

**UNIVERSIDAD DE QUINTANA ROO
DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES**

**Vocabulary games as a motivating technique for teaching children
in an EFL context**

**TESIS
Para obtener el grado de
LICENCIADA EN LENGUA INGLESA**

**Presentan
Estefany Aracely Ballote Cambrony
Ana María Esparza Magaña**

Director de Tesis

Dr. Alfredo Marín Marín



Chetumal, Quintana Roo, marzo de 2009.

059629

UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades




Tesis elaborada bajo la supervisión del comité de Tesis del programa de Licenciatura y aprobada como requisito para obtener el grado de:


LICENCIADA EN LENGUA INGLESA

COMITÉ DE TESIS


Director:


Dr. Alfredo Marín Marín

Secretario:


Mtra. María Isabel Hernández Romero

Vocal:


Dra. Caridad Macola Rojo



Chetumal, Quintana Roo, marzo de 2009.

Abstract

This study aims to look into the effects of teaching English through games in terms of motivation and lexical improvement in comparison with the teaching of vocabulary via conventional techniques applied by the researchers. The participants were two different groups from a public elementary school for experimental purposes. Each group received five sessions consisting of two treatments (vocabulary games vs. conventional techniques). The first group, the fifth graders, received instruction through games and the second one, the sixth graders, was taught by using other vocabulary teaching techniques. The instruments used in this quasi-experiment were (1) a pre test which was applied before the application of the activities to find out learner's vocabulary size; (2) a questionnaire applied at the end of every session to gather learners' motivational reactions; (3) a series of observations done during all activities applied in both groups; and (4) a post test applied at the end of the five sessions to measure the expected differences. The results showed that the group receiving instruction via vocabulary games outperformed the vocabulary-teaching techniques group of learners. Also importantly, the former showed a higher degree of motivation to learn vocabulary than the latter. Interestingly, the group receiving conventional instruction also improved in both aspects, though to a lesser extent than the vocabulary-games group. All in all, the findings may have several pedagogical implications, but further research is required.

ACKNOWLEDGEMENTS

We would like to express our special gratitude to the teacher **Dr. Alfredo Marin Marin** to whom we personally admire for his professionalism and his dedication as a teacher. We also appreciate his valuable help in carrying out this thesis.

We also want to thank the teachers **Maria Isabel Hernández Romero and Karina Camacho Serena** who helped and gave us excellent and unconditional advice and suggestions when we recently started the thesis.

And to the **Principal of the elementary school "La Patria"** who facilitate us to carry out the experiment in her school. As well as, all the **children** who took part on this study since they played an important role in our experimental thesis.

Additionally, we want to thank **all the teachers** who guided us from the beginning to the end of our career.

Last but not least, we want to show our gratitude to the teacher **Gisela** who kindly helped us with the revision of our final thesis draft.

ACKNOWLEDGEMENTS

I would like to show my special gratitude to the most important people of my life to whom this thesis is dedicated.

To my mother whom I adore, for enriching my soul day after day and for the encouragement she gave me for keeping me at it despite of failures.

To my husband who gave me his unconditional support to make my dream to come true, and also to my two little sons who gave me the courage to keep it up in order to reach my goal.

Also, I would like to thank all **my brothers and sisters** for their support all through my career.

Last but not least, I wish to express a special gratitude **to my thesis partner** for her patience, time and useful help to carry out this work.

Estefany Aracely Ballote Cambrony

ACKNOWLEDGEMENTS

I want to dedicate this work to my grandparents who took care of me since I was a child. I want to thank them for all their dedication, love and support.

Also, I would like to dedicate this thesis to my husband and my son for all their comprehension and patience

Finally, I want to express my gratitude to my mother for all her advice and to my mother in law for all her help all through my career.

Ana María Esparza Magaña

TABLE OF CONTENTS

| | |
|--|------|
| Abstract----- | i |
| Acknowledgements----- | ii |
| Table of Contents----- | v |
| List of Tables----- | viii |
| | |
| CHAPTER 1 INTRODUCTION----- | 1 |
| 1.1 Background and relevance of the study ----- | 1 |
| 1.2 Context of the investigation----- | 5 |
| 1.3 Purpose and scope of the investigation----- | 7 |
| 1.4 An overview of the thesis----- | 7 |
| | |
| Chapter 2: REVIEW OF LITERATURE----- | 12 |
| 2.1 Language teaching methods----- | 12 |
| 2.1.1 The role of vocabulary in the different teaching methods----- | 13 |
| 2.1.2 The role of games in the different teaching methods----- | 15 |
| 2.1.3 The role of motivation in the different teaching methods----- | 17 |
| 2.2 Motivation: Important contributors----- | 21 |
| 2.2.1 What is motivation?----- | 22 |
| 2.2.2 Types of motivation: intrinsic and extrinsic motivation; and integrative and instrumental motivation----- | 24 |
| 2.2.3 The importance of motivation in the teaching/learning process----- | 26 |
| 2.3 Learning Vocabulary through Games----- | 29 |
| 2.3.1 Advantages when using games to teach vocabulary to children----- | 30 |
| 2.3.2 How to choose and when to use games----- | 32 |
| 2.3.3 Teachers' preparation before the game----- | 33 |

| | |
|---|----|
| 2.3.4 Teacher's role during the game----- | 33 |
| 2.4 Working with young language learners----- | 34 |
| 2.5 How to motivate children to learn English?----- | 37 |
| 2.6 Children's needs when learning English----- | 40 |
| | |
| Chapter 3 METHOD----- | 45 |
| 3.1 The subjects----- | 45 |
| 3.2 The instruments----- | 46 |
| 3.3 The experiment----- | 48 |
| 3.4. The data analyses----- | 51 |
| | |
| Chapter 4 RESULTS AND DISCUSSION----- | 54 |
| 4.1 Research Questions and Hypothesis----- | 54 |
| 4.2 The tests----- | 60 |
| 4.3 The questionnaires----- | 62 |
| 4.4 The observations----- | 62 |
| | |
| CHAPTER 5 CONCLUSION ----- | 64 |
| 5.1 Concluding remarks----- | 64 |
| 5.2 Limitations of the study----- | 67 |
| 5.3 Suggestions for further research----- | 69 |
| 5.4 Pedagogical implications----- | 70 |
| | |
| References----- | 72 |
| Appendix A----- | 75 |
| Appendix B----- | 77 |

| | |
|------------|-----|
| Appendix C | 79 |
| Appendix D | 81 |
| Appendix E | 83 |
| Appendix F | 85 |
| Appendix G | 87 |
| Appendix H | 89 |
| Appendix I | 91 |
| Appendix J | 93 |
| Appendix K | 95 |
| Appendix L | 104 |
| Appendix M | 110 |
| Appendix N | 111 |

LIST OF TABLES

| | |
|--|----|
| Table 4.1 Degree of motivation between the two groups----- | 53 |
| Table 4.2 The game and the technique groups pre-test----- | 54 |
| Table 4.3 The game and the technique groups post-test----- | 54 |
| Table 4.4 The pre-test and the post test of the game group----- | 56 |
| Table 4.5 The pre-test and the post-test of the technique group----- | 56 |
| Table 4.6 The pre-test and the post-test for both groups----- | 59 |

Chapter 1 Introduction

This chapter consists of four sections: In the first section, which is the background and relevance of the study we explain the importance of using vocabulary games as a teaching technique to motivate children to learn English in a foreign language context, as well as the previous research that has already been done on the topic. In the second section, which is the context of the investigation we provide a description of how and where the experiment was done. In the third section, we explain the purpose and scope of the investigation in relation to our main objectives for doing the experiment and its limitations. Finally, in the fourth section, we describe the organization of the five chapters that comprise this thesis.

1.1 Background and relevance of the study:

There have been many studies about how motivation influences on children's interests for learning; however, it is still a difficult task for teachers to manage children's motivation when teaching English as a second language.

It is not common to find, in English classrooms, children who are learning the language because they like it or because they know that it will be useful for their future, hence, it is our job as teachers to get children's desire and interest for the English lessons.

There are many teaching techniques for motivating children to learn a second language, but in this research work, we will focus specifically on games since we want to demonstrate its effectiveness and the positive feelings they can arouse when teaching children who are learning English as a foreign language.

Based on our teaching experience, we realized that children are very active, they just think about playing and having fun. They get bored very quickly and they get distracted with anything.

Games are an excellent tool for motivating not just children but also adolescents and even adults; moreover, they can be used for practicing listening, reading, writing, speaking, vocabulary and grammar, but we decided to work with vocabulary because, as it is well known, the acquisition of vocabulary plays an important role when learning a language, however, most of the teachers do not pay much attention to this process and they continue teaching words through traditional techniques, as for example, they give students long lists of words for them to look in the dictionary and then students have to memorize them, consequently, students are able to recognize the word when reading, but most of the time they are not able to use that word properly when speaking.

Vocabulary games not just engage children to learn, but they also help them to retain more words and more importantly they give children the opportunity to use those words in context. "New words will be remembered better if they are introduced in a memorable way" (Hubbard et al., 1983).

As far as the previous research in the same general area is concerned, we found out two articles. In the first article, (Palmberg, 1988) the author wanted to prove two things: the effects of playing with computer games on the learning of English vocabulary by young, elementary-level, Swedish-speaking children and the role of computer games as teaching aids in the foreign language classroom.

Two Swedish speaking boys in Finland, aged 9 and 11, played a computer game called "Pirate Cove". In order to play it, it was extremely important for the players to master the vocabulary (118 different words) used in the three phases that took place in the experiment. In phase one, the students had to play the game for 45 minutes while the experimenter gave them Swedish equivalents to each new word that appeared on the game. The phase two was conducted one month later. The participants were asked to play the game once again, but this time they had to provide with Swedish translations or explanations to any words displayed on the game according to the context they appear. The last phase, took place one month

later, without playing the computer game, the students were asked to give a Swedish translation to 50 words taken from the game.

At the end, it was proved that the participants were able to learn if not all, most of the vocabulary involved in the game, since the subjects were eager and interested to learn in that particular way.

As a result of this study, we can say that games, especially computer games in this case, really motivate the participants since this kind of teaching aid satisfied the needs and interests of the younger learners.

We agree on the fact that games "as computer games", motivate students by creating interest in learning and also to the fact that games are not just a way of making children having fun, but games are teaching techniques for learning.

We can also say that we are satisfied with the positive results obtained on this experiment because in some way it confirms our research hypothesis. And also we agree with the speed in which the new topic was introduced, practiced and evaluated because it was a satisfactory time to judge students' learning.

However, we can show our disagreement about some aspects of the procedure in which the study was carried out. Firstly, it seems that this experiment might lose reliability and validity since it was carried out only with two participants, due to this, we think that it would not be enough to determine the success of the experiment. It would not be valid to generalize just taking into account a minimal number of younger learners from a broad number of a population.

Secondly, we observed that only one game was applied in the study to obtain the student's reactions and attitudes, but, how about other games? We can make the assumption that if we apply the same experiment but using a different game our results would vary.

The second article we analyzed was a research done by Nguyen Thi and Khuat Thi (2003) and it was about the effectiveness of learning vocabulary through games. They applied, in a period of two weeks, different kinds of games to a group of Vietnamese students, whose class was based on the Communicative Language Teaching (CLT) approach.

The instruments they used were: interviews, open observations and questionnaires. In order to determine students' expectations and attitudes, they observed students while they were playing, and at the end of each session, they applied them an interview using questions such as if they like the game or not, how did they feel during the game, etc.

They also interviewed experienced teachers' classes, they asked them about the effectiveness of games for learning vocabulary and all those teachers agreed that students learn vocabulary faster and retain more words when using games.

Finally, they observed experienced teachers' classes in order to find out unanticipated problems when using games, and they found out that games can create problems for students and teachers because if the teacher does not explain clearly the instructions of the game, it will not have success.

We liked the methodology that these investigators used, because it was complete. They applied the adequate instruments; in fact, we liked it because it was similar to ours.

They observed students attitudes and reactions while students played. They observed other teachers' classes in order to see the differences when learning through games and learning by using any other technique.

The use of games into the classroom is a controversial topic. On the one hand, there are many teachers who are in favor of them, since they are convinced that they

stimulate interest for learning, moreover, they support the idea that enjoyment and learning must be together. On the other hand, there are others who refuse to use games into the classroom, they argue that they are a waste of teaching time and they believe that learning should be carried out seriously; otherwise, it is thought that there is not real learning.

With this investigation, we want to persuade teachers to include games as much as possible on their lesson plans, because we are aware that most of the teachers who are working with children sometimes feel frustrated because they waste most of their teaching time trying to call their students' attention, instead of teaching them. Therefore, we believe that this thesis will benefit English teachers, since through this teaching technique they will immediately attract children's attention and most important their students will not just have fun during the game but also they will learn unconsciously the English Language.

1.2 Context of the investigation:

Our investigation was carried out in a public primary school "La Patria" which is located downtown in Chetumal Quintana Roo. The school, in comparison with other public primary schools is smaller, as there are six groups; one for each grade. There are around 180 children whose parents, according to the principal of the school, are mainly teachers, doctors and government employees; hence, they belong to middle class.

As everybody knows, some years ago, in Chetumal, English was just given in private primary schools. Nowadays there is an English Program for public primary schools (PIEP). This program started around two years ago, but unfortunately there are only 25 schools that have this benefit in the city.

This school (La Patria) is not in the program, but by an agreement made between parents and teachers, the school have been given English lessons for three

years. All the groups take English lessons one hour, three times a week. All the students started at the same time; therefore, there is not a significance difference among student's knowledge from one grade to the other. (See 3.1).

To do this experiment, we chose two groups: fifth and sixth grades and we called them group A and group B respectively. In group A, there were thirty five children, fifteen girls and twenty boys of approximately ten to twelve years old. In group B there were also thirty five students, nineteen girls and sixteen boys of approximately twelve to thirteen years old.

Both groups did a pre- test which let us know which words they knew and which they did not. The pre- test consisted of seventy words which were selected from the English syllabus of the school. This was our first contact with the children and it was crucial, because, through it, we knew which group was going to be taught through games and which was going to be taught by using different teaching techniques.

Once we had the results of the pre- test we decided which words to teach. Both groups were taught the same list of words, ten per day, which made a total of fifty in a week per group. The themes were: fruits and vegetables, animals, clothes, parts of the body and everyday actions. Group A was taught through games while group B was taught using other techniques. At the end of each session, children answered a questionnaire in which we evaluated their motivation during the class.

During each session we observed children's attitudes as for example if they were interested in the class, if they were willing to participate or not, and finally, at the end of the sessions we applied them a post-test which consisted of fifty words taught in all the sessions, and through it, we evaluated how much vocabulary they retained during the sessions and more importantly which group learnt better, group A or group B.

1.3 Purpose and scope of the investigation

The purpose of this present study is mainly to prove that the use of games can definitely motivate children to learn English and at the same time, that they can be an effective technique for making children learn English vocabulary in a funny and easy way. Instead of using some other traditional techniques (e.g. memorization, translation etc.) we also try to promote the use of games for teaching English vocabulary to avoid bored students and difficulty in learning.

