIVITIES IN THE TEACHING-LEARNING PROCESS?

The teacher said that it is necessary and if used in an adequate manner could increase the acquisition of a new language.

4. DO YOU IMPLEMENT DIFFERENT ACTIVITIES THAN THE ONES SUGGESTED BY THE COURSE BOOK?

The teacher emphasized that the current games and activities presented do not catch all students' attention and sometimes find instruction a little bit difficult for them to understand, also he tries to avoid using that kind of activities if he knows they will seem rubbish or boring and focus on practicing grammar structures, but he does try to work in groups as much as he can, mostly comparing answers.

5. DO YOU THINK THE USE OF GAMES AND FUN ACTIVITIES IN CLASSES WOULD HELP STUDENTS TO IMPROVE THEIR LEXICAL COMPETENCE?

The teacher agreed that the use of games and fun activities as a learning method for teaching English is worth trying if the activities are innovative and awake students' intrinsic motivation to expand their knowledge. There are many sources full of interesting activities, but he thinks is not that easy to come up with activities that can beat working with technological resources.

ANALYSIS OF RESULTS: PRE-TEST VS. POST-TEST

Table 15: *Rubric for lexical development assessment on students.*

	9 - 10	6 - 8	3 - 5	0 - 2
Vocabulary Extension	The vocabulary extension is clearly vast and covers the main ideas of the topic	The vocabulary extension is vast and covers some of the main ideas of the topic	The vocabulary extension is the necessary one and covers partially the main ideas of the topic	The vocabulary extension is not clear at all, reduced and not connected to the main ideas of the topic
Gap Filling	Ss identify and fill the blanks accurately and efficiently	Ss identify and fill most of the blanks accurately.	Ss identify and fill few of the blanks accurately.	Ss do not identify and do not filling of the blanks accurately.
Meaningfulness	Ss denote a fully adequate use of the vocabulary according to the meaning.	Ss denote a partial use of the vocabulary according to the meaning.	Ss denote a simple use of the vocabulary according to the meaning.	Ss denote a fully inadequate use of the vocabulary according to the meaning.
Lexicon Accessibility	Ss can access to the whole stored vocabulary in an easy and direct way	Ss can access to most of the stored vocabulary in an easy way	Ss can access to some of the stored vocabulary in an easy way	Ss cannot access to the stored vocabulary in an easy and direct way
Comprehension by context	Ss are able to comprehend all the new contextualized vocabulary	Ss are able to comprehend some of the new contextualized vocabulary	Ss are able to comprehend few of the new contextualized vocabulary	Ss are not able to comprehend any of the new contextualized vocabulary

Source: rcampus.com/ iRubric: Classroom Report rubric

Table 16: *Standards to be used in the tests*

STANDARD	DEFINITION
Unsatisfactory 0 - 2	This level defines problems of understanding in any type of activities.
Beginners level 3 - 5	During this level it is the beginning of a process that has to follow steps to reach high expectations.
Process level 6 - 8	This level outlines the level of comprehension that students have acquired during a certain process.
Satisfactory level 9 - 10	At this level results of performance are suitable and acceptable.

Source: rcampus.com/ *iRubric: Classroom Report rubric*

Table 17*Results and Analysis of Pre-Test*

Students were assessed based on the following standards

Scores:

0-2: Unsatisfactory

3-5: Beginners level

6-8: Process level

9-10: Satisfactory level

GRADES: US= Unsatisfactory, BL= Beginners level, PL= Process level, SL= Satisfactory level

Student	0-2	3-5	6-8	9-10
S1			PL	
S2		BL		
S3		BL		
S4			PL	
S5	US			
S6			PL	
S7				SL
S8			PL	
S9		BL		
S10			PL	
S11				SL
S12	US			
S13		BL		
S14		BL		
S15		BL		
S16			PL	

Source: Pre-teen student's Pre-Test

Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

Table 18

Results and Analysis of Post-Test

Students were assessed based on the following standards

Scores:

0-2: Unsatisfactory

3-5: Beginners level

6-8: Process level

9-10: Satisfactory level

GRADES: US= Unsatisfactory, BL= Beginners level, PL= Process level, SL= Satisfactory level

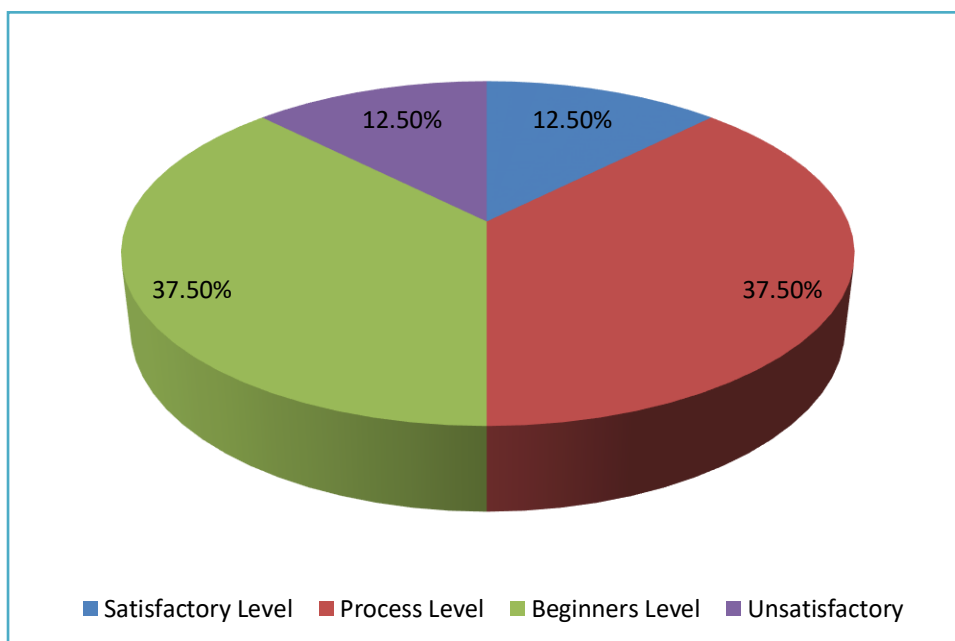
Student	0-2	3-5	6-8	9-10
S1			PL	
S2			PL	
S3			PL	
S4			PL	
S5		BL		
S6			PL	
S7				SL
S8			PL	
S9			PL	
S10			PL	
S11				SL
S12				SL
S13				SL
S14			PL	
S15				SL
S16			PL	

Source: Pre-teen student's Post-Test
Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

Table 19
Pre-test Results.

CHART OF FREQUENCY		
DESCRIPTION	FREQUENCY	PERCENTAGE
Satisfactory Level	2	12,50%
Process Level	6	37,50%
Beginners Level	6	37,50%
Unsatisfactory	2	12,50%
Total	16	100 %

Source: Pre-teen student's Pre-Test
Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 11: *Pre-test Results.*

Source: Pre-teen student's Pre-Test
Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

PRE- TEST ANALYSIS OF RESULTS

The pre-test was used during the third week after the first observation and took thirty minutes from the class session. The application of the exercises used were developed as part of the activities planned for level three course. For this design, objectives were taken in account, the type of exercise, communication skills (of which oral production and listening will not be included in the test since these skills require longer time to be evaluated and are carried out within the institute academic schedule) or aspect of language and the micro-skills involved in the development of each exercise. During the application of the test it was observed that a large part of the students were interested in knowing its content because there were moments of distraction, which normally occurs when students do not understand what they are being asked in a test.