The quantitative results we obtained due to the application of this experiment are in some way very restricted to those Mexican and native Spanish speakers from around 10 to 12 years old in the fifth and the sixth grade groups from a public primary school; most importantly, in the context of teaching English as a foreign language.

It means, that any minimal changes in terms of the chosen subjects: ages, social status, and a lower or higher level of English are variants which might affect positively or negatively the statistical results we obtained from our present experiment. Even, the condition of the students of being English or Spanish native speakers can distort our results as a matter of cultural facts.

Due to this, it is advisable to take into consideration the above points, in case of reapplying this experiment in order to prove the reliability and validity of this experimental study.

1.4 Overview of the thesis

As it has been described, this thesis aims to cover not only the use of games to motivate children to learn English in a Foreign Language context but also to prove its effectiveness in the teaching and learning of vocabulary.

The present thesis is composed by 5 chapters. Firstly, we have the present introductory chapter which is subdivided into four sections. In the first section, "the Background Section" we try to persuade teachers, specifically those who work with children, for using games when teaching due to the fact that it has been proved several times that younger students did get motivated when they are taught through games; Also we want teachers to become aware that using games are worth trying because of its effectiveness in the teaching and learning process. Thus, those positive results might have an impact in students' attitudes for learning a foreign language as well as an important impact in the activity itself to be successful; not only because teachers can get motivated students as a result of the game, but also because games can make learning effective, fun and easier.

In this first chapter, we also wanted to emphasize the importance of teaching vocabulary when learning a language, due to this, we made an analysis of the eight most common methods that are used for teaching English as a foreign language and we found out that most of them remark the importance of the acquisition of vocabulary, and also that in many of them vocabulary, is taught by memorization, repetition drills, realia and pictures. Due to this, special attention we have paid on teaching vocabulary in order to show the importance of teaching words but not in isolation, but by making students use words and understand them in different contexts.

In the second section, which is about the context of the investigation we describe the setting where the study took place: The name of the selected school, the number of its complete population, the groups that were taken into consideration to carry out the experiment, and the years that the school have been offering English instruction until the moment we began the experiment, and some other details about the setting.

The third section comprises the purpose and scope of the investigation which is mostly about the need to carry out the experiment, and our main objective (s). In

this case our objective is related to the purpose of proving the use of games as a motivating teaching technique for children in a foreign language context and the effectiveness of it in the teaching and learning process. We also remark the limitations of the experiment in relation with the setting, the instruments, the participants and the period of time in which the experiment was conducted; taking into account that any changes in any of the different components of this thesis could affect the statistical results obtained from the experiment.

The final section of this first chapter is an overview of the thesis. It is a general description, where every single chapter and subdivisions that conforms the whole thesis is developed briefly but concisely, which might help the reader to go throughout the thesis without having read the complete paper.

In the second chapter we set the review of literature. In which we provide an account of the most common eight teaching methods and the role that motivation, games and vocabulary play on them.

Then we arrive at the complex topic of motivation and its types. We submerged into two different perspectives of two important contributors in the area. Firstly, we mention the work of Robert Gardner together with Wallace Lambert based on the socio educational model. Secondly, we have the work of Jeremy Harmer and the theory of self determination.

Shortly after, we list some research questions (RQs) and research hypothesis (RHs) taken from important studies which have been confirmed several times. All of them are in relation to the role that motivation plays in the teaching and learning process.

Last but not least, we gave us the task of writing about everything we thought was important about the two principal actors of this teaching and learning process: the teacher and the learner. We arrived firstly, at the main topic of teaching

vocabulary through games: some tips for teachers before and after the application of them, the role of the teacher during the game. Then, we emerged on the topic of children's instinct for interaction and talk, imagination, involvement, ability to grasp and create meaning, ability to learn indirectly. And finally, we emerged to a specific point that deserves special attention, since it is one of our main purposes from this present experimental study which is about children's motivation for learning English. Furthermore, we provided some tips to increase children's motivation. As for example, by being a worthy teacher, by being an individual, by keeping ourselves (teachers) motivated, by praising our students, by making our students active learners. And, most importantly, by using games to motivate students to learn English. Additionally, we mentioned some special characteristics about games and some tips for having a successful application of them.

Chapter three is about the method we used for the investigation, and it is subdivided into four sections: the participants, the instruments, the experiment, and the data analysis. In the first section, we provided a general description of the participants who took part in the experiment. In the second section, we listed the instruments we used to measure the data we collected from the experiment. In third section, we provided a detailed explanation of how the experiment was conducted throughout the study. Finally, in the fourth section, we explained in detail the data collection and analyses for the sake of this experiment.

Chapter four is about results and discussions that confirm or decline our RQs and RHs. It is subdivided into four parts: The results obtained from the statistical tables, the results of the two tests we applied before and after instruction, the results of the questionnaires to measure students' motivation and finally, the results of our direct observations to the students during the process of instruction.

Last but not least, chapter five provides an account of the general conclusions obtained as a result of the experiment and some other aspects that we assure will be of greater importance for the reader. The present chapter is also subdivided into four

sections. The first section is mainly related to the concluding remarks, the second section deals with the limitations of the study, in the third section we give some recommendations for further research, and in the last section we provide some pedagogical implications.

Chapter II Review of literature:

General speaking, this chapter comprises four main topics. Firstly, the most common language teaching methods for teaching English as a Foreign Language in relation to the role that our three variables: motivation, vocabulary and games play on them. The second subject deals with the work of motivation as a concept, the types of motivation and its main contributors, and finally the great importance that this key concept "motivation" plays on the teaching and learning process. The third subject has to do with games: the importance of using games when teaching vocabulary, the advantages of using games when working with children, the teacher's preparation before the game, the role that the teacher plays during the game and all the factors that teacher has to take into consideration when choosing games. The fourth subject deals with children: the language abilities that they develop during their first months of their lives and that can be useful when they are learning a second language, then we give some useful tips for motivating young learners and finally we talk about children's needs and interests when learning English.

2.1 Language teaching methods.

As it is well known, there is a variety of methods for teaching English as a Foreign Language (EFL). However, in this thesis we will concentrate on eight teaching methods, which have been considered as the core in applied linguistics.

It is well known that each teaching method has its own principles and techniques. Those principles show how the English language teaching and learning process takes place and what linguistic aspects should be learned from the target language. Those techniques refer to the activities and strategies that are used to teach a language which are based on those principles. These are the main components of every single method which we have already analyzed paying special attention to the premise that each teaching method provides to our main variables of our present thesis which are: Motivation, Vocabulary, and Games.

After doing the analyses of those principles and techniques from those common teaching methods; we found out that some of them give less or more emphasis on vocabulary teaching than others do. For example; the Grammar Translation, the Direct Method, the Total Physical Response, Suggestopedia, Community Language Learning and the Communicative Approach emphasize vocabulary teaching, and in the Audio Lingual and the Silent Way Methods, vocabulary is something limited.

As far as the use of games are viewed in those teaching methods we may say now, that not all of them see the importance of using them as a teaching aid to motivate students to learn, but some others use different techniques to achieve that students get motivated, (e.g. songs, dancing, dramatization, funny stories, etc). There are even some others that do not pay any attention to the use of games, let alone to student's motivation since it is thought that students must be already intrinsically or extrinsically motivated to learn a second language. That is specifically the case of the Grammar Translation method and the Direct Method.

What follows then is an account of the roles that vocabulary, games and motivation play in the different teaching methods, mostly based on the work of Larsen-Freeman (1986)

2.1.1 The role of vocabulary in the different teaching methods

In the Grammar Translation Method memorization is a major technique for teaching vocabulary where students need to find out native equivalents to be memorized.

The Direct Method is against memorization but remarks the importance of learning vocabulary by association, for example, during a reading aloud technique, the teacher may use realia, pictures, and gestures to make clear the meaning of words.

The Audio Lingual and The Silent Way methods are both in favor of the Direct Method technique for learning vocabulary by association but in addition, the first one remarks the importance of using drills for learning vocabulary and other linguistic areas of the language like grammar. Thus in this Method, vocabulary is most of the time learned by repetition through drills since speaking skills are emphasized. It is worth mentioning that some other times vocabulary is taught by substitution through dialogues.

In Suggestopedia as well as in the Grammar Translation method, translation is a way for teaching vocabulary. In fact, the Suggestopedia method is considered successful, precisely for the large number of words that can be acquired during the teaching-learning process. Thus, vocabulary teaching can also be learned through dialogues with vocabulary notes in the target language and with peripheral Learning (e.g. posters displayed on walls).

In the Community Language Learning method as well as in the Grammar Translation method, the mother tongue equivalents are important for making words' meaning clear; but, in the first method, vocabulary is reinforced by making words combinations to create new sentences.

In the Total Physical Response method the target language should be presented by chunks, not just by word. Words' meaning is managed through actions (performance and body movements) and the use of pictures and flashcards, thus the use of commands (imperatives) to direct behaviors and action sequence are useful techniques to manage vocabulary learning and teaching.

Finally, we found out that for the Communicative Approach, forms, meanings and functions deserve equal importance. None of these linguistic areas are emphasized by separate. Although it remarks the importance of "linguistic competence", that means, that forms, meanings and *functions* must be managed for

learners to be able to communicate with fluency and accuracy. Thus, vocabulary is learned during the process of interaction, through functions.

2.1.2 The role of games in the different teaching methods.

As far as the use of games as a teaching technique is concerned, we found out that Suggestopedia, the Total Physical Response and the Communicative Approach are somewhat in favor of this useful technique for teaching, but with different purposes.

The Suggestopedia Method suggests a variety of techniques like games to promote relaxation and confidence in order to create an atmosphere of play. It was also said that "Learning can be fun". These kinds of techniques affect positively the subconscious learning from the learner, whereas the conscious learning is focused on using the language and not on language forms.

The learning process is as easy, natural and stress-free as possible and it can be managed through playing soft music to make students relax, making classrooms as comfortable as possible, having students assume new target language identities, employing role-playing activities, and decorating the classroom with peripheral aids for learning. The activities like singing, dancing, dramatization and games are used for students to engage in the lessons in a spontaneous way. "Communication" is the focus and not language forms.

The Total Physical Response (TPR) method remarks "The importance of having students enjoy experience in learning to communicate in a FL", and it also suggests that "language learning is more effective when it is fun". Thus, this kind of techniques is used to reduce students' stress and anxiety to facilitate learning.

The TPR method promotes the use of games for teaching to get students involved in the lessons, since:

"Students learn more easily when they are involved in interesting and entertaining activities" (Asher, 1989).

In fact, James Asher is well known for creating the Bingo game for teaching.

We also found out that it was a French teacher "Francois Gouin" who started to look out for a method that best fit to teach children a language naturally. Later on, in the 1960's James J. Asher created a method: the TPR method whose principles are directed on language acquisition of young learners: (English Raven Educational Services, 2007).

1. Memory is stimulated and increased when it is closely associated with motor activity.
2. The process involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, playing etc) - well before learners begin to use the language orally.
3. It also focused on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity.
4. Encourage learners to respond using right-brain motor skills rather than left-brain language "processing" Right-brained learning (the part of the brain that deals with motor activity), believing it should precede the language processing element covered by the left-brain

Nowadays, "the TPR method has become a requirement for teaching young students" due to the effective results it has had during the last years," (Asher, 1989)

In the Communicative Approach, the use of games plays a very important part not only because students find them enjoyable but also because games lead to interaction and interaction requires communication. Games provide students valuable

communicative practice. It is worthwhile mentioning one principle of the Communicative Approach, because it is extremely connected to our research topic: "One major responsibility of teachers is to establish situations likely to promote communication", hence, it can be managed through the application of games as teaching aids. In fact, this method has some principles for using games when teaching:

1. Games have certain features in common with real communicative events, so that there is a purpose to exchange.
2. The speaker receives immediate feedback from the listener on whether or not she has successfully communicated.
3. Having students work in small groups maximizes the amount of communicative practice they receive.

After making a complete analysis from the different view points of each Teaching Method we found out that some of them pay more attention to grammatical structures than in teaching vocabulary. We think that teachers should be aware that the acquisition of grammar is as important as the acquisition of vocabulary. They must go together. We can not write sentences if we do not know words. It is important to mention that teaching vocabulary is not as simple as it seems because it is not enough to show students what words mean, but also we have to show them how to pronounce and use them correctly in different contexts. Therefore, we may confirm, and remark the importance of using this valuable teaching technique not only for making learning-teaching fun but also for making it effective.

2.1.3 The role of motivation in the different teaching methods.

After looking into the role that motivation plays in the different teaching methods we found out that not all of them see the great importance of getting students motivated in learning a language.

On the one hand, there are methods that take for granted that students will bring to the class intrinsic or extrinsic motivation. However, the work of the teacher in there, is to teach and make students learn; therefore, students themselves are responsible for their success or failure. That is the case of the Grammar Translation method, the Direct Method, the Audiolingual Method, Community Language Learning and the Silent Way, which are briefly described in what follows:

In the Grammar Translation method as well as in the Direct Method, motivation is something that students should bring to the class. It was expected that the one who studied a second language was because of instrumental purposes. (instrumental motivation)

Language Teaching Philosophy of the Grammar Translation Method:

The most fundamental reason for learning the language is giving learners access to English literature, developing their minds "mentally" through foreign language learning, and building in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary level. (San Diego State, University, n.d.)

In fact, the Direct Method was created in attempt to overweight the Grammar Translation Method, since it was criticized that it has no communicative competence. But although this new method was adopted for many private schools, this fail down because it requires small class sizes, motivated learners and talented teachers in order to succeed really well. By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic language learning orientated around reading and grammar skills.

Language Teaching Philosophy

The basic premise of the Direct Method is that students will learn to *communicate* in the target language, partly by learning how to *think* in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime (Larsen-Freeman 1986, p. 24)

The Audilingual Method is well known as the Army method. It was created with the purpose of making people learn foreign languages very quickly as part of its overall military operations when World War II ended. Due to this, the "Army Method" was suddenly developed to build communicative competence in translators, through very intensive language courses focusing on aural/oral skills based on drills, mimicry, and memorization and over-learning of language patterns and forms. Due to this students and teachers use to get good results in learning and teaching the language.

As can be seen, in this method the learner may not be motivated by teachers to learn the language but they have to study the language for instrumental purposes as well as in the Grammar and in the Direct Methods.

In the Silent Way method, whose creator was Caleb Gattegno (70's), learners participate actively creating their own sentences by combining words that are presented in colored charts. It was suggested that it is the most natural way that a young student learns a language. Motivation, in here, is not emphasized, but the underlying principles here are that learners become increasingly autonomous in, active with and responsible for the learning process in which they are engaged. Also exploratory and discovery learning is something remarked in this method.

Community Language learning was an innovative model (particularly for adult learners) created in the seventies by Charles Curran that gives emphasis to affective factors (where their feelings, intellect, interpersonal relationships, protective reactions,

and desire to learn are addressed and balanced) seeing students as a whole group and not as an individual. The constant interaction and the role of the teacher as a counselor plays a very important part in this method in order to reduce anxiety and make students feel comfortable during the process of learning. Students are encouraged to express not only how they feel about the language, but how they feel about the learning process to which the teacher expresses empathy and understanding. The method assumes that students intrinsically *want* to learn the new language, but it is not the case most of the time.

On the other hand, there are those methods that did see the importance of achieving students' motivation through the use of varied and dynamic techniques, and materials. Thus, in this case the teacher is not only responsible for teaching students but also for getting students intrinsically motivated to be involved in learning a second/foreign language. That is the case of the Total Physical Response method, the Communicative Approach and Suggestopedia.

The Total Physical Response method sees the importance of getting students motivated when teaching a language, and making learning effective and comprehensible by taking into account the different learning channels: Tactile, auditory and visual when introducing input to the students. In the kinesthetic Sensory System: students acquire easily and rapidly the information presented. Students' steps for interaction are highly important for practicing it. Feeling of success leads to a high degree of motivation. (Cambridge University, England, n. d.)

Suggestopedia: Based in the theory of cognition.

In the late 1970's Georgi Lozanov introduced the contention that students naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn. (English Raven Educational Services, 2007)

Lozanov believed that learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given optimal conditions for learning. The use of soft Baroque music during the learning process was something primary in order to provide the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. But also it is emphasized the use of varied activities and techniques which affect positively the subconscious learning from the learner. Thus, in this method it is the work of the teacher that may help to develop students' intrinsic motivation for learning the language. (English Raven Educational Services, 2007)

The Communicative Approach, well known as the Communicative Language Teaching Approach (CLT) was one of the methods that marked the difference in teaching a second language about the mid eighties or so. At this time motivation started to gain more importance in the teaching and learning process.

Since one major factor in this method is that learners must gain "Communicative Competence", teachers must provide time for the students to develop fluency and not only accuracy by interaction. Due to this, it is highly important the use of varied and dynamic techniques to manage students intrinsic motivation. Some principles from this method are as follows: (English Raven Educational Services, 2007)

1. Teachers help learners in any way that motivates them to work with the language.
2. Intrinsic motivation will spring from an interest in what is being communicated by the language.

2.2 Motivation: Important contributors.

Having gone back to early research of motivation, we found out that the most important contributors on this area were on the one hand Robert Gardner together

with Wallace Lambert who remarked an integrative orientation and an instrumental orientation. Gardner and Lambert (1985), cited in Skehan (1989)

In addition, we have the valuable work of Jeremy Harmer (1991) who deals with intrinsic motivation and extrinsic motivation. This was also a great contribution to the development of the concept of motivation.

Undoubtedly, students in general (children, teenagers, and adults) learn better when they are motivated. In fact there are many studies that confirm our hypothesis; but what does motivation mean? What are the components of motivation? Is motivation important in the teaching and learning process?

2.2.1 What is motivation? Two concepts

"Garner's' work on the place of motivation in language learning is unique, and certainly its positive qualities far outweigh the negative" (Skehan 1989, p.61).

The concept of motivation seems to be very simple but it embodies many factors. To talk about these factors that integrate this complex work we will go back to the early research specifically to the work of Gardner and secondly to the work of Harmer who were great contributors in this area.

First concept made up by Gardner based on the socio educational model:

Motivation is defined by Gardner as the learner's orientation with regard to the goal of learning a second language. The following equation clearly shows that motivation is conformed by three principal factors which are effort, desire to achieve a goal and attitudes, but at the same time these three factors contemplate other factors, which are explained at the bottom of the following Garner's equation (1985) that represents the components of motivation.

$$\text{Motivation} = \text{Effort} + \text{Desire to Achieve a Goal} + \text{Attitudes.}$$

Gardner points out that motivation is made up of effort, whose at the same time it is conformed by several components like compulsiveness, desire to please a teacher or parent, a high need to achieve, good study habits, social pressures, including examinations or external rewards, which do not relate specifically to learning a language. Plus the second component of the equation that is the desire to achieve a goal where the integrative orientation plays a very important role and it has to be with the particular goal of the individual which would be to learn the language. And, finally the last component that are attitudes which are related to peoples' behavior. Gardner (1985), cited in Skehan (1989)

Second concept made up by Harmer base on the theory of Self-determination.

According to Harmer (1991), in his book "The Practice of English Language Teaching," suggests that motivation is some kind of internal drive that encourage somebody to pursue a course of action (goal).

Accordingly, there are two kinds of goals: short term goals and long term goals. The first one refers to the achievements that somebody wants to reach for a short period of time, for example, (applying it in language learning) is when students learn a language because they just want to pass an exam. Extrinsic motivation has a behaviorist approach, it refers that students learn a language because they want to pass a course, or because they will receive a reward from their parents or from their teachers.

The second kind of goals refers to those achievements that someone wants to reach for a long period of time. For example, it is when students learn a language because they really have the desire of learning it, because they know that it would be useful for their future lives.

Intrinsic motivation (students' long term goals), on the other hand, has a cognitive approach and it refers to the desire that students have for learning. They

learn a language because they want to get a good job or because they want to get a better kind of life.

As can be seen, both concepts are practically similar: Gardner's ideas about integrative and instrumental orientations, refers to the Harmers' extrinsic and intrinsic types of motivation that we are about to arrive at and explain in more detail.

2.2.2 Types of motivation

Integrative and Instrumental motivation based on *'The Socio Educational model'*:

According to Gardner there are two types of motivation which are: an integrative orientation and an instrumental orientation.

The first one refers to the point from that people esteem and that they want to identify with not only particular individuals but also foreigners. He comments that those attitudes toward foreigners were probably formed under the influence of parents, the home environment, and the native culture. Thus, those people who identify positively in this way would like to resemble the foreign peoples concerned, to understand their culture and to be able to participate in it. This kind of motivation is firmly based on the personality of the learner.

The second one refers to the advantages that can be managed, if a language is known. For example: professional advancement, capacity to do one's job well; the ability to read useful material in the target language; potential to exploit members of the foreign culture. But this kind of instrumental motivation was hypothesized by them as less effective than the integrative orientation, since it is not rooted in the personality of the learner, and therefore more dependent on fallible external pressures. As a result, the learner is less likely to spend effort to achieve cumulative progress. Gardner (1985), cited in Skehan (1989).

This Gardner's and Lambert's hypothesis generated an enormous quantity of research and there were some researchers that agree with these perspectives but some others did not. In fact there were some studies that confirmed the hypothesis but some other studies were not so favorable for this. (Noels et al, 1996)

Extrinsic and an intrinsic motivation based on the 'Theory of Self-Determination':

Another important concept of motivation is the one based on the theory of self determination. Motivation is how much the learner engages in an activity for reasons of personal choices. This theory considers two types of motivation: extrinsic and intrinsic motivation.

Intrinsic motivation is learning a language only because of the desire of doing so. Intrinsically motivated students are expected to maintain their effort and engagement in the L2 learning process, even when no external rewards are provided.

Extrinsic motivation includes three sub types which are: External regulation, introjected regulation and identified regulation.

External Regulation emerges when a student learns an L2 because of pressure or reward that comes from the social environment. Such as, career, advancement or a course credit. Once that pressure or reward is removed, the learner might be expected to stop putting effort into L2 learning.

Introjected regulation refers to more internalized reasons for learning a L2, such as guilt or shame. As with external regulation, once the pressure is lifted engagement in the activity is likely to fall off.

In the identified regulation the student learns an L2, because the learner has personally decided to do so and because that activity has value for her chosen goals.

As long as that goal is important, the learner can be expected to persist in L2 learning.

We also found out the concept of *amotivation* that arises when a learner has no goals either intrinsic or extrinsic, for learning a language. Without a goal of any type, the learner has little reason to engage in language learning and might be expected to quit performing that activity at the earliest convenience (Norris, 2001).

Taylor, Meynard and Rheault (1977), Ellis (1997), Crookes et, al (1991) stated, that it is integrative motivation which has been found to sustain long-term success when learning a second language.

Brown (2000) makes the point that both integrative and instrumental motivation is not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language but rather a combination of both orientations.

Most investigators have focused their attention on the role that motivation plays on language learning. Some of them argue that intrinsic motivation is superior to extrinsic because the success of learning a language depends on it; therefore, they support the idea that teachers should help students to become intrinsically motivated. There are others that claim that intrinsic motivation not necessarily determines the success on learning and they say that there should be a balance among them in order that students have a successful learning.

2.2.3 The importance of motivation in the teaching/learning process.

"Given motivation, anyone can learn a language", Corder's phrase, cited in Skehan (1989), who points out that such a phrase seems to be very simple but it has paved the way for many studies on motivation and its influence on learning a foreign/second language.

As far as we have reviewed the existing literature, we found out that in the 1920's the concept of motivation was not considered to be as an important factor to learn a language as it is nowadays. In those years it was thought that people's intelligence was something determinant for being successful or not in learning a language. Motivation was considered to be only one more affective factor like anxiety and some others and it was not directly related to second language acquisition.

It was not until 1972 when researchers started to get involved in the important role that motivation plays in the learning process, though many studies had been done in the 40's to come closer to these new perspectives. Thus, several questioning and disagreements that started to grow up at that time was that many researchers became interested in the topic. As a result, a series of studies were done to confirm or decline those hypothesis and questions. (Noels, Clement and Pelletier, 2001)

Since 1985, this complex concept of motivation and its effects on language learning have become of greater importance to many researches till now. Thus a variety of studies were done about the topic although some of these studies still remain in discussion today. For instance, some studies that concerns about achievement and motivation (cause or effect) aroused the following questionings (Does motivation promote achievement or Does achievement promotes motivation) at the same time, these studies also arouses the need of different perspectives about the same concept of motivation.

Thanks to this contribution of research to this complex topic nowadays researchers had given the attention that motivation deserved but undoubtedly it still remains in discussion today.

As far as we have read, it appears to be that the work of Gardner about motivation had made that many researchers get immersed on the topic. Due to this, several studies have been made not only about the components that conforms motivation but also about the effects that motivation has on learning a second

language and many other variables related to the topic of motivation and learning a L2. There are, in fact studies, where researchers had measured the relationship between motivation and other affective variables that have certain effects on the individual to learn a language. Some of these studies have been confirmed but other would not have obtained so favorable results.

Here we have some hypotheses, whose statements are the basis for ours in this thesis. These hypotheses have been studied and confirmed several times by many important researchers, but the following were particularly confirmed by Gardner:

1. Differences in attitudes and motivation will be related to differences in achievement in the second language.

The model proposes that integrativeness and attitudes toward the learning situation provide the foundation for the student's motivation to learn the language. Lalonde and Gardner (1985) reported that motivation had the highest mean correlations for all three criteria, while integrativeness and attitudes toward the learning situation were consistently lower.

2. Differences in attitudes and motivation will be related to differences in persistence in second language study.

It would be expected that those students who dropped out of the program, would have obtained lower scores on these assessments than those students who persist in their language study. These results have been supported in a number of studies (see, for example, Clément, Smythe, & Gardner, 1978).

This hypothesis was particularly confirmed by Gardner (1983) who found out that the relationship between motivation and persistence was greater than

integrativeness, attitudes toward the learning situation, language aptitude, and even measures of achievement.

3.. Attitudes and motivation will be related to the retention of second language skills after study ends, largely because motivated individuals will tend to use the language during the subsequent period.

Due to the active and directive role of motivation, it would be expected that when language study terminates (i.e., after the course ends), retention of language skills would tend to deteriorate, but that the rate of deterioration would be moderated by the individual's level of motivation. The test of the structural equation model confirmed the hypothesized relationships.

2.3 Learning vocabulary through games

Vocabulary plays an important role when learning a second language and if someone wants to communicate in the language she/he is learning, it is important that the student acquires as many words as possible and the most important thing, that she/he learns how and when to use those words.

Some years ago, it was thought that vocabulary was not as important in learning a foreign language as grammar or other areas were, therefore; teachers did not pay much attention for teaching vocabulary, they just gave students long lists of words for them to find their meanings in the dictionary and when students had a test, they just learned those words by heart, but after a period of time they forgot most of those words.

Fortunately, vocabulary is nowadays considered as an important component when learning a foreign language and today there are several useful teaching techniques that teachers can use to help students to learn words in an active way as for example "vocabulary games" that we believe are very effective .

Students usually get bored in vocabulary lessons because most of the teachers appear not to take the risk and change their way of teaching vocabulary, some of them usually "teach" vocabulary in a traditionally way.

One way to make vocabulary lessons more interesting, enjoyable and effective is through the use of games. There are many studies that show that students in general (children, teenagers, and adults) learn better when they are relaxed, and games make that students feel relaxed. They also break the ice among students and their teacher and among them and their classmates. Through the use of games all students get involved in the lesson even the shy students.

"Vocabulary games make students to acquire language unconsciously with their full attention engaged by the activity, in much the same way they acquire their mother tongue. They are an effective teaching learning instrument" Cross (1995, p.153).

2.3.1 Advantages of using games to teach vocabulary to children

As everybody knows, children are very active and they just think about playing and having fun; if they get bored they do not doubt to let you know, and they do not do it precisely through words but through their attitudes, and behavior. For this reason, it is very important that teachers, who work with children, keep this in mind when planning their lessons and include games as much as possible.

"Games are fun and children like to play them. Through games children experiment, discover and interact with their environment" (Lewis, 1999). We totally agree with this author since based on our experience as teachers and mothers, we have observed that children really enjoy playing and when they play, they not only have fun but they also learn.

There are many teaching techniques to teach vocabulary, but one of the most effective are games, through games, children not only have fun but they also learn words in an active way.

What is more, there are many advantages when using vocabulary games when teaching children who are learning English as a foreign language. Here are some of them:

1. Games help to see the beauty in the language: Most of children do not see the point to learn a second language, hence, it is very common to find children in classrooms who do not pay attention to the lessons, some of them do not want to participate in the class and they are just waiting for an opportunity to get out of the classroom, but it is the teacher's work to make children to feel interested and willing to learn, and one way to do it is through the use of games.
2. Games are motivating and challenging: As we said before, it is difficult for teachers who work with children to make students interested in learning a second language but with the use games we can make that possible. Mc Callen (1980, p.ix) claims: "Games automatically stimulate student's interest".
3. Games encourage students to interact and communicate: As everybody knows, a language is learnt by using it in a communicative way, and games are an effective tool that helps students to communicate in the target language.
4. Games can function as reinforcement, review and enrichment. Games can be used at any stage of the lesson: at the beginning as a warm up, for practicing the topic they have already learnt or at the end of the lesson for consolidating or evaluating what they have learnt.

5. Games involve equal participation from both slow and fast students: When using games in the classroom, all students get involved in the lesson, since most of the games have to be played in teams or in pairs, all the members of the team or the partners cooperate and help each other in order to win the game.

2.3.2 How to choose and when to use games

How to choose games? There are many factors that teachers should take into account when choosing games. According to Mc Callen (1980, p.x) these are the ten most important factors to consider when choosing a game:

1. The size of the class.
2. Whether it is a class of adults or one of children
3. The class level – elementary, intermediate, advanced
4. The structures being studied at the moment
5. The physical space you have to work with
6. The noise factor – will you disturb the class around you?
7. The students' interests, in and out of the class
8. The equipment and materials available
9. cultural considerations
10. the time available for a game

Games are an effective tool for teaching a second language, but for having a successful game, it is very important to take these factors into consideration when choosing them.