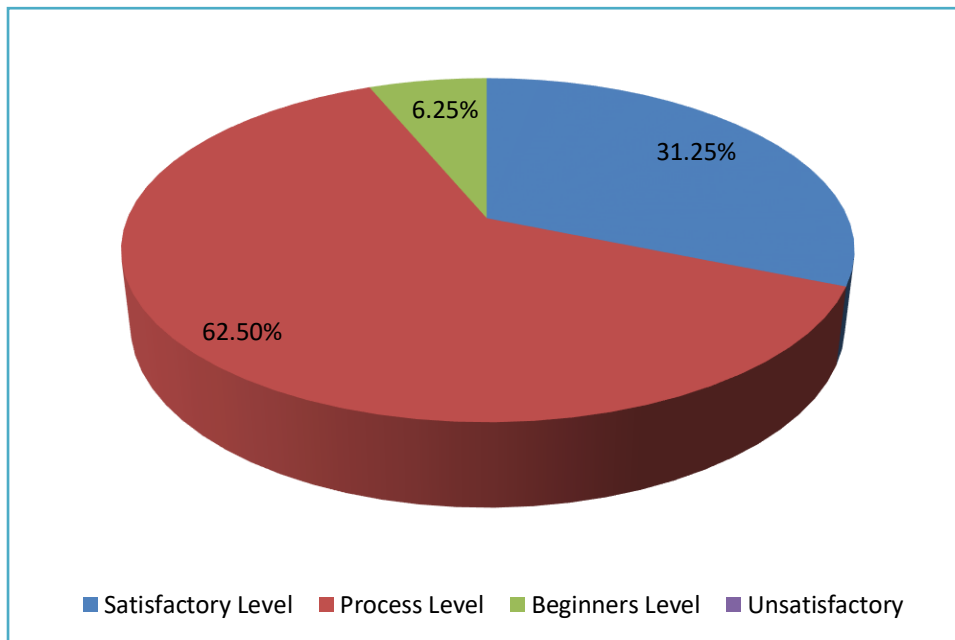
During the time of the application they presented questions and it was observed that the students felt a little uncomfortable identifying vocabulary, the structures and the instruction of what is proper to perform in each question. Only some students showed confidence in identifying important elements of the test because their knowledge of vocabulary in English.

In the pre-test applied to the group it can be observed that, there are two students that reach the maximum score that is satisfactory level and only two students scored the minimum of unsatisfactory level. With that we can show that the development of the lexicon in the English Language is deficient.

Table 20
Post-test Results.

CHART OF FREQUENCY		
DESCRIPTION	FRECUENCY	PERCENTAGE
Satisfactory Level	5	31,25%
Process Level	10	62,50%
Beginners Level	1	6,25%
Unsatisfactory	0	0,00%
Total	16	100 %

Source: Pre-teen student's Post-Test
Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)



Graphic 12: *Post-test Results.*

Source: Pre-teen student's Post-Test
Elaborated by: Crespo Diaz G. & Ibarra Dimitrakis G. (2018)

POST- TEST ANALYSIS OF RESULTS

At first, the exercises observed in class were evaluated; subsequently, exercises that were considered fit to apply in the test were used making the corresponding adjustments regarding vocabulary and grammatical structures worked in class to guarantee the use of contents articulated to the training objectives. In the exercises to complete it can be seen that the result was more favorable in those in which the student is presented without a supporting image in each sentence. From the results in the grouping exercises, the percentage of students who favor this exercise is greater, unlike the inference exercise with which that there is still some minor difficulties with interpreting information from a text in English. Also in the exercise of word selection, in which the student must identify the proper word, it is observed a better performance in a considerable number of students.

In the post-test applied to the group, it can be evidenced that, there is one student that reach the score that is beginners level, but five students exceed the score of satisfactory level out of a total group of sixteen students. That is to say, out of a total of sixteen students, the eight students have remarkably improved the development of the everyday lexicon in the English Languages after the application of the educational games and fun activities.

RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

The present study analyzed the existing correlation between the implementation of games and fun activities as a strategy or methodological tool to assist in the development of the lexical competence of the English language as a foreign language, with the intention of highlight the importance of using developed games and variations up to date in learning this language. To this end, a methodological intervention proposal was designed for the pre-teen students for the chosen English learning institute", which was developed during cycle 90 August - November 2018, and whose curricular target was focused on the development of the lexical competence of English through the use of strategies to address and understand new vocabulary issues. Before the implementation of the proposal the teacher agreed in the affirmation that it is necessary to apply new techniques in classes since there is not a rich variety of activities in the course book and it will be really helpful for him and for the development of the lexical competence in the teaching, learning process. If there is a slight knowledge on part of the teacher about the existence and benefits of games versus technological resources in the acquisition of the English language, the teachers indicated that he do have an interest about learning more since he has no degree in education.

Based on the comparison of the results obtained by the evaluations made at the beginning and at the end of the intervention course (instruments: pre-test and post-test), it was evidenced that the results of the post-test are higher confirming with it a higher degree of performance at the end of the program (games and fun activities to develop the lexical competence) of intervention; In effect, there are significant differences between the growth ranges from tests, being significantly.

PRELIMINARY CONCLUSION

Based on the foregoing exposed, it can be concluded that the use of games and fun activities as a pedagogical strategy that focuses on the understanding of new words in English texts positively affected the development of lexical competence of students in the group, confirming the hypothesis of the research, which suggests, by generalization, that the presented strategies are valid for its application in the context of vocabulary learning in the middle and most definitely upper levels of pre-teens students and, quite possibly, in other schools of the Ecuadorian Educational System.

It should be noted, however, that at the moment there have been no other systematized experiences of the application of games and fun activities as a strategy in the selected English learning institute educational environment, for which there is still much to be done to successfully to validate its application, which depends on variables ranging from a regularization of the profile of professional training of teachers and students, including the accessibility of appropriate and practical narrative resources, to the advancement of the educational system in the standards of educational quality and evaluation, with the purpose of being on par with innovation in education worldwide.

CHAPTER IV

4. PROJECT PROPOSAL

4.1 TITLE

GAMES AND FUN ACTIVITIES: A TEACHER'S DIDACTIC BOOKLET FOR ITS APPLICATION IN THE CLASSROOM TO HELP STUDENTS TO DEVELOP THEIR LEXICAL COMPETENCE IN ENGLISH AS A SECOND LANGUAGE AT PRE-TEENS THIRD LEVEL IN CYCLE 2017- 2018.

4.2 GENERAL OBJECTIVE

To design a booklet with activities in order to improve the lexical competence through games and fun activities in pre-teen students the third level course at an English learning institute.

4.3 SPECIFIC OBJECTIVES

- To design and compile a set of educational games and activities based on the different of teaching strategies which will result in students' achievement of course goals.
- To improve the language skills in students.
- To help students strengthen their vocabulary in English learning
- To engage students into learning new words and its importance.
- To teach and improve the use of games and fun activities in the classroom.
- To provide teachers and students with different strategies and ideas to develop the English language vocabulary.