When to use games?

"Games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do" Rowland (1996, p. 3). When

working with young learners, games must be an integral part of the lesson plans, since they are highly motivating and effective, through games children not only enjoy more the class, but they also learn.

2.3.3 Teacher's preparation before applying a game.

Well chosen games not only motivate children but they also allow them to put into practice what they have already learnt. Hence, it is very important that teachers plan games with anticipation in the same way they plan the activities and exercises that their students will do during the class.

In order to have a successful game, it is also important that the teacher understand perfectly the game and its rules, once the teacher is in the class, she* should explain to the students the rules of the game and how they are going to play it, and it is also a good idea that before starting the game, the teacher ask some students to give a demonstration in front of the class for students not to get confused during the game.

2.3.4 Teacher's role during the game

As it is well known, the role of the teacher in the classroom is that of a facilitator, an organizer and a motivator and although games seem to be an informal way of teaching, the teacher keeps these roles when applying them in classroom, it does not matter if she participates or not in the game, she should maintain the group under control, therefore, it is important that she establishes the rules before the game starts and make sure that all students have understood the instructions.

She should organize the class for the game. If they are going to work in pairs or in groups and it is a good idea that at the very beginning of the course the teacher divides the group into teams and in pairs and it is also recommended that students work in the same team or pair during the whole course because in this way teacher

does not have to organize the class every time she is going to apply a game or an activity which implies a waste of teaching time.

During the game, the teacher should monitor the game and go from team to team or from pair to pair and encourage children to use the target language and praise them as much as possible.

2.4 Working with young language learners

When Children come to a language classroom, they come with a set of abilities, which they develop during their first months of their lives when they are acquiring their mother tongue. Most of these abilities can help them to acquire a second language; then, it is our job as teacher to identify and take advantage of those skills in the English classroom. These are some examples of such abilities:

Children ability to grasp meaning: Since babies children develop the capability to understand what other people tell them, they know when their parents are angry or happy with them, though they do not speak yet. The same happens in the language classroom when the teacher speaks in the language they are learning, they have the ability to understand what she says, even though they do not know most of the words that the teacher is using. That is why it is very important that teachers use the target language as much as possible in the classroom because in this way students have the opportunity to develop this ability. Also they become familiar with the language they are learning.

Children are very good in at creating meaning when they have a limited language: When children start acquiring their mother tongue and they do not know the grammatical rules e.g. Tenses, the irregular verbs etc, they are used to creating grammatical forms and making up words because they have the need to communicate their needs to their parents. Thus, they are creating meaning because their language is still limited. For instance, a four year old Mexican boy, who says in

his mother tongue “ *Estaba abrido*” when he wants to say that something was opened, he is creating from his limited knowledge of the verbs in past participle the word *abrido* instead of *abierto* in the same way that when he says “*Estaba dormido*”. This phenomenon also occurs when acquiring a second language and we think that all people who have learnt a second language had experimented it; when we are speaking in the target language and when we do not find the appropriate word to tell what we want to say we tend to make up words or we find other ways to say what we want to communicate. Children are very creative and they have a very well developed imagination and as said above, they are very good at creating words and conveying meaning and it is our job as teachers to provide them with opportunities for them to develop this ability in the language classroom. That is why games, are a useful tool when teaching English to children because they encourage children to use the target language and if their language is limited, they use this ability.

Children’s ability to learn indirectly: As it is well known, there are two ways of learning: conscious direct learning and unconscious indirect learning. When learning a language in a conscious direct way, attention is focused on accuracy, that is, on its grammar, vocabulary and pronunciation. On the other hand, when learn it in an unconscious indirect way, the grammar, the vocabulary and the pronunciation is learnt through the continue *exposure* and use. Which of these two systems is the best? According to Halliwell (1992) there should be a balance among them when teaching a second language, since both of them have their own contributions. For instance, in the direct learning, the grammar rules are easier to explain and elicit. Since students are aware of the rules of the language, it is less probably that they get confused. By using this system, teacher saves teaching time and it gives students the opportunity to practice more the language. In indirect learning, the students discover and become familiar with the rules by themselves. Students are more active in the learning process and it involves the learners.

As far as children are concerned, they have a well developed instinct for indirect learning. They learn better when their attention is focused on the activity itself

rather than on the grammar and phrases. Therefore, it is important that teachers, take advantage of this ability and plan activities where children have the opportunity to make their unconscious mind work. Games give children opportunity for indirect learning since when playing; children's attention is centered on playing and not on how the language should be used.

Children's enjoyment for imagination and fantasy: Children are imaginative by nature and they get very excited when in a task they are asked to create a person or an animal using their imagination. Through their imagination, children express their feelings and their fantasies. Most of children are aware of the things that happen around them and through their imagination and fantasy, they express the way they would like those things were. In English classrooms, teachers should take advantage of this instinct and give children the opportunity to use it occasionally. There are many activities in which they can use it; for instance, teacher can ask them to draw the pet they would like to have (they can draw, for example, a big purple cat with wings) or maybe she can draw on the board a big hole and tell them that it is the house of a strange creature, they should draw, individually, their own creature. Once they have finished, they should describe it and they will be very excited if the teacher asks them to come to the front to talk about their drawings in front of the class.

Children have the instinct for interaction and talk: As every language teacher knows, the most important elements for acquiring a second language are interaction and talk. "A language is learnt by using it". Rowland (1996, p.1)

Teachers who work with children know that they enjoy talking with their classmates. They talk all the time, even when the teacher is explaining the activities they have to do, and there are two or three students that are whispering. They always have something to tell to the others. Language teachers should take advantage of this, and include in their lesson, activities where children work in pairs or in small groups; this is very useful because it gives all children the opportunity to talk in the target language.

2.5 How to motivate children to learn English?

English teachers, who do not have enough experience in working with children, become easily frustrated when, during the lessons, their students are just playing, yelling and speaking with their classmates and they ask themselves "how can I make that these children become interested in the lesson?" The key word is motivation. Most of the children, who start to learn English as a second language, come to the class just by curiosity about the language and the only motivation they have is the one created by their parents, who know about the importance of learning a second language.

Once in the classroom, and since the beginning of the course, it is our job as teachers to preserve and increase that motivation, but how to do it? First of all, if we want our students to be motivated in the lesson, it is necessary to be motivated ourselves, that we enjoy teaching and that during the lesson we are enthusiastic and energetic, in order to transmit all these things to our students.

What comes next has to do with planning. When teachers, who work with children, are planning their lessons, it is important that they think as children. It is not difficult, because once, all of us were children and we can remember what made us get interested in and what made us get bored. It is also important to keep in mind that children get distracted and bored easily; therefore, the activities that we plan should be short and varied.

What does really motivate children to learn English? It is impossible to make children be interested to learn English by explaining them that it will be useful for their future professional lives, because children may not have the ability to think about the future, it seems that they just think about today, hence, the motivation should come from the attitudes that teachers have in the classroom, from the planning, from the activities and the teaching techniques that they use in the classroom.

Vernon (2000) on her article "Motivating Young Children to Learn English" gives some useful tips to keep children interested in the lessons. The first four has to do mostly with the teacher attitudes into and outside the classroom and the others have to do with his/her planning.

Be more than just a teacher: teachers should give their students the confidence to talk with them inside and outside the classroom. Be not only a teacher but also a friend on whom they can trust and talk.

Be an individual: Teachers should not be afraid to talk about their likes and interest with their students, since; this is good, because in this way, children see them as any person and not as someone superior to them.

Keep yourself motivated: It is impossible to motivate someone, if you are not motivated, hence, it is very important that teacher shows her students her enthusiastic and enjoyment for her job and for the language; teacher's attitude into the classroom is a crucial factor when teaching, not just children, but also teenagers and adults. As we said before, teachers should transmit students that enjoyment for the language.

Encourage: Praise students by their efforts, even if they do something small make them feel that they are having progress and that they are doing well.

Make students active learners: *Passive learning* is boring; therefore, it makes students unmotivated. Active learning means to have students actively participating in the learning process; hence, it is important to plan activities that give students the opportunity to use the language. These are some useful teaching techniques that give students the opportunity to be active learners.

Games: In 2.3.1, we talk about the importance of using games when working with children and the advantages games have. Games are an excellent technique for

making students use the language they are learning, moreover they are very useful to promote fluency, through games shy students have the opportunity to talk and express their opinions without feeling themselves ashamed of the mistakes they could make when speaking.

Get them moving: Plan activities that give children the opportunity to move around the classroom and interact with their classmates, if the group is large and the space is small teacher can use other games such as hot potatoe, mimic or TPR activities, since all of them involve movement.

The activities should be short and varied: Children become bored quickly, therefore, the activities should not be too long. There should also be a variation of the activities. Teacher can plan first an activity where they have to move, then an activity that calms them down and in this way they will be excited about what is going to happen in the class and the teacher will avoid boredom in the classroom.

Plan an activity for the end of the course: Planning along with students a final activity for the course. It can be a song, a poem, a project, etc, where they can show their other teachers, parents or family members, what they learnt during the course. This not only will motivate students but also their parents who will continue encouraging and supporting their children to learn the language.

There are lots of strategies that can help us to obtain our students interest in the language, teachers just have to take the risk and take them into consideration the next time they plan lessons.

2.6 Children's needs when learning English.

What are learner needs?

"When a learner learns a language, he or she has various kinds of needs which influence his/her learning," Spratt, Pulverness and Williams (2005, p.52). There are three kinds of (learning) needs: personal needs, learning needs and future professional needs. Personal needs are concerned with learners' age, interests and motivation, learning needs has to do with the students' learning styles and the future professional needs are concerned with the requirement of learning a language because an employment.

As we have said before, children appear not to worry about the future, they just think about today, therefore, they do not have future professional needs, but they have personal needs and learning needs and it is our job as teachers to meet them and plan our lessons taking them into account. The chart below shows the two kinds of children's needs when learning English as a second language and some strategies that teachers can use in order to meet them, the needs and strategies that are numbered need to be explained with more detail, below the chart, it can be found a complete description for each of them.

Table 2.1 Different kinds of learner needs.

| Children's needs | | |
|------------------|--------------|---|
| Kind of needs | | Strategies that can help to meet them. |
| Personal needs | 1. interests | A. By observing students inside and outside the classroom. B. By watching children's treasures. What they bring to the class. C. By applying them a survey. D. By asking them to make a handcraft. |
| | Motivation | See 2.6. How to motivate children to learn English. |

| | | |
|----------------|--|--|
| Learning needs | 1. Learning styles a. visual b. auditory c. kinesthetic | By observing them during the activities. By asking them at the end of the lesson if they liked or not the class. By applying them a simple test. |
|----------------|--|--|

(Adapted from "The TKT Course" by Sprat, Pulverness and Williams, ed. ESOL, Cambridge University Press 2005)

Personal needs

1. Interests: Teachers who work with children should know about their student's interests because in this way they can plan activities and choose material that children will find interesting. Therefore, they will be interested in the lesson. These are some strategies that can help us learn about our students interests:

- A. By observing students inside and outside the classroom:** observing students is an effective way to learn about their interests, inside the classroom we can observe how they interact with their classmates, the topics they talk about, if they are sociable or they prefer to be alone. Outside the classroom we can observe the physical activities they do, if they like to play, if they enjoy physical activities or not etc.
- B. By watching children's treasures:** Pay attention to what children bring to school. Some children collect, as hobby, cards of their favorite cartoons' characters, others, paste pictures of their favorite animals, singers, actor, actress, or sports on their notebooks, on their pencils etc. Using this strategy, we can know a little more about our students and on the next class, we can bring material or activities related to those topics. Students will find interesting, therefore, they will be engaged in the lesson.
- C. By applying them a survey:** Applying children a simple survey is another way to know about their interests, but it should be according to their ages and

level. They can be asked if they liked or not the class, what they like to do inside and outside the school, etc. and they can answer them by using words or pictures. (See 3.2)

D. By asking them to make a craft: At the beginning of the course, children can be asked to get a small box or a folder and cover it with pictures they like. They should bring their boxes or folder to the class and, in it, they will put everything: papers, quizzes, drawings, etc that they do in the English class. This is very useful since they will bring it every time they have class, we will observe and learn every child's interests.

Learning needs

"Learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. Our learning styles influences how we like to learn and how we learn best": Spratt, Pulverness and Williams (2005, p, 52). Also, there are three kinds of learning styles which are as follows:

1. **Learning styles:** They are different manners in which a learner prefers to learn. There are three kinds of learning styles which are as follows:
 - a) **Visual:** Visual learner, are those who learn best through seeing. They are used to observing teacher's gestures, movements in order to understand the main context of what she/he is explaining. They learn through pictures, charts and any other kind of illustrative material.
 - b) **Audiovisual:** These are the learners who learn best from hearing. They prefer classes where they have to listen to a tape recorder or lesson where all students discuss about a topic.

- c) **Kinesthetic:** They are the learners who learn best through doing a physical activity as moving or touching. (see TPR)

As can be seen, all the learners are different and all have different needs, interests and learning styles; hence, they should be taught in different ways. It does not mean that you as a teacher have to plan a lesson for every single student you have in the classroom but, once, you have identified each of your student's personal needs and learning styles, by using any of the strategies explained on the chart, you can plan in your lessons activities in which all your students feel comfortable, happy and willing to learn.

Summary of the research questions and hypotheses of our main study:

All in all, based on the review of literature, which is concerned with motivation, the different teaching methods, vocabulary games and the way children learn, we formulate the following hypotheses and research questions:

RH-1. EFL children receiving instructions through vocabulary games are more motivated than EFL children receiving instructions without games.

RH-2. EFL children receiving instructions through vocabulary games learn more effectively than EFL children receiving instructions without games.

RQ-1. To what extent vocabulary games motivate EFL children to learn English?

RQ-2. What are the children reactions towards vocabulary games?

As it can be seen, RH-1 and RQ-1 deal with the grade of motivation that children show when they are taught via games; thus, through the results of the investigation, we aim to see whether students become more motivated when they are taught through games or when they are taught through traditional techniques.

Moreover, through the use of a questionnaire (see Appendix M), we also aim to see to what extent vocabulary games motivate EFL children to learn English. RH-2 is concerned with the effectiveness of using games for teaching vocabulary to EFL children, through this hypothesis; we aim to see which students learn better, the one taught via games or the one taught via traditional techniques. Finally, RQ-2 deals with the positive and negative attitudes that children may have when they are teaching through games, therefore, based on the observations, we aim to see all children's reactions during the application of games.

Chapter 3 Method

The method used in this study is divided into four sections which are: the subjects, in which we give a description of the students who took part in this experiment. The instruments, in which we describe every tool we used to measure students' knowledge before and after the applications of the lessons, their degree of motivation, and their performance during the classes we gave them. The experiment, in which we explain, step by step, the way in which this study was carried out and the data analyses, in which we explain how we analysed all the data obtained through the different instruments we used.

3.1 The subjects

This experiment was carried out in a public primary school called "La Patria". This primary school has been offering English as a Foreign Language, for three years by an agreement made between parents and teachers. We worked with the groups of fifth and sixth grades. We choose these two groups because, we needed two groups not only similar in terms of English level, but also similar in their level of maturity. After revising the English syllabus of both groups, we realised that these two groups had all these characteristics.

In the fifth grade, which was our experimental group, there were 35 students, fifteen girls and twenty boys of approximately ten to twelve years old. They usually had English classes from 9-10 am, twice a week. During the week we worked with this group, we could observe that the group was very noisy and at the beginning of the applications they seemed unmotivated to learned English.

In the sixth grade group, in which we taught using other teaching techniques, there were also 35 students, nineteen girls, and sixteen boys of approximately twelve to thirteen years old. They usually had English classes from 11 to 12 am, twice a

week. In this group, during the application of the pre test, we could observe that they were also very noisy and difficult to control.

3.2 The instruments

To carry out this experiment, it was necessary to look for a primary school in which we were allowed to work with two groups that had the same level in English language knowledge, and similar in their behaviour. This was not easy for us because, most of the primary schools where English is taught are private and they do not allow any person to come to the school and carry out experiments with their students.

Fortunately, someone told us that there was a public primary school where English was taught. We spoke with the principal, who since from the beginning showed interest for this project. Once we got the permission, we asked for the English syllabus. We analyzed the level of each group and we chose the groups we were going to work with. We decided to work with fifth and sixth grades because they had all the elements we needed to get reliable results. After choosing the groups, we designed our first instrument which was the pre-test.

The pre-test (see Appendix K): consisted of seventy words. Some of them were taken from the English syllabus of the school, and some others that we thought they have not learned before. Both groups answered the same tests, the same day at the same time. With this instrument, we expected to know two important things, firstly, to make sure that both groups had the same level in vocabulary knowledge, and secondly, to know which words they did not know. Thus, based on those results we were going to know which words were going to be taught.

Our first contact with our subjects was with the application of the pre-test and the observations we did. This helped us to determine which group we were going to teach with games and which through different teaching techniques. We decided that

the fifth grade was going to be "the experimental group" because during the test most of them seemed not to be interested in English. Most of them were very noisy and they seemed difficult to control. Therefore, we thought that when we taught them using games, they could change their attitude and actually they did.

On the other hand, the sixth grade group was also very noisy during the application of the test but they seemed a little more mature. Therefore, we thought, they were going to be easier to control.

The post-test (see Appendix L). Through this instrument, we evaluated how much vocabulary students retained during the five lessons we gave them. Moreover, through this, we could see which group learns better. The post- test contained all the fifty words we taught them and it was applied three days after we finished the sessions without advising the students about this test.

The questionnaires (see Appendix M). By using questionnaires, we found out children's positive and negative attitudes towards the lessons. Every day, at the end of each class, children answered a questionnaire which consisted of five multi- choice questions related to the vocabulary activities. This included yes/no questions such as ¿Te gusta aprender ingles? ¿Te gusto la clase and multiple choice questions such as ¿Cómo te sentiste en clase? a) feliz – b)aburrido.

The observations (see Appendix N). They were an important instrument in this experiment. During the application of the lessons, every day, while one of us gave the class, the other, observed and took notes about what happened into the classroom. The purpose of using this instrument was to see children's performance in the classroom and also, through the observations, we could know to what extent they became interested, enthusiastic and willing to participate during the lessons.

3.3 The experiment.

The study was conducted by comparing a fifth grade and a sixth grade groups from a public primary school. The experiment was carried out in five sessions for each group. The groups were labelled as group A (the experimental group) and group B (the control group). Both groups were taught the same list of words, 10 in a day which made a total of 50 words in a week per group. The themes were consequently five: fruits and vegetables, animals, clothes, parts of the body and every day actions. One very important fact to remark from this experiment is that Group "A" received instruction through games and group "B" received them by using other different techniques with no games.

As we wanted to observe every child's reactions and attitudes towards both games and the other teaching techniques used, we played the role of a teacher and the role of an observer. While one of us taught the lesson, the other observed everything going on in the classroom and at the same time we took notes about student's performance. We took turns for observing and applying the activities.

At the end of each session, children completed a simple multiple choice questionnaire in which they expressed their opinions and reactions towards the activity with games and with no games. Also we aimed to find out with which activity they felt more comfortable.

Most importantly, vocabulary content was evaluated via two quizzes, which were applied at the beginning and at the end of the five sessions. Thus, we would see if learners improved their knowledge of vocabulary because of the motivating games to a greater extent than those children learning English without games.

As can be seen, we did not just want to prove that children did get motivated when learning through games but also we wanted to confirm that they learned quicker and better when working with games.

Carrying out the experiment step by step:

What follows is a description on how the experiment was done step by step. After we asked for permission to the principal from the public primary school to apply our experiment, we asked her for the English syllabus and the textbooks they use for teaching English. This would definitely allow us to know what kind of words and themes we would select for planning our lessons. But we found out that the school has never handled an English syllabus let alone textbooks. This has been the case for 3 years, time in which the school was allowed to teach English.

Hence, in this situation we decided to base our selection of vocabulary by taking into account a syllabus prepared by the principal, and our criteria for making a pre-test (see Appendix K) which functioned as a diagnosis. This means that through this diagnosis, we managed to know how much vocabulary students knew before the application of the five English sessions.

After we prepared the pre test we presented it to the students on June 12th 2007, specifically five days before beginning the English instructions. The tests (pre-tests) were administered simultaneously approximately in an hour per group and students were asked to complete the tests by themselves without help.

Once we had the tests already answered by the students, we graded them one by one and compared them carefully and at the same time scanning all the possible words to be taken into account in our lessons plans.

Having the English lessons already planned with their corresponding presentation, practice and consolidation (see appendix A- J), we discussed the possible questions which would form part of the questionnaire of motivation, which resulted in five easy questions (see appendix M). This valuable instrument would allow us to find out any negative or positive feeling students might have towards the vocabulary activities we wanted to apply.

As it has been said, the application of the English sessions took us five days of instruction from Monday 18th to Friday 22nd on June 2007. The following table shows the themes and the corresponding vocabulary that was taught and the date when it was taught.

| THEMES | VOCABULARY | DATE OF INSTRUCTION |
|-----------------------|---|---------------------|
| Fruits and Vegetables | pear, peach, cherry, cabagge, lettuce, radish, cucumber, celery, grapefruit, blackberry. | 18 June 2007 |
| Animals | sheep, ape, turtle, parrot, rooster, hen, wolf, cow, bull, deer. | 19 June 2007 |
| Clothes | high heel shoes, blouse, socks, shoes, belt, dress, skirt, bathing suit, suit, tie. | 20 June 2007 |
| Parts of the Body | hand, foot, knee, toe, neck, elbow, thumb, leg, shoulder, arm. | 21 June 2007 |
| Everyday Actions | Watch cartoons, get dressed, listen to music, make bed, get up, go to bed, wake up, go shopping, take a bus, have dinner. | 22 June 2007 |

Group "A" (game group) was always the first one receiving English instruction the whole week, and after finishing with that group we used to go to the other group which received instruction without games. It is important to mention that both of us were standing every single day of instruction, since one of us played the role of a teacher and the other one the role of an observer, and vice versa.

The first thing we did when instructing, was presenting the vocabulary, then practising the vocabulary already seen, and finally consolidating what it had been learnt, in order to reinforce it. Five minutes before the class ended, students were asked to answer the questionnaire of motivation (see Appendix M) in order to find out their feelings and reactions towards the English lessons.

After having taught the whole English lessons to both groups we were ready to apply the last test (the post-test) in which we evaluated the students' improvement from the vocabulary, which was taught during the five days of instruction. It was

applied on Tuesday 26th 2007, exactly three days after ending the last day of instruction which was on Friday 22nd 2007.

3.4 Data Analyses

This research project was conducted, firstly, on differences on motivation when they are taught through vocabulary games and when they are taught through other teaching techniques, and secondly, that children learn vocabulary more effectively when they are taught with vocabulary games than when they are taught without them. What follows is a description of how the data were gathered and lately analysed.

Firstly, we extracted all the grades obtained from the pre test and the post test from both groups and put them into a format that we designed by hand. It included two columns: one column from the students' name and the other one for his/her corresponding grade.

Secondly, we caught out students' answers from the questionnaire of motivation and wrote them in various formats that we also designed. They included 6 columns. The first column for the students' name and the other ones for the five answers we obtained from them. Thus, one format was done for each questionnaire of motivation which was given to each student after the end of each class session which made a total of five formats per group.

After that, following the advice of our thesis supervisor we codified the data gathered from the formats we had already done since this information would be processed into the Statistical Package for the Social Sciences (SPSS program).

The data were codified as follows:

- The number (1) was used to replace those positive answers. For instance: If a student answered with a (yes) it had to be replaced by the number (1).
- A negative answer (no) was codified by a zero (0).
- Negative feelings were also codified with a zero (0).
- In case of positive feelings there had to be codified with number one (1).
- In case that some students had shown any preference towards a learning activity we had to write the number of the activity which might be 1, 2 or 3 meaning that they did like only the first activity in case they had written number one (1) and so on.
- But in case they did not like any of the three activities, it had to be codified with a (0).
- On the contrary, if they did like all of them, it had to be codified with a (4).
- And the last, in case a student had not taken any test. It had to be codified with the number (99) meaning invalid case.

Once we codified all the data, we computed this information in a excel program to be introduced later on in the Statistical Package for the Social Sciences (SPSS) program by our thesis supervisor in order to have access to the statistical outcomes.

These statistical tables had to be analysed in terms of means, the t values, the degrees of freedom (df) and the significance level (sig). Thanks to these tables we were able to analyse firstly the groups 1 and 2 separately, secondly to analyse group 1 in conjunction with group 2, and finally to make an analyses between group 1 and group 2.

Statistical Analyses and its procedure:

What follows is a more detailed description of how the statistical analysis was done. The data gathered through the pre test, the post test and the questionnaire of motivation was analysed as follows. Scores from the pre and post tests were compared in three ways.

1. The scores obtained by group A before and after the application of the five vocabulary games.
2. The scores obtained by group B before and after the application of the five activities with other teaching techniques.
3. The scores obtained by group A and group B before and after the application of the five vocabulary games.

The questionnaire data was analysed by comparing the results of each group after each session and at the end of the application of the five activities. Finally, the observations provided us with the qualitative component of this research. In other words, the researcher analysed the notes taken by the observer during all sessions.

CHAPTER 4 Results and discussion

This chapter is divided into four sections: Firstly, the results we obtained of our two (research hypotheses) RHs and our two research questions (RQs) after making an analysis of the statistical tables. Secondly, the results of the two tests (the pre-test and the post-test) before and after instruction, the results of the questionnaires applied in every session, and finally, the results of our direct observations to the students during each instruction.

4.1 Research questions and hypotheses

RH1 EFL children receiving instructions through vocabulary games are more motivated than EFL children receiving instructions without games.

Due to the analyses we made to our questionnaire of motivation, which was one of our instruments we used to find out students' reactions and attitudes towards games, we found out that precisely students from group A (game group) were not only happier than students from group B (group without games) but also did like more the English lessons we gave using games.

This can be seen in table (4.1.) where the mean shows a difference between the group A and group B specifically in lines two and three where the mean of the group A (4.5000) outweighed the mean of group B (3.9714) . And line 4 where the mean of group A (4.4118) outweighed the mean of group B (3.5143). These results favoured our RH1, where apparently there were more students who did like the English lessons and happier students in group A.

Table 4.2 The game and the technique groups pre-test.

| | Grupo | N | Mean | Std. Deviation | Std. Error Mean |
|---------|------------------|----|-------|----------------|-----------------|
| Pretest | Vocab_game_group | 35 | 3.631 | 1.5839 | .2677 |
| | Vocab_tech_group | 34 | 3.882 | 2.0800 | .3567 |

Discussion: Table 4.2 shows the comparison in scores obtained in the pre-test that was applied to both groups (the vocabulary game group and the vocabulary technique group). As we can see, there was not a big difference in vocabulary knowledge before training. Therefore, we can say that the groups were at the same level as far as vocabulary knowledge is concerned.

In sum, based on the results, we can suggest that our second research hypothesis was also confirmed since students from group A (game group) retained more vocabulary than students from group B (group without games). This can be observed in Table 4.3.

Table 4.3 The game and the technique groups post-test.

| | Grupo | N | Mean | Std. Deviation | Std. Error Mean |
|----------|------------------|----|------|----------------|-----------------|
| Posttest | Vocab_game_group | 30 | 7.70 | 1.129 | .206 |
| | Vocab_tech_group | 29 | 6.45 | 1.410 | .262 |

Discussion: Interestingly, table 4.3 shows the comparison in scores obtained in the post-test applied to both groups at the end of the five sessions. As suggested above, the vocabulary game group had bigger scores than the vocabulary technique group; therefore, we can say that the first group retained more words during the lesson than the second group. It is important to mention that these results favor our research since we expected that the vocabulary game group learned more words than the vocabulary technique group.

RQ1. To what extent vocabulary games motivate EFL children to learn English?

The use of vocabulary games appeared to have some positive effects on students' learning of English. We may confirm this assumption with the data we obtained from a questionnaire of motivation and from the data analyses we made using statistical tables. We compared only students' learning from group "A" (the game group), before and after English instruction and finally from the results we obtained through direct observations that we made to both groups which all together favoured our expectations.

Qualitative results from the Questionnaire of motivation and the Direct Observation to the students:

We compared students' reactions and attitudes towards vocabulary games from a questionnaire of motivation that we applied at the end of each session. Based on these results we found out that there was a difference in students' attitudes and reactions to learn English between the two groups. Then it can be suggested that group "A" (the game group) was more motivated to learn English than group "B", (group without games), (see Table 4.1).

According to the observations we made to both groups during the whole five sessions we saw that there was also a big difference among groups as far as students' behaviours, reactions and attitudes are concerned. In general, we may say that students from group "A" appeared to be more interested, participative and willing to learn English whereas group "B" was less interested in the English classes. They seemed to be uninterested, unmotivated and even disruptive during the whole classes, (See Appendix N)

Quantitative results from the statistical tables:

In this respect, we compared students' learning between groups in the pre test and in the post test and we saw that there was a marked difference among students' knowledge after English instruction, (see tables 4.2 and 4.4) where the group game had higher results from those of the group without games.

Additionally, we obtained results from both groups by separating before and after instruction. We also found out that the group game obtained a difference in results from one group to another. A point of difference in scores, which means that students' improvement from group game was higher from that one of group B, in the pre and post tests, (see Tables 4.4 and 4.5).

Table 4.4 The pre-test and the post-test of the game group.

| | | Mean | N | Std. Deviation | Std. Error Mean |
|------|----------|-------|----|----------------|--------------------|
| Pair | Pretest | 3.477 | 30 | 1.5133 | .2763 |
| 1 | Posttest | 7.70 | 30 | 1.129 | .206 |

Discussion: Table 4.4 presents the scores obtained by the vocabulary game group in the pre-test and in the post-test. The score this group had in the first test was lower than the score they had in the post-test. Therefore, we can say that this group had a significant improvement in their vocabulary knowledge after the application of the classes.