4.4 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN.

Throughout the work, it has been argued that playful activities in the teaching of English are essential in the process of language acquisition in general and vocabulary in particular, but we must be aware that any excess is bad, so that when programming the contents to be taught, we must find a balance with which different methodologies can be used. If all the sessions were based on recreational activities, they would end up losing most of the benefits that have been detailed above. Due to this, a series of recreational activities will be proposed next, which will be put into practice at the beginning or end of each session.

The main reason for this project development is the usage of a booklet for educators to be utilized on pre-teen students around nine – fourteen years old based on the researched methodologies presented in theoretical framework as well as observations and adjustments according to students' needs. This examination gives clear and exact data, and for that reason students will subsequently benefit from ideal outcomes and because it demonstrates that the utilization of newly developed or updated educational games and fun activities, enables students to be increasingly drawn in and interact more likewise, so that knowledge acquisition maximize during lessons. In plain English, students can learn and enact things like new vocabulary, sentence structure and rules, listening and writing. Students need to feel good, well - inspired and ready to express and impart insights, in other words, express their ideas. The utilization of these educational assets enables students to obtain, create and communicate both in writing as well as orally.

4.5 THE PROPOSED PROJECT PLAN

In the games and activities that we are going to carry out, several essential elements for the learning of English as a foreign language are combined. The realization of a playful activity that motivates the students, the repetition of different patterns and routines, the use of different didactic resources that attract the students and also the use of basic vocabulary and the repetition of simple structures and useful phrases is very important and of habitual use in the classroom.

All this will have a certain purpose, that students internalize knowledge and learn unconsciously. That is why in these classes a natural way of learning the language is created in a fun way.

The main goal is to enhance the development of the lexical competence through a booklet that any teacher could use with simple planning or on the go, games and activities that are easily adaptable to courses' content an adaptable, open to engage creatively and most importantly a way to reinforce behavior to inspire teachers and students in the importance of new words acquisition.

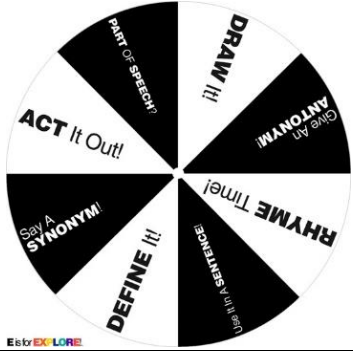

PROPOSAL


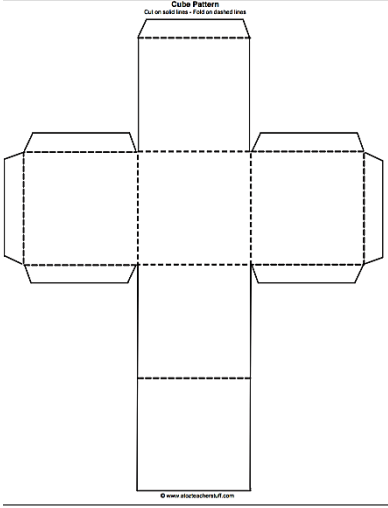
**GAMES AND FUN ACTIVITIES: A
TEACHER'S DIDACTIC BOOKLET
FOR ITS APPLICATION IN THE
CLASSROOM TO HELP STUDENTS
TO DEVELOP THEIR LEXICAL
COMPETENCE IN ENGLISH AS A
SECOND LANGUAGE AT PRE-TEENS
THIRD LEVEL IN CYCLE 2017- 2018.**


BY: GINO CRESPO



GABRIELA IBARRA


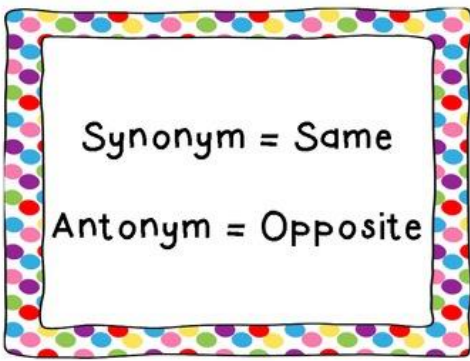





Activity 1	Vocabulary Wheel
Description 	Practice: <ol style="list-style-type: none"> 1. To create a spinner, you just print a design on cardboard and then with an added paper clip. 2. Teacher puts some words in a bag. 3. Students spin the spinner. 4. Students take word from the bag and draw, act, define it, rhyme, give an antonym or synonym.
Observations	Teachers might provide a sheet so students optionally keep score.
Activity 2	Vocabulary Power Journal
Description 	Practice: <ol style="list-style-type: none"> 1. Teacher prints multiple copies in which your students have to write down: <ul style="list-style-type: none"> • Read the definition, • Put the definition in their own words, • Draw a picture of the word's meaning, • Write a sentence with the word, and write the opposite meaning of the word {the other version asks kids to write/draw another meaning to the word}
Observations	It might even be funnier to have a word of the day, where we make a big deal when one of us uses the Word
Activity 3	Vocabulary on the move
Description <p>Name _____ Date _____ # _____</p> <p>Directions: Go around the classroom and ask your classmates the following questions to figure out what your word is.</p> <ol style="list-style-type: none"> 1. What is a <u>synonym</u> for me? _____ 2. What is an <u>antonym</u> for me? _____ 3. Give me an <u>example</u> of me. _____ 4. Give me an <u>example</u> of something I'm <u>not</u>. _____ 5. What is a <u>definition</u> for me? _____ <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Now, use the clues from your classmates to figure out your vocabulary word.</p> <p>What do you think the word is?</p> <p>_____</p> </div>	Practice: <ol style="list-style-type: none"> 1. Teacher writes different words on stripes that will be used as crowns 2. Students have a sentence strip with a word with which they are familiar in a “crown” on their heads. 3. The students don't know what word he or she has. 4. They walk around the classroom asking each other a series of questions to determine the meaning of their word.
Observation	Teachers can print a sheet where students can write down the answers.

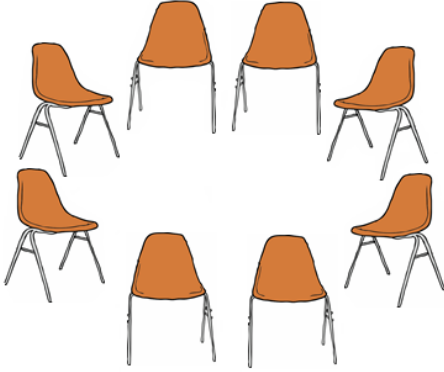

<p>Activity 4</p>	<p>Vocabulary Teller</p>
<p>Description</p> 	<p>Practice:</p> <ol style="list-style-type: none"> 1. Teacher construct an Origami fortune teller with paper to then put numbers on the inside sections, and put words/verbs on the inside tabs. 2. Have students make their own fortune teller 3. Students take turns and work in pairs asking for a number 4. Once the number is picked they have to answer any question related to the word/verb written on the inside tabs
<p>Observation</p>	<p>This origami craft can be used to reinforce new vocabulary or verbs</p>
<p>Activity 5</p>	<p>The Concept Cube</p>
<p>Description</p> 	<p>Practice:</p> <ol style="list-style-type: none"> 1. Teachers print out a blank cube 2. Students receive six-square pattern that can be folded up and taped into a three-dimensional cube 3. Before folding, students write clearly 4. y in each square following the directions below <ul style="list-style-type: none"> • Each student is given one challenging vocabulary word from a recent reading and asked to: • Write the assigned vocabulary word in one square. • Write a synonym (word or phrase) in another square. • Write an antonym (word or phrase) in another square. • Write a category or categories it could belong to. • Write the essential characteristics of the concept of this word. • Give one example. 5. Cut, fold, and tape the cube. 6. Roll the cube and read what comes up on the “top”; the student must tell the relationship of that word or phrase to the original word. 7. After students know their own cube without any errors, they exchange with a peer.
<p>Observation</p>	<p>You can create these digitally at the Read Write Think website.</p>




Activity 6	Brain Power Words																				
<p>Description</p> 	<p>Practice</p> <ol style="list-style-type: none"> 1. Ask your students to preview sections of a text and identify difficult words. 2. For long texts, assign different parts to different groups. 3. Students stick a note next to the words in the reading text they identify as potentially difficult to interpret. 4. After identifying words, groups go back and use context clues to hypothesize what the words meaning might be. 5. Substitution of clues: Well-known word could make sense in context with the probability of a good definition. 6. Definition of clues: Words are defined in the text (textbooks usually do this). 7. Opposing clues: Words “unlike, not” etc. are excellent clues to what is the opposite of a word, thus helping to define words. 8. After Brain Power Words are listed and identified with definitions, the students compare and check their work with the teacher. 																				
Observation	This is a solid vocabulary activity that takes its time, but will really help getting words past the basics level of understanding.																				
Activity 7	Stop the bus																				
<p>Description</p> <table border="1" data-bbox="236 1503 746 1697"> <thead> <tr> <th>Something in the kitchen</th> <th>Something in the living room</th> <th>Something in the bedroom</th> <th>Something in the bathroom</th> </tr> </thead> <tbody> <tr> <td>Spices</td> <td>sofa</td> <td>sheet</td> <td>soap</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Something in the kitchen	Something in the living room	Something in the bedroom	Something in the bathroom	Spices	sofa	sheet	soap													<p>Practice</p> <ol style="list-style-type: none"> 1. Set students into teams. 2. Draw on the board a chart and ask teams to copy it in a piece of paper. 3. Now have students thinking of one word belonging in each category following the order of the given letters. 4. An example could be given for the first time of playing. The first finishing team shouts “Stop the Bus!”. 5. Check answers, write them on the board and if there are no errors, that team gets a point. If mistakes are found, the game continues a few minutes more. 6. If it gets some letters are difficult (unable to find items for categories) lessen the amount of items students have to get. You can agree for that round and stop the bus with four columns.
Something in the kitchen	Something in the living room	Something in the bedroom	Something in the bathroom																		
Spices	sofa	sheet	soap																		




Observation	It's a great way to burn up the last few minutes
Activity 8	Eye Spy
Description 	Practice: <ol style="list-style-type: none"> 1. Give students a list of words to search for in a text or have them find unfamiliar words. 2. You can award points to the words based on different criteria (longest new word, word with most consonants, etc.). 3. Invest in a set of inexpensive dollar store magnifying glasses to make this more game-like.
Observation	You can do this as a pre-reading activity.
Activity 9	Last Man Standing
Description 	Practice: <ol style="list-style-type: none"> 1. Grab a ball and have all the students form a circle. 2. Name a category or theme, such as things or animals found in a kitchen, jungle, professions, and so on. 3. First toss the ball at a student. 4. The student who caught the ball will shout a word related to the theme and throw the ball to another student. 5. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can't think of a new one within a few seconds, they are out and must sit on the sidelines.
Observation	A different version of "Last Man Standing." Could be that instead of naming a theme, each student gives the next student another theme. For instance, you might start with "something red." The first student to catch the ball can say "strawberry" and then choose another topic and throw the ball to the next student. This makes the game much more difficult, since students cannot think of a word until they know what their theme is.

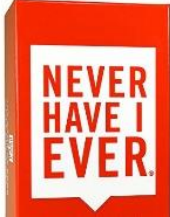

Activity 10	Charades
<p>Description</p> <p style="text-align: center;">ACT IT OUT! A GAME OF CHARADES</p> 	<p>Practice:</p> <ol style="list-style-type: none"> 1. Write down words on slips of paper and have students to choose. 2. Divide the class into two teams and have one person from each team choose a piece of paper and act out the word. 3. The teams must guess the correct word before three minutes run out. For each correct word, that team receives a point. 4. The team that hits ten points first is the winning team.
<p>Observation</p>	<p>This is a great game for those days when your class is dragging and people are falling asleep. Get them up and get them moving! Verbs are likely to be the easiest, but you can also use more complicated words, provided you are sure most of the students know them.</p>
Activity 11	Don't say it
<p>Description</p> 	<p>Practice:</p> <ol style="list-style-type: none"> 1. Separate the category in half and have the two groups sit on opposite sides of the area, facing one another. 2. Every team can opt for someone to sit down before of their team, facing them within the "hot seat." 3. Teacher stands behind the student and setback a bit of paper with a word on that. 4. Then students within the hot seats won't be able to see these papers. 5. Groups have three minutes (or any quantity of time you would like to set) to induce their hot seat member to mention the word on the paper. The catch is, they can't say the word beneath any circumstances.
<p>Observation</p>	<p>Don't say it words helps students observe with synonyms and descriptions. If you've got over twelve students during a class, things will get a bit chaotic with this game. During this case, it's sometimes less complicated to divide everybody into groups of 5-6 people and have just one team go at a time.</p>

Activity 12	Categories
Description 	Practice: <ol style="list-style-type: none"> 1. Have students draw six columns on their paper and write a class at the highest of every column. 2. Teacher will be able to select categories that match what you've been learning at school or go together with some basics. 3. Select a random letter and write it on the board. 4. Provide students enough time to write down a word for every class that starts therewith letter. 5. Teacher will be able to repeat with new letters as repeatedly as you wish.
Observation	<p>It's an excellent way to refill the previous couple of minutes of class, too.</p> <p>Popular categories for this game embody food, names, cities or countries, furniture, verbs and wear.</p>
Activity 13	Chalkboard Acronym
Description 	Practice: <ol style="list-style-type: none"> 1. Write a word vertically at the board after which have students come up, one by one, to put in writing a phrase starting with every letter of the vertical word. for example: Cute Animal Teacher
Observation	<p>You can make this harder by asking words to be related to the acronym.</p>
Activity 14	What Am I Thinking Of?
Description 	Practice: <ol style="list-style-type: none"> 1. Pair students and have them thinking of one object. 2. Every student writes five-ten words describing the object on paper. 3. When time is up, students switch papers and try to guess the object that the other person described. 4. First team guessing both words correctly wins.
Observation	<p>The object to figure out could be narrowed to a specific category.</p>