Table 4.5 The pre- test and the post- test of the technique group.

| Pair | | Mean | N | Std. Deviation | Std. Error |
|------|----------|-------|----|----------------|------------|
| | | | | | Mean |
| 1 | Pretest | 3.783 | 29 | 2.1333 | .3961 |
| | Posttest | 6.45 | 29 | 1.410 | .262 |

Discussion: Table 4.5 presents the scores obtained by the vocabulary technique group in the pre- test and in the post- test. As we can realise, this group also showed an improvement in their vocabulary knowledge, but it is important to say that this improvement was not superior to the improvement that the vocabulary game group had.

In general, we may say that these results were influenced by the vocabulary games that were applied in each session. Students from group "A" (game group) resulted more motivated than students from group B (group without games). We may also suggest that motivation also favoured students' learning as we found out that the same group (group A: game group) obtained higher grades than the other group (group B: group without games).

RQ2. What are the children's reactions towards vocabulary games?

In order to find out children's reactions towards games we applied two instruments which were: direct observations done during the whole English sessions in both groups and the questionnaire of motivation applied to each child at the end of each English session.

Direct observations:

Children's attitudes and reactions from group A (group game) during the English sessions were most of the time positive. They were eager to take English

classes. They wanted to participate more than once. They were attentive in almost the whole five English sessions. In general, we observed happiness and relaxation on students; whereas group B (group without games) reflected the contrary. Students' were bored and disruptive, and usually students did not show any interest in the English classes. They even asked us for games to teach them, since they became aware that the other group was taught with games, (see the Reflective Diary Appendix N)

Questionnaire of motivation:

These results allowed us to see that in fact students from group A did like to be taught with vocabulary games and that they even did not feel any negative feeling toward them. Thus, the answers from the questionnaire about children's reactions were positive, (see table 4.1)

We may conclude that due to the results we obtained from the instruments we used to gather the quantitative and qualitative data and, having made the corresponding statistical analyses our research questions and hypothesis were confirmed for the sake of our study.

4.2 The Tests

As it has being said in this experiment two tests were applied, which were labelled: the pre-test (see Appendix K) and the post-test (see Appendix L). The first one was applied before English instruction in order to know two things: how much vocabulary our subjects knew and the complexity of the words that we would select for planning our English lessons.

Once the English lessons (see Appendixes A-J) were already applied, our subjects were given a post-test whose purpose was to know the effectiveness of the

English instruction. Therefore the main reason for us to apply the second tests was for us to know how much vocabulary students could retain after instruction.

The data gathered through the tests was analyzed statistically as follows:

1. Firstly, the scores obtained by group A before and after the application of the five English sessions using games as a motivating teaching technique.
2. Secondly, the scores obtained by group B before and after the application of the five English sessions using other teaching techniques.
3. Thirdly, the scores obtained by group A and group B before and after the application of the five English sessions.

Based on our first results we find out that there was an interesting improvement in student's knowledge since they retained new vocabulary via vocabulary games (see Table 4.4)

We also found out that there was an interesting improvement on student's knowledge observed in the control group, though this was not as high as in the game group. (See Table 4.5)

Finally our third analyses allowed us to see that the experimental group together with the control group had an important improvement as far as students' vocabulary learning was concerned, since their scores improved from the pre-test to the post-test. (See Table 4.6)

Table 4.6 The pre-test and the post-test of both groups.

| | | Mean | N | Std. Deviation | Std. Error Mean |
|-----------|----------|-------|----|----------------|--------------------|
| Pair 1 | Pretest | 3.627 | 59 | 1.8346 | .2388 |
| | Posttest | 7.08 | 59 | 1.412 | .184 |

Discussion: Table 4.6 are presented the scores obtained in the pre- test and in the post- test in both groups. As it can be observed, the score in the pre- test is lower than in the post- test. This means that both groups (the game group and the technique group) increased their vocabulary knowledge after the application of the five lessons. However, it should be pointed out that these results showed that both groups improved due to the training (games and other techniques). This may tell us very little as well,

4.3 The questionnaires

The questionnaires were applied at the end of every lesson, in each group, with the purpose of scoring children's motivation during each lesson, (see Appendix M). These questionnaires consisted of five multi- choice questions related to children's feelings during the lessons.

For further detail see also table 4.1 where each line represents a question with the results for both groups. We can observe the means in each question for the vocabulary game group is higher than the means for the vocabulary technique group. Hence, we can confirm our prediction, that children receiving instructions through games are higher motivated than those who are taught through any other teaching technique.

4.4. Observations

As we have said before, the direct observations were an important instrument in this experiment. During the five days of the week in which we were working with these two groups, we took notes about what happened in both classrooms, we took into account children's attitudes, their participation during the lessons and how much they got involved in the class.

As we can see in the reflective diary (see Appendix N), there is a big difference in attitudes among the two groups (the vocabulary game group and the vocabulary technique group), whereas in the vocabulary game group, most of the children seemed happy and willing to learn, in the vocabulary technique group all the children seemed bored and just a few of them wanted to participate during the classes. They were disruptive in most of the classes; they spoke and laugh when they were asked to work in pairs or in groups. Therefore, with the use of this instrument we can confirm our prediction that children who are taught through games are more motivated than those who are taught through any other teaching technique.

Thanks to these valuable instruments and to the statistical analyses we may confirm the validity and reliability of our experiment. Not only was effective the English instructions with games but also the instruction without games. In sum it is important to remark that the statistical results also favoured our expectations; that is, that students from group A (game group) would result with a better improvement than group B (technique group).

Chapter 5 Conclusions

Having recapitulated every single point from this present experimental study we are in the right way to present to the reader our general conclusions. As it has been said, our main objectives were mainly to prove that motivation can be managed throughout the use of games, as a teaching technique; as well as, that vocabulary games can be effective, in language learning. Thus, to present our general conclusions we have to take into consideration our findings on the area, the quantitative and qualitative results, and the analysis obtained from our experiment.

As a first point, we decided to inform about the concluding remarks as one of the four components of this last chapter, in relation to whether or not our RQs and RHs were confirmed or rejected. Secondly, in the next section about the limitations of the experiment we informed mainly the pros and cons, among some other aspects, of the experiment, followed by some suggestions for further research. Finally, the pedagogical implications that might have in the area of education are discussed.

5.1 Concluding remarks

In Chapter 4 we have already presented the quantitative and qualitative results of our RQs and RHs obtained with the help of the statistical tables and the data analyses. We did this using the data previously collected through our different instruments we used to carry out this experiment. However, we will summarize those results by providing our last and concise concluding remarks.

In general terms, the qualitative as well as the quantitative results favored our experiment. This means, that our two RQs and our two RHs were somewhat confirmed. The sequence in which they are presented follows the same order in which they were listed in chapter 4.

Lower Vs higher motivated students as a result of two different ways of instruction.

RH1 EFL children receiving instruction through vocabulary games are more motivated than EFL children receiving instruction without games.

Most students from group A (game group) answered that they did like the English lessons instructed using games (mean=4.5000) and most of them answered that they felt happy during instruction (mean=4.4118). It is important to mention that these results were obtained from our questionnaire of motivation, specifically from questions number two and three (see Appendix M and table (4.1)) which was one of our confinable instruments that we used to gather the data for this experiment. Most importantly, those results obtained from those questions were more relevant and significant to our RH1 from a total of five questions of the questionnaire.

Whereas fewer students from the control group (group without games) answered that they did like English lessons (mean=3.9714) and a few of them wrote that they felt happy during the English language instruction (mean=3.5143).

In general terms, there were higher motivated students as a result of instruction using vocabulary games than instruction without games, (see Table 4.1).

Effectiveness in children's learning receiving instruction with games.

RH2 EFL children receiving instruction through vocabulary games learn more effectively than EFL children receiving instruction without games.

Surprisingly, not only group A (the game group), resulted with an important improvement but also group B (the group without games), (see Tables 4.6 & 4.7). Although it is important to mention that students' vocabulary retention from the experimental group was wider (means=3.477 & 7.70) than that of the students from the group without games (means=3.783 & 6.45). The rank of words, specifically the students from the game group that could learn in a short period of time was enough to

recognize that vocabulary games did function (see Table 4.2). Those students could recall and recognize those words immediately in order to answer the post test after English instruction (see 2.3).

The motivational degree of "Vocabulary Games" in children's learning.

RQ1. To what extent vocabulary games motivate EFL children to learn English?

There is no doubt that games in general have a great impact in students regarding learning a language (see 2.1.2). Some students, who answered that they did not like English classes at all in the first question from our questionnaire of motivation, answered in the second question that they did like the English instruction from that date. This means that before instruction they did not have the desire to take English classes but after having experienced English vocabulary games they changed their minds (see 2.3).

In the direct observations to the students during English instruction we noticed in most of them willingness to learn English. It was rewarding to see how students can engage in the English sessions showing interest, positive attitudes and behaving pretty well because they expect a game to play at any moment of the class time (see Appendix N). As we have said at the beginning of this thesis "motivation" is the key element for making children learn English and this is what many important researches like Gardner and Lambert have confirmed several times (see 2.2.3).

RQ2. What are the children's reactions towards vocabulary games?

In order to provide an account of the results of this RQ we need to look back specifically to question number four from our questionnaire of motivation, which is about the activity they liked the most from a total of three activities. It is important to mention that the second activity that conformed every single lesson plan (see Appendices A, C, E, G, I) applied to the experimental group (game group) was a

vocabulary game. The rest of the activities (activities 1 and 3) from the lesson plan were no games but different teaching techniques like drills, fill in the gap activities and so on. It is also important to mention that the activities included in the lesson plans for the control group (group without games) were some different techniques but no games (see Appendices B, D, F, H, J)

Quantitative results showed that most students from group "A" did like the most, the first activity, whereas few of them claimed that they liked the most the second activity, and only a few of them preferred the third activity. General speaking, activity number 2 (the vocabulary game activity) in comparison with the activities numbers 1 and 3 resulted with a higher ratings in terms of students' preferences. In other words, students showed more positive attitudes towards vocabulary games.

Apparently, most of the children from the experimental group (game group) if not all of them were having fun and were eager to participate during the whole English instruction, but especially in the second activity (the vocabulary game activity) where their performance was very active (see Appendix N). Some students even ask for the game to play before the class instructions begin. In general, our direct observations to the students' behavior during English instructions were highly satisfactory.

5.2 Limitations of the study.

Generally speaking, our experiment was carried out satisfactorily since the qualitative and the quantitative results made us think so. However, it was not as easy as it would appear to be since we had to face some different and difficult situations that we could not solve as immediately as we would have wanted. This was due to our little experience as teachers and the difficulty in working with children.

Therefore, if we had the opportunity to conduct the experiment again we would take into consideration some specific points, that actually, would have given us better results and a complete satisfaction of having done this experiment.

In case of replicating the present experiment we would pre inform ourselves about the students' daily schedule, specifically, the kind of class or subject that students would have been taking before the English lessons. According to our little teaching experience, students' mood and behavior might be affected by the kind of subject they might have taken previously to the English class time. Due to this, before we start the English instruction we must be ready to observe how students are arriving at the English lesson (e.g. are they tired/thirsty/angry/very active/sad? etc.). In case we detected something that is not a normal behaviour, we would be ready to know what kind of extra strategy we must apply in order to undertake the situation as soon as possible and be ready to start the English class without any barriers.

More importantly, ideal circumstances the two groups would have been selected from two different public schools. This is due to the fact that the students from the control group (group without games) seemed to be slightly resented to us and apparently jealous to the experimental group (game group), precisely because the control group was taught without games whereas the experimental group was taught with games. Thus, the experimental group appeared to be as the preferred ones because of games. What we want to avoid are these kinds of feelings among students since this might affect the reactions towards the English classes.

Next, it would have been better that those chosen groups were from the same grade of schooling in order to avoid speculations about our experiment for not being valid. At first glance, it may arouse that the readers think about the possibility that students might not have had the same level of English knowledge or even worst that the sixth grade is commonly superior to fifth graders in term of vocabulary knowledge. We, in fact, thought so. Due to this, we decided to apply a test (the pre-test) in order to know how much difference might exist between students' knowledge before making our final decision of choosing them as our subjects for this experiment (see 3.1).

It is important to mention that we decided to choose the fifth graders as the game group due to the impression we obtained from them. The first contact we have with both groups, we assumed that fifth graders were more active than the sixth graders. Thus, we thought it would be better to apply them games to balance the situation we were going to face later on.

Additionally, we consider that it would have been better to include another instrument for collecting data. Thus, we assume that direct observations of Spanish teachers to the children during English instructions would have been resulted in a great and important complement for the data gathered for our experiment. Spanish teachers might have the experience that we lack in the area. Thus, they might advise us, criticize us or even provide us with some tips to enrich our data and our vision of teaching. Not only by providing us important information about the students but also by giving us information related to our instruction, strategies and materials we used that might have affected positively or negatively to our results, in some way.

Briefly, we have already covered some lines above all the limitations from our study that we considered that they might not represent a major risk for the validity or reliability of our qualitative and quantitative results. Moreover, we can surely assure that such limitations can easily be overcome in case of future replication of our experiment.

5.3 Suggestions for further research.

All investigations should be evolutionary, changeable and flexible and ours is not the exception; hence, it allows further research. For this reason here are listed some recommendations that need to be considered for further research:

As everybody knows, working with children is not an easy task, as they are very active and they get bored easily. When that happens, most of them show negative behavior. Therefore, we strongly recommend having previous knowledge about

classroom management, because, if the investigator is not able to control the group, the session may become a mess, affecting the results.

It is important for the researchers to become familiar with the school schedule of the group in order to know which classes they have before the application of the lessons. For instance, if the students have a class before the session in which they do physical activities, it is obvious that they will be tired and they will not feel like playing anymore. In this case, we suggest planning a game that does not imply to do physical activity.

In order to obtain reliable results, it is recommended to know the previous vocabulary knowledge of the learners and it is also extremely important not to teach words that are similar to Spanish, since students will find them easy to learn. Again, this would affect the results of the investigation.

Finally, we learn better when we are relaxed, games allow relaxation and they can be used to teach learners of all ages. To explore this, we suggest doing this experiment but with groups of adolescents or adults and comparing the results with those found in our study.

5.4 Pedagogical implications.

As we have empirical evidence in this realm, games appear to be an effective tool for teaching vocabulary to children, who are learning English as a foreign language. Through games, children not just become motivated but also they learn tend to learn more effectively than when they are taught by using other techniques. Therefore, we can say that this work is useful for teachers who are now teaching children and teachers who are thinking in working with them. All in all, this study contains information about the participants as well as knowledge about this marvelous, useful and effective teaching technique. Also in this thesis, the sample activities were included for any replication. Thus, teacher can make use of them not

only for research purposes (i.e. action research), but also for teaching purposes, (see Appendices A-J). The same applies to the vocabulary tests.

References.