Activity 15	Fruits Basket
	<p>Practice:</p> <ol style="list-style-type: none"> 1. You'll have to prepare earlier than time if you intend to practice specific words. Begin by creating cards containing certain vocabulary words (or footage of words). Build a minimum of 2 cards for every word. 2. Attach these cards to pieces of string to form them into necklaces individuals will wear around their necks. 3. Chairs (one but the whole number of individuals playing), organized in a circle and facing in; cards with footage or English words on them (optional) 4. Assign one card to every person taking part in. 5. Select one person to be the "stander." 6. Everybody except one person sits down in a chair (the person standing within the middle of the chair circle is the "stander"). 7. The stander then says an English phrase or vocabulary word. 8. Anyone sitting who meets the requirement of the phrase or word should stand up and sit down in a different chair. 9. At this point, the stander, too, tries to sit down in an empty chair. 10. Whoever is left without a chair is the new stander and should now say a replacement phrase or word to make people stand up once more.
<p>Observation</p>	<p>Fruits Basket an interactive game quite similar to musical chairs. This game focuses on listening and listening to English words and phrases. It's a group game, so there are no winners or losers. To make the game more difficult, make it illegal to sit down in the chair next to you. This prevents people who are sitting near each other from switching chairs too fast.</p>
Activity 16	Twenty Questions
<p>Description</p> 	<p>Practice:</p> <ol style="list-style-type: none"> 1. Choose a student to play the role of the "chooser" and have him/her to think of one mystery word. The word can be a thing, animal, person or place that could be related to the lesson etc. 2. Others in the group can then ask twenty yes/no questions tops to find out what is the word.

	3. The group that guesses correctly, wins! But if they spend their twenty questions without guessing right, the chooser is the winner!
Observation	Twenty Questions could be played anywhere, anytime! You just need to think of words and you're good to go. You'll need a minimum of two students, but you there is the option of playing with as many students as you wish.
Activity 17	Pitch Drilling Singing
	Practice: <ol style="list-style-type: none"> 1. From a list of words, idioms phrases or sentences, the teacher sings the any from chosen words, idioms phrases or sentences changing the pitch, volume, tonality, vibrato, and any other vocal features of his voice 2. Students follow repeating an emulating the words, idioms phrases or sentences in the exact way. 3. Students can also be in charge and there could be eliminatory rounds.
Observation	Some singing knowledge might be required.
Activity 18	Free Crosswords
	Practice: <ol style="list-style-type: none"> 1. Teacher form students in row 2. Students have to write words related to the lesson in the whiteboard taking turns. 3. The first words must be followed by another word derived from a letter from the previous word in a horizontal or vertical manner and so on in each turn.
Observation	Words cannot cross and optionally students can pronounce the word
Activity 19	Memory Derby
	Practice: <ol style="list-style-type: none"> 1. Students form a circle on the floor and sit around it. 2. The first student think of a word or sentence related to the unit and say it loud to the class. 3. Then grab a toy retractile car and pull – release it. 4. Most of the time the car follows a random path a goes into any student. 5. The student that receive the car now has to repeat the last word or sentence and add a new one so once again the car is released so other student continues

<p>Observation</p>	<p>Variations of the game can be made and with the option of elimination rounds.</p>
<p>Activity 20</p>	<p>Word Pong</p>
	<p>Practice:</p> <ol style="list-style-type: none"> 1. Playing in teams, desks need to be set in the shape of a ping pong tables with groups of six plastic cups in each end. 2. The teacher places words into the cups. 3. Each team must throw a ball with one bounce as limit and fall inside a rival's team cup 4. If a student score he must make a sentence with the secret word inside the cup to validate the point and remove that cup from the table. The team that loses all six cup loses the game.
<p>Observation</p>	<p>Lots of rules can be added and variations according to the lesson.</p>
<p>Activity 21</p>	<p>Hot seat</p>
	<p>Practice:</p> <ol style="list-style-type: none"> 1. A map or blueprint of the classroom is drawn into the whiteboard with the location of seats and desks. 2. In each desk the teacher writes different words from different categories, for example verbs and adverbs for sixteen seats, sixteen words need to be written. 3. Students stand up and go to the back of the classroom facing the wall and without long to the board they wait for the teacher's signal so they can run and find a seat with a word that belongs to the category stated by the teacher at the moment of the given signal.
<p>Observation</p>	<p>This is a recommended activity for closing the class and is open to adjustments.</p>
<p>Activity 22</p>	<p>Mystery Solving</p>
	<p>Practice:</p> <ol style="list-style-type: none"> 1. The teacher give students worksheets with readings and questions that they have to solve, 2. Students from groups and discuss the possible outcomes or try to find who is the guilty character, they had to share the clues verbally in the group and that guaranteed that every student is a talker on day one.

<p>Observation</p>	<p>In this exercise every student is given bits of information essential to the solution of a mystery. With modifications this exercise can be used to help students organize and evaluate information and data in a variety of contexts. Many mystery reading can be found in sites like https://www.teachingenglish.org.uk with different levels of difficulty and topics.</p>
<p>Activity 23</p>	<p>Never I have ever</p>
	<p>Practice:</p> <ol style="list-style-type: none"> 1. Students stand at the back of the classroom 2. As the teacher says a sentence, students that have done the action stated in the sentence walk to the front. But students that have never done the action stay at the back. 3. As the game progresses the students order is switched.
<p>Observation</p>	<p>Students can also say sentences for the game to continue.</p>
<p>Course Activity</p>	<p>The infinity Gauntlet</p>
	<p>Based on Marvel super heroes´ story, during the whole course cycle students will compete to earn the infinity stones and the infinity gauntlet. The wielder could be granted with a wish that the teacher considers fit (e.g. an extra break). How to earn the infinity stones will remain a secret so that students try to figure out by themselves the rules. How to earn the six infinity stones and the gauntlet (Only for teachers).</p> <ul style="list-style-type: none"> - Space stone: All ten weeks homework is handed in. or all computer lab activities are fulfilled. - Mind stone: All video worksheets or all reader worksheets completed without mistakes. - Reality stone: Singing and completing song lab worksheets or showing creativity during class. - Power stone: Score twenty five on a quiz (the maximum grade) or present ten parent´s signature on student´ course plan sheets. - Time stone: Finish first on five class activities during the course or be on time after break five times. - Soul stone: Exceed at teamwork class activities or show the value of being a good classmate. - Infinity gauntlet: Having the notebook up to date by week eleven (including writings assignments)

	<p>Marvel super heroes characters can be assigned to students for role playing.</p> <p>Teacher must keep a record on what students earn which stone.</p> <p>Extra materials are up to the teacher. For e.g. infinity stones can be represented as candies.</p> <p>Students can exchange stones if they want.</p> <p>If a student earn a stone teacher must still keep the way he or she earned it a secret and advice that even if he or she figure it out, keep the secret that way.</p>
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4.6 VALIDATION OF THE PROPOSED PROJECT PLAN



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**

Validation of the proposed Project Plan


**The Incidence of Games and Fun Activities in the Development of the
Lexical Competence in Pre-teen Students at an English Learning Institute.**

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The innovation of this project will help the teacher motivate the students to acquire a better level of English through games.

Name:	<i>Janeth Mora</i>	 Signature
Occupation:	<i>English Teacher</i>	
Phone number:	<i>0990536501</i>	

Authors:



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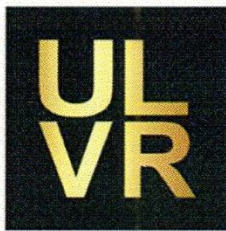
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Comprehension	✓				
Creativity	✓				

Comments

Fun activities are very important because the learners use the language and play at the same time. The proposal covers all the necessary aspects to teach English.

Name:	MSc. Melida Campoverde	 Signature
Occupation:	Teacher	
Phone number:	0986103613	

Authors:



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Comprehension	✓				
Creativity	✓				

Comments *It's a good help for teacher to have fun activities that make students achieve knowledge. Through games students gain confidence while using the language spontaneously and communicating naturally.*

Name:	<i>Msc. Lorena Tapia</i>	 Signature
Occupation:	<i>Academic Director</i>	
Phone number:	<i>0989882567</i>	

Authors:

4.7 IMPACT/BENEFITS OF THE PROPOSED PROJECT PLAN

After carrying out the research and taking into account the research question, the researchers incorporated didactic games and fun activities that added value to the old and burnout games found in the course book and the process of acquisition of the English language through the cycle, because of that it was put in evidence the positive effects that these didactic games caused in the process of learning English in the students of pre-teen third level. According to what has been observed, luck based games had the greatest effect since the students felt more motivated with this didactic game as well as the activities that require a creative effort and a demanding physical response. The students had an impact on the activities as well at the time they were playing and suggested critical thinking as in the case of mystery solving worksheets.

Classes inspired students to learn English in a dynamic way by providing motivation, interest and creative development of students in activities based on games that were modified or had a twist added. Some strategies that positively influenced a significant learning in students allowed to develop teamwork and social skills with attractive elements through didactic games that required extra materials or gadgets. Spaces and educational environments generating strategies with playful activities and games where students learned vocabulary and expressions in English were generated. And to use of these games allow to practice several topics at the same time because each game can be focused on one or more aspects of English as a point of expressions or vocabulary.

4.8 CONCLUSIONS

There are many pedagogical strategies that encourage the acquisition of vocabulary in English, but as has been demonstrated throughout this work, both theoretically and practically, one of the most efficient and valued techniques today, are the playful activities. This alternative to traditional teaching must be programmed in advance so that the objective to be achieved is guaranteed, which in this case, will be the acquisition of English vocabulary in a class of pre-teen students.

Games help students internalize knowledge in a natural way to favor an improvement in assimilation and also enables that knowledge to be used in real life situations to communicate. It is a great motivating tool, but also didactic since any student will be interested in learning the new vocabulary if he knows that he will only be able to play if he uses it in the proposed activities.

On the other hand and as can be seen in the proposed play activities, this paper defends the use of fun activities and games as a complementary tool of the teaching-learning process that serves as support and helps to strengthen theoretical knowledge and expand their lexical competence. In relation to the proposed objectives and the work carried out it was possible to determine errors of different types and it was decided to start from word meaning and vocabulary acquisition since students had more inquiries in that area, thus the limitations in the production of the different language.

The general objective was reached by using the games and activities of this proposal together with the strategies and materials that a teacher manage during instruction. Sometimes teachers are unaware of the teaching style they use in their daily work and you could say that they use a limited type of strategies. Students are not aware of their learning style and how to enhance it, variety promotes student-teacher and student- student interaction with the academic and social benefits that it implies.

Outside the research project, with the information collected from individuals from the institution, including students, it was determined as one of the factors that affect the lexical competences and in general language deficit of students, is the scarce involvement of parents in the stimulation processes of the students, who for work situations do not have the quantity and quality of time, sufficient and appropriate space for attention, care and emotional communication of their children, in some cases delegating responsibility for teaching, this situation is becoming a sociocultural risk factor that affects development integral of minors.

As a final thought the kind of lessons resulting from a dynamic environment could be beneficial also to the teacher in that he could find inspiration and joy imparting knowledge, in that he could also evade boredom and seek mastery through his work with open-ended tools having in mind that observation is a door to awake creativity and find solution, teaching solutions.

4.9 RECOMENDATIONS

As regards the recommendations, it can be said that games in instruction should not be considered inappropriate for young students, teachers could carry out their work more efficiently if they gave a greater variety in the activities, teachers must carry out an analysis of their teaching style to be able to obtain better results when teaching a foreign language, students must recognize their learning styles to develop their abilities, a greater variety of input elements and strategies must be included so that the instruction is active, without resorting to activism.

Remember a teacher should formulate, develop and put into practice, within a process of continuous methodical and coordinated improvement, plans and programs that contemplate new teaching strategies that allow applying other types and varieties of educational games or interesting activities in education, tending to a harmonious development, not only trained educators in the development and theoretical application, can develop activities, creativity is what contributes to the evolutionary development of the language reminding that new words and expressions need to be appropriate to learners age or level.

Having a record of scores and performance between different courses from the same level can boost the results of this research in par with a continuous improvement of the quality of education, for it is recommend the application, share and addition of new activities to the booklet of games and fun activities for pre-teens from in any other course level, which takes into account unpublished games and others originated in past traditions and customs, tending to improve the enrichment of vocabulary, with the imagination characteristic of young students.

During the development of a game or an activity classroom management is another important aspect to take into account, the guide and leader that is the teacher must have control and dominate speech, a respectful environment is a must in order to optimize the learning experience, all educational Institutions and teachers may use the games and interesting activities to practice new vocabulary in their classes in order to offer students something different, to escape monotony. Motivation is a key element, no technique could quite work without the right delivery, language is not only spoken, a message can be transmitted with a simple look to the eye, energy, the transferring of energy, the right attitude can connect emotionally and cause and impact to learners.

Part of the teachers' work include seeking and implementing techniques, tasks and activities that are considered novelty, in the words, a person learns when surprised, it is just as simple as going to a toy store and buying gadgets or a board game and try to adapt it and making it functional for the purpose of teaching classes, every teacher should take its time with the content and try to have fun.

We teachers are used to teach in ways that may assume would be beneficial but most of the time end imparting lessons the way that they think they would like to learn, so observation is key, better than observing the idea of implementing contemplation, really observing without the self would allow perspectives that might not be reached without taking time, the road of mastery in teaching in the opinion of the research is not to seek being understood but it wisdom lays in understanding.

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ANNEXES

ANNEX 1



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY TO STUDENTS

Objective: To obtain information related to Games and fun activities as a teaching and learning methodology for the development of the lexical competence in pre-teen students from at a private English institute during a course cycle.

Put a checkmark “√” in the box that best represents your opinion.

<u>QUESTIONS</u>	<u>Totally agree</u> <u>1</u>	<u>Agree</u> <u>2</u>	<u>Neither</u> <u>3</u>	<u>Disagree</u> <u>4</u>	<u>Totally disagree</u> <u>5</u>
1.- Do you know a lot of words in English?					
2.- Do you know most words in your course book?					
3.- Do you like to participate during English class?					
4.- Do you think having fun is important while learning new words?					
5.- Do you think your English class is fun and dynamic when you learn new vocabulary?					
6.- Do you think that learning English by playing helps you learn new vocabulary?					
7.- Does your teacher make use of educational games related to the topic during lessons to help you improve your vocabulary?					
8.- Do you think teachers should make use of innovative activities and games to teach you English vocabulary?					
9.- Do you think working in group during English class is entertaining?					
10.- Do you want to express your ideas and practice new English vocabulary with games and fun activities?					