- Argodizzo, C. 1992. *Children in Action*. London: Prentice Hall.
- Asher, J. 1979. *Learning Another Language Through Actions*. California: Accuprint.
- Bauer, L. 1998. *Vocabulary*. London & New York: Routledge.
- Cambridge University, England (n. d.). Retrieved Mayo 16, 2008, from <http://www.tpr-world.com>
- Celce, M. 1991. *Teaching English as a Second or foreign Language*. Boston: Heinle & Heinle Publishers.
- Cross, D. 1995. *A Practical Handbook of Language Teaching*. New York: Phoenix.
- Dörnyei, Z. 2007. *Motivational Strategies in the Language Classroom*. London: Cambridge University Press.
- Edge, J. 1993. *Essential of English Language Teaching*. London: Longman.
- English Raven Educational Services (2007). Retrieved Mayo 16, 2008, from <http://www.englishraven.com>
- Finocchiaro, M. & Brumfit, C. (1983). *The Functional Notional Approach*. England: Oxford University Press.
- Halliwell, S. 1992. *Teaching English in the Primary Classroom*. London & New York: Longman.
- Haycraft, J. 1978. *An Introduction to English Language Teaching*. New York: Longman.
- Jeremy, H. 1991. *The Practice of English Language Teaching*. New York: Longman.
- Larsen-Freman, D. 1986. *Techniques and principles in language teaching*. England: Oxford American English.
- Lee, W. R. 1979. *Language Teaching Games and Contests*. New York: Oxford University Press.
- Lewis, M. & Hill, J. (1993). *Source Book for Teaching English as a Foreign Language Teaching*. London: Oxford University Press
- Littlewood, W. 1984. *Foreign and Second Language Learning: language-acquisition research and its implications for the classroom*. London: Cambridge University Press.
- Mc Carthy, M. 1996. *Vocabulary*: New York: Oxford University Press.
- Mc Callun, G. 1980. *101 word games*. London: Oxford University Press.
- Mendez, M. 2007. *Methods and Techniques in English Language Teaching*. Chetumal: Ediciones Pomares.
- Motivating young learners* (n.d.). Retrieved April 18, 2005, from http://www.longman.com/pingu/teachers/resources_tipsfromthetop9.html

- Noels, K; et al. (2001). *The Canadian modern language review: extrinsic, and integrative orientations of French Canadian learners of English*, 57 (3). Retrieved April 8, 2008, from <http://www.utpjournals.com/cmlr/noels.html>.
- Norris-Holt, J. 2001. *The internet TESL journal: Motivation as a contributing factor in second language acquisition*, VII (6). Retrieved April, 8 2008, from <http://iteslj.org/Articles/Norris-Motivation.html>
- Oller, J. (Ed.). (1993). *Methods That Work: Ideas for Literacy and Language Teachers*. Boston, Massachusetts: Heinle and Heinle Publishers.
- Skehan, P. 1989. *Individual Differences in Language Learning*. London: Cambridge University Press.
- Thi Thanh Huyen, N., & Thi Thu Nga, K. (2003). *Learning vocabulary through games*. Retrieved April 29, 2005, from <http://www.tefl.net/forums/viewtopic.php?=189>
- Palmberg, R. (1988). Computer games and foreign language vocabulary learning: *ELT Journal*, 42: 242-252.
- Parrot, M. 1993. *Task for Language Teachers*. London: Cambridge University Press.
- Richards, J; & Farrell, T. 2005. *Professional Development for Language Teachers*. New York: Cambridge University Press.
- Richards, J; & Rogers, T. 1986. *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Rowland, W. 1996. *Language Teaching Games and Context*. London: Oxford English.
- San Diego State, University (n.d.). Retrived Mayo 7, 2008, from <http://coe.sdsu.edu/people/imora/almmethods.htm>
- Shoemaker, C; & Shoemaker, F. 1991. *Teaching Techniques for ESL Classroom*: New York: Heinle and Heinle Publishers.
- Shrum, J; & Glisan, E. 1994. *Teacher's Handbook: Contextualized Language Instruction*. Boston, Massachusetts: Heinle and Heinle Publishers.
- Sprat, M; Pulverness, A; & Williams, M. 2005. *The Teaching Knowledge Test Course*. Great Britain: University of Cambridge.
- Stevick, E. 1980. *Teaching Languages A Way And Ways*. Boston, Massachussets: Heinle and Heinle Publishers.
- Ubermna, A. 1998. *The Use of Games for Vocabulary Presentation and Revision*. Retrieved May 18, 2007, from www.teflgames.com/why.html
- Vale, D; & Feunteum, A. 1995. *Teaching Children English*. Britain: Cambridge, University Press.
- Vernon, S. (2000). *Motivating young children to learn English*. Retrieved May 19, 2007, from www.ezinearticles.com/?experts=Shelley

Wright, A; Betteridge, D; & Buckby, M. (1984). *From games for language learning*. Retrieved May 17, 2007, from www.teflgames.com

Wright, T. 1991. *Role of Teachers and Learners*. New York: Oxford University Press.

APPENDICES

Appendix A

VOCABULARY GAME

| | |
|--------------------------|--|
| Title: | Pet, Wild and Farm Animals |
| Aim(s): | To classify wild, farm and pet animals To describe animals (physically, what do they eat, etc) |
| Materials: | Board, markers, pictures of animals, cards containing questions about the animals, photocopies and a questionnaire containing questions for scoring children's motivation. |
| Level: | Beginners (children) |
| Familiar words: | Dog, cat, cow, bird, mouse, rabbit, tiger, lion, monkey, horse, snake. |
| Unfamiliar words: | Rooster, donkey, sheep, bull, calf, hen, parrot, frog, duck, pig, bear, turtle. |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (15 minutes)

- ✓ Write on the board three columns, one for each classification of animals; pet, farm and wild animals.
- ✓ Paste on each column the names in English of the corresponding animals.
- ✓ Give students pictures of those animals for students to paste them in the correct name.
- ✓ Correct mistakes and teach pronunciation through modelling. Teacher says the word and children repeat it.

Practice: (25 minutes)

- ✓ Take a picture and asks children yes no questions, e.g., does it leave in the jungle? Is it small?

Animal Game.

- ✓ Call for a volunteer to pick a card which contains the picture of an

animal. He/She will be that animal, but she/he can not show the animal to the others.

- ✓ Give to the rest of the class a card containing pictures of animals with their names and a list of questions which they will ask to the children performing the role of animal. They are yes, no questions, for instance, do you have big eyes? Do you live in a farm? Etc.
- ✓ If the asking player gets yes for an answer, he/she can ask another question or guess the name of the animal and if she/he guesses it, he/she will get a point.
- ✓ The game continues with a new child that will be the animal. The player that gets more points wins the game.

Consolidation: (20 minutes) The Trail Game

- ✓ Children play the game in pairs
- ✓ Give each pair a photocopy of the game
- ✓ Each child takes turns to throw a dice but he can only move if the number of the path matches the number of the dice. If it does not the child is stuck.
- ✓ If the child land on a bee he has an extra throw.
- ✓ They should move from the top of the page to the bottom and they should also colour the path they travel on.
- ✓ They can only move if they know the name of the animal, they are on, if they don't, they miss a turn, if they know it they throw again but if the second number does not match the paths available, they are stuck until their next turn.
- ✓ The first player to get to the end wins the game.
- ✓ Ask some winners to tell which animals they landed on by reading aloud their trails from start to finish.

Evaluation of the activity: (5 minutes)

Children will answer a questionnaire which contains questions for us to score their level of motivation for instance if they liked or not the activity, the way they felt during the activity, etc.

Appendix B

| |
|----------------------------|
| VOCABULARY ACTIVITY |
|----------------------------|

| | |
|--------------------------|---|
| Title: | Pet, Wild and Farm Animals |
| Aim(s): | To classify wild, farm and pet animals To describe animals (physical appearance, what they eat, where they live) |
| Materials: | A handout from Animals (Fill in the blank activity), board, a quiz and a questionnaire. |
| Level: | Beginners (children) |
| Familiar words: | Dog, cat, cow, bird, mouse, rabbit, tiger, lion, monkey, horse, snake. |
| Unfamiliar words: | Rooster, donkey, sheep, bull, calf, hen, parrot, frog, duck, pig, bear, turtle. |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (10 minutes)

Ask students to talk about animals: pet, farm and wild animals.
Elicit questions like: Do you like animals?, Do you have a pet?, What is its name?, What does it eat?.

Write 15 animal names on the blackboard.

Ask them classify them into pet, wild and farm animals.

Ask them repeat the animal names after you.

Elicit questions like: Do you know what it is?, Do you know where this animal lives?, Do you know what it eats?.

Write on the blackboard the answers of the students in order to have a brief description of each animal.

Make students repeat the whole information written on the blackboard about animals.

Make them copy the list of animals with its descriptions.

NOTE: Unknown words should be translated into Spanish.

Practice: (25 minutes)

Have students work in pairs.

Give each pair a handout (fill in the blank activity) about animals.

Before beginning the activity, have students read the handout and ask for unknown vocabulary.

Ask students to listen carefully to the teacher.

Read the right column from the handout for students to complete the missing information with animal names from the left column.

Ask some pairs to read aloud the descriptions with the answer they got while listening.

Make sure the answers are right.

Consolidation of learning: (20 minutes)

Children will solve a multiple choice quiz about Animals.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix C

| |
|------------------------|
| VOCABULARY GAME |
|------------------------|

| | |
|--------------------------|---|
| Title: | Clothes |
| Aim(s) | To classify clothes according to seasons. To classify female and male clothes. To describe what people is wearing by using the present continuous tense |
| Material: | Pictures of people, drawings of seasons, and a set of statements cards, Five dolls, clothes, and handouts. |
| Familiar words: | Dress, shorts, jeans, shoes, skirt, hat, sweater, socks, blouse, shirt. |
| Unfamiliar words: | Trousers, t-shirt, scarf, tie, boots, jacket, bathing suit, coat, rain coat, sneakers, gloves, belt. |
| Level: | Beginners (children) |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (10 minutes)

Teacher shows a set of pictures of male and female clothes and some cards containing drawings of season.

Students copy them on their notebooks and practice pronunciation through modelling.

Practice: (25 minutes)

- ✓ The whole group plays together.
- ✓ Children sit on the floor forming a circle.
- ✓ Teacher puts the pictures, drawings and the statements card face down on the floor, forming three piles; one for the pictures, the second one for the statement cards and the another one for the drawings of seasons.
- ✓ Child A takes one card from each pile. The picture should correspond with the description and with the season.
- ✓ If all of them match; the child keeps them.
- ✓ If they do not match, the child should return them to their places.
- ✓ The next child takes his turn.
- ✓ The child who keeps more matching cards will be the winner.

Consolidation: (20 minutes)

- ✓ Form five groups of seven children.
- ✓ Give each group a doll, different clothes and a handout containing a short description of what the doll is wearing.
- ✓ Each group should dress the doll according to the description.
- ✓ The group that finish first and have the doll dressed according to the description will be the winner.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix D

| |
|----------------------------|
| VOCABULARY ACTIVITY |
|----------------------------|

| | |
|--------------------------|--|
| Title: | Clothes |
| Aim(s): | To classify clothes according to seasons. To classify female and male clothes. To describe what people is wearing by using the present continuous. |
| Materials: | Blackboard, Handouts, Dictionary, Flashcards. |
| Level: | Beginners (children) |
| Familiar words: | Dress, shorts, jeans, shoes, skirt, hat, sweater, socks, blouse, shirt. |
| Unfamiliar words: | Trousers, t-shirt, scarf, tie, boots, jacket, bathing suit, coat, rain coat, sneakers, gloves, belt. |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (10 minutes)

A list of words (clothes) will be written on the board for students to copy and classify them into female and male clothes and tell which of them should be adequate for different seasons to be worn.

Unknown should be translated into Spanish by the teacher.

By looking at flashcards students are asked to describe orally people's clothes. The teacher must provide an example for students to follow when describing. E.g. He/she is wearing a shirt, jeans and a black jacket.

By eliciting students have to tell what kind of clothes they like to wear.

Practice: (25 minutes)

Have students to work in pairs.

Give each pair a handout containing two pictures of a man and ask them to look carefully at the pictures to find out and describe the differences in clothes. E.g. the man in picture A isn't wearing a hat.

Ask some pairs to read aloud the differences they found out.

Make sure the answers are right.

Consolidation of learning: (20 minutes)

Give each student a handout containing pictures of people using different clothes where students have to describe their clothing and tell in which season it is properly to be used.

To check spelling students have to complete with the correct missing word

(vowel) a list of clothes from a handout.

Ask some students to write them on the board once they have finished, assuring they are properly written.

Ask some students read the words aloud.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix E

| |
|------------------------|
| VOCABULARY GAME |
|------------------------|

| | |
|--------------------------|---|
| Title: | Parts of the body |
| Aim(s) | To identify parts of the body. To practice commands. |
| Material: | Flash cards, board, markers, two big drawing of monsters, small cards, and photocopies, puppets made of paper. |
| Level: | Beginners (children) |
| Familiar words: | Hand, head, leg, foot (feet), tooth (teeth), ear, mouth, arm, eyes, nose, stomach. |
| Unfamiliar words: | Knee, ankle, elbow, fingers, toe, hips, lips, neck, shoulders, tongue, thumb. |
| Author(s): | Estefany and Ana. |

Procedure**Presentation:**(15minutes)

- ✓ Show children a puppet and explain that they are going to make one.
- ✓ Paste on the board flash cards of parts of the body and their names in English.
- ✓ Give them the parts of the puppet for them to put together.
- ✓ Hold the puppet up and ask them to tell which part of the body you are moving or touching.
- ✓ Tell children to hold up theirs and move, touch or bend different parts of its body as you call them out.

Practice:(25 minutes) Simon Says

- ✓ Ask children to make two groups and choose a child to give the instructions.
- ✓ If the child who gives the instructions says "Simon says bend your hand, move your foot or touch your nose" the other children should make their puppets do it.
- ✓ If the child does not do it or move, touch or bend other part of the body, he is out of the game.
- ✓ If the child who gives the instructions just says "Bend your arm, move your foot or touch your nose" they should not do it and they are out if they do so.

- ✓ The winner is the puppet still in the game.

Consolidation:(15 minutes) The monster

- ✓ Children work into two groups.
 - ✓ They sit on the floor: one group in one extreme of the classroom and another on the other side.
 - ✓ Give each group a drawing of a monster and a set of cards containing the names of the parts the body.
 - ✓ Each group work together to paste the cards on the correct place.
 - ✓ The group that finish first and have all the names in the correct place will be the winner.
-
- ✓ Give children a photocopy containing drawings containing parts of the body and their names for them to match.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix F

| |
|----------------------------|
| VOCABULARY ACTIVITY |
|----------------------------|

| | |
|--------------------------|---|
| Title: | Parts of the body. |
| Aim(s): | To identify the different parts of the body. To practise the use of commands. |
| Materials: | Blackboard, Handouts, A poster from a "Body Picture", a Tape Recorder and a cassette. |
| Level: | Beginners (children) |
| Familiar words: | Hand, head, leg, foot (feet), tooth (teeth), ear, mouth, arm, Stomach, eyes, nose |
| Unfamiliar words: | Knee, ankle, elbow, fingers, toe, hips, lips, neck, shoulders, tongue, thumb. |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (10 minutes)

Display a body picture on the wall with the corresponding names of each part of the body.