ANNEX 2



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INTERVIEW TO THE TEACHER

- 1. HOW DO YOU WORK ON DEVELOPING THE LEXICAL COMPETENCE ON YOUR STUDENTS?**
- 2. DO YOU CONSIDER THAT THE ACCESS TO APPEALING RESOURCES IS ADEQUATE FOR THE DEMAND OF KNOWLEDGE THAT STUDENTS FROM THE CURRENT CLASS REQUIRE?**
- 3. WHAT IS YOUR OPINION ABOUT THE IMPLEMENTATION OF GAMES AND FUN ACTIVITIES IN THE TEACHING-LEARNING PROCESS?**
- 4. DO YOU IMPLEMENT DIFFERENT ACTIVITIES THAN THE ONES SUGGESTED BY THE COURSE BOOK?**
- 5. DO YOU THINK THE USE OF GAMES AND FUN ACTIVITIES IN CLASSES WOULD HELP STUDENTS TO IMPROVE THEIR LEXICAL COMPETENCE?**

ANNEX 3



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
PRE-TEST

NAME: _____

DATE: _____

SCORE: _____ / 10

A. Match and join the correct words together. (6 points)

- | | | | |
|----------------|------------|---------------|-----------|
| 1.- checking • | • online | 4.- Playing • | • a photo |
| 2.- chatting • | • a friend | 5.- texting • | • someone |
| 3.- calling • | • email | 6.- taking • | • a game |

B. Match the word with the correct picture. (10 points)

- | |
|--|
| a. Computer
b. Printer
c. webcam
d. digital camera
e. Keyboard
f. memory card
g. USB stick
h. Headphones
i. browser
j. download
k. Virus |
|--|

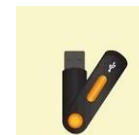






















C. Match the words that go together. (6 points)

- | | |
|-----------------------|-----------------|
| 0. Studying ____ | a. a video game |
| 1. Chatting with ____ | b. for a test |
| 2. Playing ____ | c. a movie |
| 3. Writing ____ | d. a friend |
| 4. Watching ____ | e. an email |
| 5. Listening to ____ | f. music |

D. Complete the questions using the correct form of the verb in parentheses. Then match the questions to the correct answers. (5 points)

- | | | |
|---|---|------------------------------------|
| 1. _____ you _____ this computer? (use) | • | •She’s chatting with a friend. |
| 2. Who _____ Kelly _____ with? (chat) | • | •He’s playing a video game. |
| 3. _____ she _____ Anna (text) | • | •No, she isn’t. |
| 4. _____ they _____ a movie (watch) | • | •Yes, I am. I’m checking my email. |
| 5. What _____ Tom _____ ? (do) | • | •Yes, they are. |

E. Choose the correct word to complete the sentences. (5 points)

1. Most people (**get up / go to bed**) in the morning.
2. Most people go to class at (**school / home**).
3. I have breakfast at 6:00 a.m. That’s (**late / early**) in the morning.
4. Maria always does her (**homework / breakfast**) after school.
5. It is seven (**o’clock / time**) in the morning.

F. Read the following caption and select the correct words from the box. (7 points)

Fly	dangerous	microbots	crops	engineering	flying	laboratory
-----	-----------	-----------	-------	-------------	--------	------------

Robert Wood teaches _____ and Applied Sciences at the Harvard School of Engineering. He also makes robots at the university’s _____. Wood is now making very small robots called _____.

One of these is the Robobee. These are _____ robots. They are the size of a _____.

These microbots can go into _____ places to help people. They can also help in growing _____ and increase food production.

ANNEX 4



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL POST-TEST

NAME: _____

DATE: _____

SCORE: _____ /10

A. Join the two words or phrases with the same meaning.

- | | | |
|---------------------|---|---------------------------|
| 1. see | • | • a. the day before today |
| 2. yesterday | • | • b. vacation |
| 3. trip | • | • c. watch |
| 4. really like | • | • d. have fun |
| 5. have a good time | • | • e. like a lot |

B. Read the text and complete with the correct word

Shape	equipment	hail	twisters
pick up		Scientists	chasers

Tornadoes, also called _____ are very dangerous storms. Tornadoes don't last very long. They are usually between 20 seconds to an hour but they can cause a lot of _____. Every tornado has its own _____, sound and color. Usually, tornadoes color _____ the color of the ground. A strong tornado can _____ a house and move it.

When there is a tornado most people try to stay. However, some _____ use cars with special _____ to get close to tornadoes, these storm _____ see clouds, heavy rain, _____ and lightning.

C. Choose the correct word.

1. A: (**What's / How's**) the weather like today?

B: It's cool

2. A: (**Is / It's**) warm and sunny today.

B: Yes. Let's go out.

3. A: (**What / How**) cold is it ?

B: Very cold!

4. A: What's the weather (**is / like**) in spring?

B: It's very nice.

D. Match the words that go together. There is one extra word.

- | | |
|-------------------|---------------------|
| 1. season | a. a kind of storm |
| 2. tornado | b. snow |
| 3. summer weather | c. January |
| 4. temperature | d. winter |
| 5. month | e. minus 11 degrees |
| | f. warm a sunny |