Elicit questions by saying and touching the picture. E.g. What is it? Is it her/his head? Yes, he is. No he isn't. It is his/her hand.

Ask them to repeat after you.

Ask a volunteer to come to the front of the class to use commands while pointing some parts of his/her body and making his/her classmates to follow the commands. E.g. Touch your head/hand/neck etc.

Practice: (25 minutes)

✓ Give each student a handout containing a list of body pictures, and words to be ordered by the students in order to match them.

Make sure the words are properly formed (spelled)

Consolidation of learning: (20 minutes)

Give each student a handout containing a body picture for students to write the corresponding name next to each part of the body by choosing the vocabulary from the list of the left column.

Ask some students read the words aloud to check pronunciation.

Optional activity:

Give out a photocopy from a song about the body to each child.

Ask them to read it for a moment and look for unknown words.

Play the song at least twice or three times while singing the song and touching the part of the body they are singing about

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix G

VOCABULARY GAME

| | |
|--------------------------|--|
| Title: | Fruits and vegetables |
| Aim(s): | To classify fruits and vegetables Likes and dislikes |
| Material markers, | Flash cards, fruits and vegetables made of paper, glue, board, And handouts. |
| Familiar words: | Banana, apple, orange, water melon, grapes, strawberry, lemon, carrot, potato, tomato, broccoli, coli flower. |
| Unfamiliar words: | Pineapple, peach, pear, plum, cherry, blackberry, raspberry, cabbage, mushroom, cucumber, celery, radish, lettuce, avocado. |
| Level: | Beginners (Children) |
| Author(s): | Estefany and Ana. |

Procedure**Presentation:** (10 minutes)

Paste on the board flash cards of fruits and vegetables and their names in English.

Children copy them.

Teach pronunciation through modelling. Teacher says the word and students repeat it.

Practice: (25 minutes)

Draw on the board two columns one for fruits and one for vegetables.

Give each child a half of a fruit made of paper.

Children look for another half and when they have found it, they paste it in the correct column and write its name in English.

The pairs that finish before ten minutes will be the winner.

Consolidation: (20 minutes)

- ✓ Tell children what you like and what you do not like. Example: I like plums but I don't like grapes.
- ✓ Write it on the board and ask some children what they like and what they don't like.
- ✓ Form five groups of seven children.
- ✓ Give each group pictures of fruits and vegetables and a hand out containing sentences. For example: I like avocado, but I don't like cabbage.
- ✓ They should paste the picture of the fruit or vegetable on its name.

✓ The group that finishes first will be the winner.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix H

| |
|----------------------------|
| VOCABULARY ACTIVITY |
|----------------------------|

| | |
|--------------------------|--|
| Title: | Fruits and Vegetables. |
| Aim(s): | To classify fruits and vegetables. |
| Materials: | Blackboard, Handouts, Flashcards. |
| Level: | Beginners (children) |
| Familiar words: | Banana, apple, orange, water melon, grapes, strawberry, lemon, carrot, potato, tomato, broccoli, coli flower. |
| Unfamiliar words: | Pineapple, peach, pear, plum, cherry, blackberry, raspberry, cabbage, mushroom, cucumber, celery, radish, lettuce, avocado. |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (10 minutes)

- ✓ Paste some flashcards of fruits and vegetables on the board.
- Elicit students' responses by asking them: What is his/her favourite fruit to eat.
- Find out by eliciting which fruits and vegetables they know.
- Show them more flashcards of fruits and vegetables and write their names on the blackboard.
- Ask students to copy them in their notebooks and write their Spanish equivalents next to each word.

Practice: (25 minutes)

- Write a list of fruits and vegetables on the blackboard for students to copy them.
- Have students to work in pairs to classify them into fruits and vegetables.
- Ask students to write the list on the blackboard to assure they are well classified.
- Using the same list ask students to repeat the words after you to practise pronunciation.

Consolidation of learning: (20 minutes)

- Provide each student a handout containing a matching activity where students have to match pictures of fruits and vegetables with their properly definitions.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix I

| |
|------------------------|
| VOCABULARY GAME |
|------------------------|

| | |
|--------------------------|---|
| Title: | Bingo (Every day actions) |
| Aim(s): | To practice verbs to express every day actions. |
| Material: | Board, markers, pictures representing actions, large cards containing |
| Level: | Pictures of actions and their names in English Beginners (children) |
| Familiar words: | Eat, run, have lunch, do homework, read, drink, sleep. |
| Unfamiliar words: | Wake up, get up, take books, go to school, clean, buy, get dressed, spend money. |
| Author(s): | Estefany and Ana. |

Procedure**Presentation:** (15 minutes)

Teacher tells children a short story about what she did yesterday. She writes the story on the board and underlines the every day actions. Ask two students about what they did yesterday. They should use all the verbs the teacher underlined.

Practice: (25 minutes)

Teacher gives each child a large card containing drawings of everyday actions and their names in English.

Children mark the everyday actions they hear and they shout BINGO! If they finish the grid.

Teacher asks the winner to read the every day actions the winner has, and if it is all correct she or he will win a prize.

Consolidation:(15 minutes) The Mimic Game

- ✓ Give fifteen children a small piece of paper containing every day actions.
- ✓ One by one they go to the front and mimic the action
- ✓ The child that knows the verb should raise his hand and say it.
- ✓ If the verb is correct he wins a point.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the

way they felt during the activity, Which activity they like to do, etc.

Appendix J

| |
|----------------------------|
| VOCABULARY ACTIVITY |
|----------------------------|

| | |
|--------------------------|---|
| Title: | Everyday Actions. |
| Aim(s): | To practise some verbs to express everyday actions. |
| Materials: | Blackboard and Handouts. |
| Level: | Beginners (children) |
| Familiar words: | Eat, run, have lunch, do homework, read, drink, sleep. |
| Unfamiliar words: | Wake up, get up, take books, go to school, clean, buy, get dressed, spend money. |
| Author(s) | Estefany and Ana |

Procedure**Presentation:** (10 minutes)

Tell students what you do in a typical day orally and by using pictures with everyday actions.

Paste the pictures on the board and write the actions down for students to copy it as an example.

Ask them copy the everyday actions and write their Spanish translation next to each action.

Optional activity:

Write a list of possible verbs they may need for the next activity.

Elicit students to tell orally (using the verbs you recently wrote and the example from the board) what do they do in a typical day.

Practice: (25 minutes)

✓ Provide each student a handout containing pictures with the corresponding everyday actions.

Give students enough time to write down on their notebooks what do they do on Saturdays and Sundays by looking at the handout.

Ask some students to read aloud their notes about their everyday actions in a typical day.

Consolidation of learning: (20 minutes)

Give students a handout to match the pictures with the corresponding everyday actions.

Give another handout containing a typical day from a person and ask them to fill in the blanks with the adequate verbs. They must choose the vocabulary verbs from the left column.

Evaluation of the activity: (5 minutes)

Children will answer a brief questionnaire which contains simple questions for us to score their level of motivation. For instance: if they liked or not the activity, the way they felt during the activity, Which activity they like to do, etc.

Appendix K

Pre-test

Name _____ Date _____

Partes del cuerpo

1. Relaciona las figuras con sus nombres. (Usa diferentes colores)

1. ankle



2. Leg



3. thumb



4. elbow



5. knee



6. arm



7. foot



8. neck



9. tongue



10. toe



II Escribe las partes del cuerpo en el lugar correcto



1. head
2. forehead
3. hand
4. ear
5. mounth

6. nose
7. stomach
8. back
9. hip
- 10 shoulder

Animales

I. Escoge un nombre de la caja y escríbelo en la figura correcta.

| | | | | |
|---------|---------|----------|--------|----------|
| 1. frog | 2. bird | 3. horse | 4. cat | 5. tiger |
|---------|---------|----------|--------|----------|











Relaciona las figuras con sus nombres (usa colores diferentes)

1. Rooster



2. donkey



3. snake



4. rabbit



5. wolf



6. sheep



7. bull



8. hen



9. parrot



10. bear



Ropa

I. Dibuja estas prendas.

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

1. belt

2. skirt

3. socks

4. tie

5. trousers

II. Subraya el nombre correcto.



- a) dress
- b) Jacket



- a) shoes
- b) T-shirt



- a) scarf
- b) skirt



- a) raincoat
- b) sweater



- a) socks
- b) gloves

I. Relaciona las figuras con sus nombres (usa colores diferentes)

1. bathing suit



2. sneakers



3. coat



4. high heeled shoes



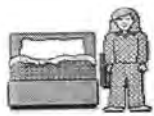
5. boots



Acciones cotidianas

I. Escoge un verbo de la caja y escríbelo en la figura correcta.

1. have lunch 2. wake up 3. get dressed 4. go to school 5. get up











II. Subraya el verbo correcto



- a) wake up
b) take books



- a) do homework
b) cook



- a) sleep
b) go shopping



- a. brush teeth
b. go to school



- a) go to bed
b) take a shower

Frutas y verduras

I. Escoge una fruta o verdura de la caja y escríbela en la figura correcta

| | | | | |
|--------------|-------------|------------|-------------|-----------|
| 1. pineapple | 2. cucumber | 3. cabbage | 4. peach | 5. pear |
| 6. lettuce | 7. cherry | 8. grapes | 9. mushroom | 10. melon |





II. Relaciona las figuras con sus nombres (usa colores diferentes)

1. radish

2. coconut

3. celery

4. carrot



5. blackberry



nombre de
indianos.

Appendix L

Post- test

Name _____ Grade _____ Date _____

Parts of the body

Escribe las partes del cuerpo en el lugar correcto.



- a. hand
- b. toe
- c. neck
- d. knee
- e. foot

Relaciona los nombres de las partes del cuerpo con los dibujos correspondientes.

1. elbow



2. thumb



3. leg



4. shoulder

5. arm



Animals

Relaciona los nombres con los dibujos

1. sheep

2. ape


3. turtle


4. parrot


5. rooster



Subraya la respuesta correcta.

11. 
 a) octopus
 b) hen

2. 
 a) dog
 b) wolf

3. 
 a) cow
 b) deer

4. 
 a) bull
 b) ape



5.
 a) deer
 b) donkey

Clothes

I. Escoge un nombre de ropa de la caja y escríbelo en el dibujo correcto.

- | |
|--|
| 1. high heeled shoes 2. blouse 3. socks 4. shoes 5. belt |
|--|









II. Escribe el nombre de estas prendas en las siguientes columnas.

1. drees 2. skirt 3. bathing suit 4. suit 5. tie

| FEMALE | MALE |
|--------|------|
| | |

Every day actions

Subraya el verbo correspondiente al dibujo.



- a) have dinner
- b) watch cartoons



- a) get dressed
- b) go shopping



- a) do homework
- b) listen to music



- a) make bed
- b) wake up



- a) take a bus
- b) get up

II. Escoge un verbo de la caja y escríbelo en el dibujo correcto.

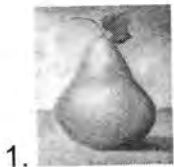
1. go to bed. 2. wake up 3. go shopping 4. take a bus 5. have dinner



Fruits and vegetables

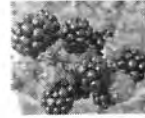
- I. Escoge una fruta o verdura de la caja y escríbela en el lugar correcto.

- | |
|------------|
| 1. pear |
| 2. peach |
| 3. cherry |
| 4. cabbage |
| 5. lettuce |

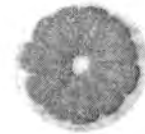


II: Relaciona las figuras con sus nombres.

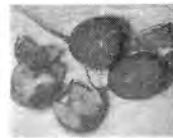
1. radish



2. cucumber



3. celery



4. grapefruit



5. blackberry



Appendix M**Questionnaire**

Nombre _____ grado _____ fecha _____

Subraya

1. **¿Te gusta aprender inglés?**
a) Si b) no

2. **¿Te gustó la clase?**
a) Si b) no

3. **¿Cómo te sentiste durante la clase?**
a) Feliz b) aburrido

4. **¿Cuál actividad te gustó más?**
a) la primera b) la segunda c) la tercera

5. **¿En algún momento de la clase te sentiste nervioso o apenado?**
a) si ¿por qué? _____ b) no

Appendix N

Reflective diary

Observation group A: Games

The first impression I caught while observing this group in the first session, was that students seemed to be interested to take the English classes since I could observe that students attention was something managed what is more, they were very participative.

It appears to be that the second and third sessions were also carried out successfully as far as motivation was concerned. Since I could appreciate that children were eager to take the English classes because they already knew they would play a game during the sessions. In fact, they asked us for this before the class started.

In the third session, we faced an unexpected situation which was out of our control, since before the class started; students had already taken their sport class which undoubtedly affected negatively student's interest to learn. It seemed that they were tired and thirsty; therefore, it appears to be that student's attention was something limited. Since they were uneasy, we couldn't catch their attention to the topic and what is worst, we could not finish the class session which seemed to affect student's learning. Therefore we could appreciate that in this class student's grades were lower.

Finally, we could notice that in the fifth session, the class was not only carried out successfully, but there were some positive comments made by some children toward the English classes. Some of them said that they learned better in this way than the way they usually did with her English teacher.

One important fact that is worthwhile to mention is that there were two students from a total of 35, who were uninterested in the whole English classes. But asking their teacher, we found out that these students are most of the time apathetic to learn everything.

In general, we may conclude that students from group 1 appears to be more motivated to learn English than the group 2, and it seems it owed to the games applied in the whole sessions. At the end, We might assume that Games caught children's attention and interest and it made them enjoy the English classes and learn vocabulary in a relax way.

Observation group B “Other Teaching Techniques”.

In the first session, with the group that was taught without games, I could observe that most of the children seemed to be interested in the class, they participated and paid attention to the teacher, but that just happen at the beginning of the class, because after fifteen minutes, when the presentation was over, they lost interest for the lesson and they started to play and talk.

In the second class, which topic was animals, the situation was similar, at the beginning of the class, it seemed that they were interested in learning, most of them participated and paid attention to the lesson, but then, when they have to practice, they did not want to work, when they were asked to work in pairs, they were just playing and talking.

In the third session, just a few children pay attention to the lesson, and the others were just playing and throwing pieces of papers to their classmates. In spite of the fact that their teacher stayed in classroom in the five classes we gave, the children had bad behaviour, their teacher asked them to paid attention but they did not do it and when we asked them to do some exercises about the topic, it appeared that they did them by obligation but not because they really wanted to do them.

During the fourth session, which topic were parts of the body, the situation was the same, just a few children participated in the class, and the others were just playing and talking.

In the last session it seemed that children were completely unmotivated. There were approximately five children who really wanted to learn but the others spent the whole class talking and playing. It is important to mention that though most of the children answered in their questionnaires that they were happy and that they liked the classes, we observe that it was not true.