E. Complete the following chart.

Museum – beach – surfing – ticket – China – swim – food
--

PLACES	OBJECTS	ACTIONS

ANNEX 5



Figure 1. *Playing Vocabulary Wheel.*



Figure 2. *Playing Vocabulary Derby*



Figure 3. *During Pre-test.*



Figure 4. *Playing Vocabulary Pong.*

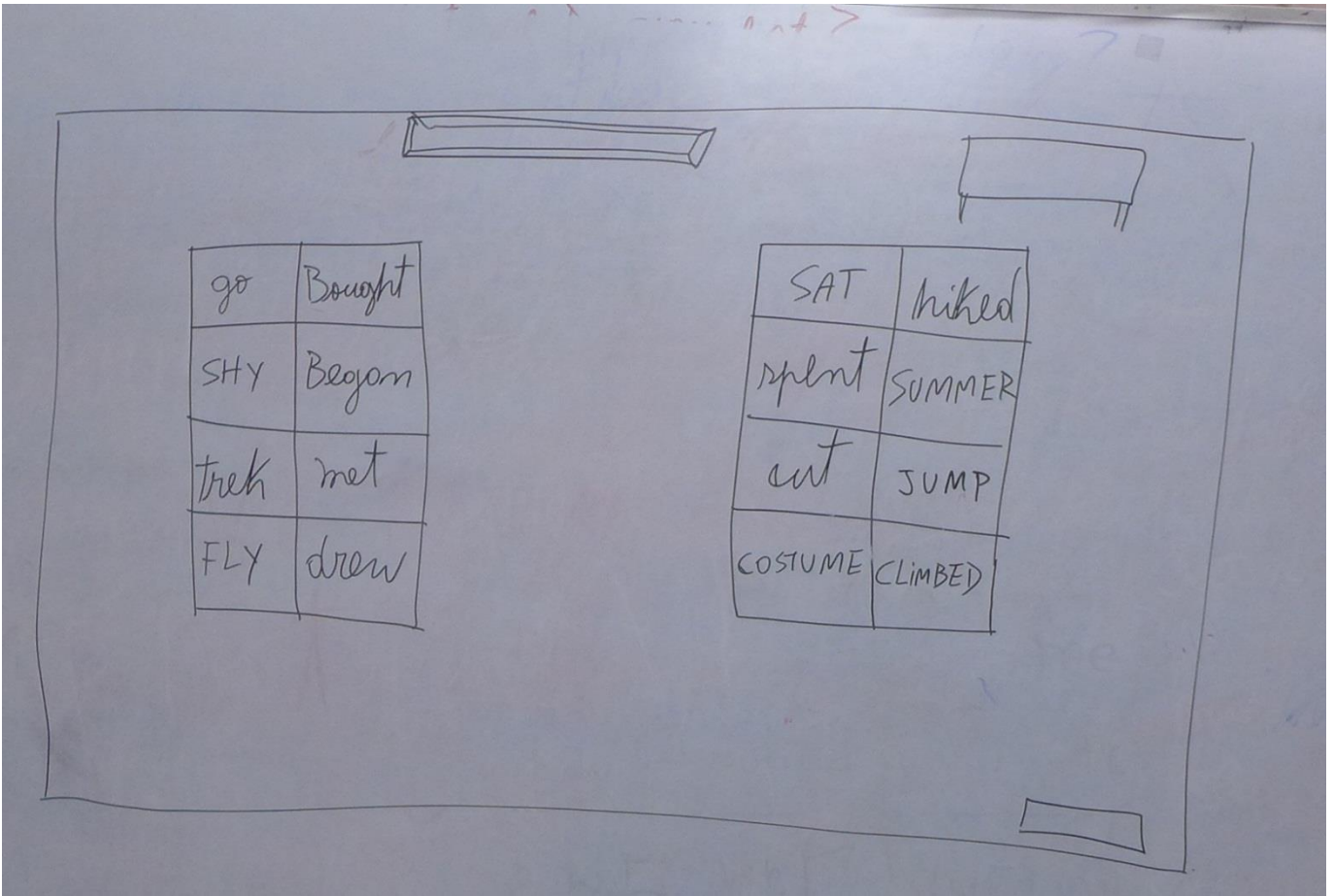


Figure 5. Hot Seat Classroom Blue print.



Figure 6. Playing Hot Seat.

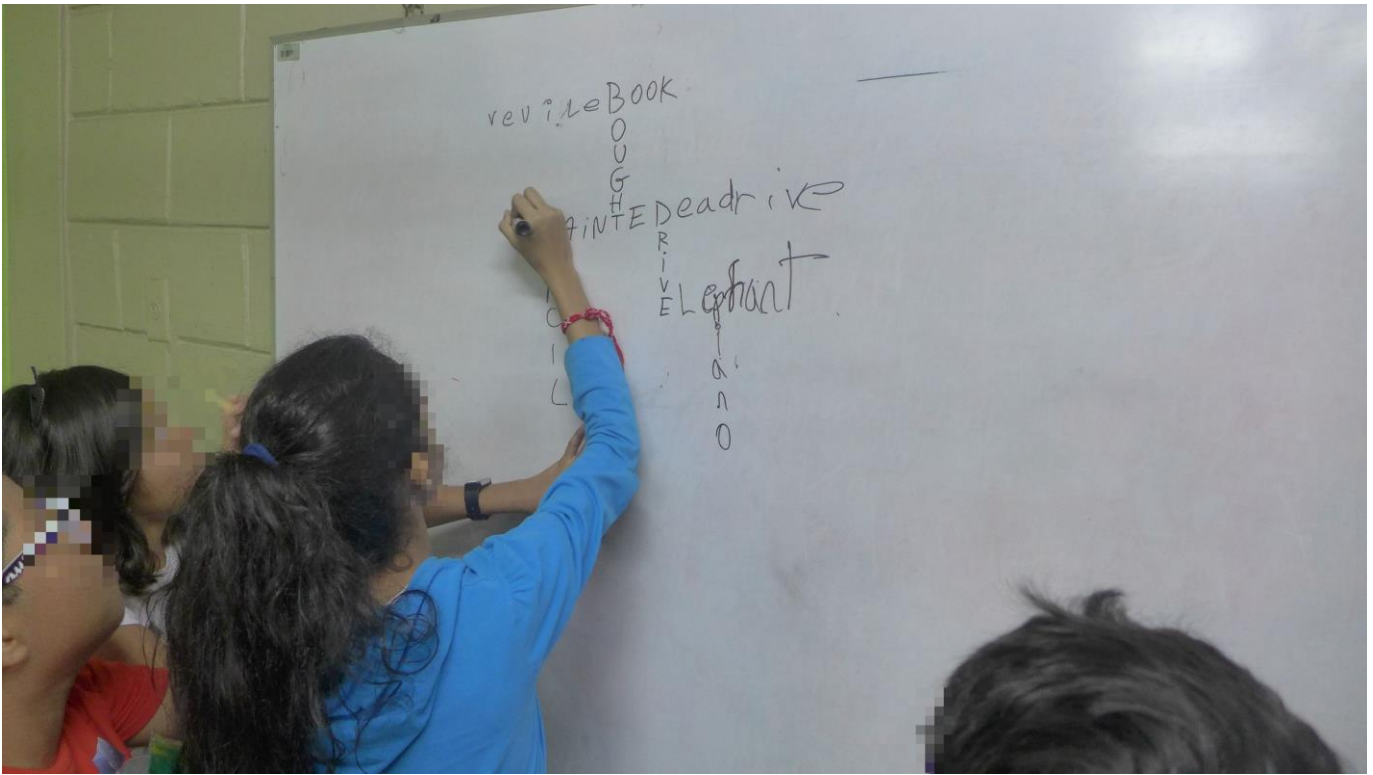


Figure 7. *Playing Free Crosswrods*

ANNEX 6



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

CLASS OBSERVATION SHEET

Y	N	The Teacher
		Presented the lesson in an organized, logical manner.
		Stated objectives clearly (language, content, and strategic)
		Related the lesson to what students already know.
		Provided background information to create a basis or a context for understanding the primary concept/ processes/skill/event presented in lesson observed.
		Provided examples, definitions, and explanations, of concepts/processes/skills/events.
		Described/modeled strategies for questioning, predicting, verifying, inferring, interpreting, and/or reasoning.
		Provided a clear explanation on the use and benefits of the strategy used in class.
		Helped students monitor their application of concepts/strategies
		Answered student questions in a timely manner.
		Encouraged student participation, questions, and feedback
		When appropriate, encouraged student-to-student interaction. (Groups, pairs.)
		Helped students apply/use new concepts/processes/skills
<p>Comments</p>		

Students—

		Were generally engaged.
		Performed assigned tasks.
		Participated in discussions.
		Asked questions.
		Used reference material in class (Book, dictionaries, etc.)
		Asked for assistance to teacher or classmates
Other observations		