



School of English Language Teaching

**THE USE OF EDUCATIONAL GAMES AS DIDACTIC RESOURCE, BASED ON
THE PRINCIPLES OF THE T.P.R METHOD TO TEACH AND TO PRACTICE
VOCABULARY IN ENGLISH LANGUAGE, IN FOURTH GRADERS OF LA PUEBLA
SCHOOL IN HEREDIA, FROM SEPTEMBER 2016 TO APRIL 2017**

**Estudiante:
Carolina Carrillo Mayorga
503940988**

Heredia, Costa Rica

Table of Contents

CHAPTER I.....	1
THE PROBLEM OF THE INVESTIGATION.....	1
1.1 Contextual Framework.....	2
a. History of Teaching English in Costa Rica.....	2
b. Problem.....	5
c. Justification of the Topic.....	6
1.2 Problem Statement.....	9
1.3 Research Objectives.....	10
1.3.1 General Objective:.....	10
1.3.2 Specific Objectives:.....	10
1.4 Scopes and Limitations.....	11
1.4.1 Scopes.....	11
1.4.2 Limitations.....	11
Chapter II Historical Background and Theoretical Framework.....	13
2.1 Historical Context.....	13
2.1.1 Background of La Puebla School.....	13
2.2. Theoretical Framework.....	15
2.2.1 Education in Costa Rica.....	15
2.2.2 Implications of Educational Policy in the Learning and Teaching of English. Costa Rica.....	17
2.2.3 English as a Foreign Language in the Costa Rican Educational system. ...	19
2.2.4 The Play.....	19
2.2.5 The Play in Education.....	22
2.2.6 Educational Games.....	28
2.2.7 The Reason why Teachers should Use Games in the Classroom.....	30
2.2.8The Importance of Games in Teaching English.....	36

2.2.9 The MEP and its Relation with the Use of Games	39
2.2.10 Aspects to Take into Account at the moment of Planning a Game and Choosing the Proper Ones	40
2.2.11 Characteristics of the Activity of Playing	42
2.2.12 When is Proper the Use of Games in a Lesson	45
2.2.13 The teachers' Role in the Using of Educational Games.....	47
2.2.14The Acquisition of Vocabulary.	48
2.2.15 Methods to Teach (TPR Method).....	51
2.2.16 Games and its Relation with the T.P.R Method	57
2.2.17The Principles of the TPR Method	62
2.2.18 Listening Comes First, then Production	62
Chapter III Methodological Procedure and Framework	68
3.1 Type of Research.....	68
3.1.1 According to the Purpose.....	68
3.1.2 Temporal Scope.....	69
3.1.3 Level of the Research	69
3.1.4 Condition that the Research is Done	70
3.1.5 Characteristics of the Research.....	71
3.1.6 Dimension of the Research.....	72
3.2 Subjects and Information Sources	73
3.2.1 Subjects:	73
3.2.2 Information Sources.....	74
3.3 Sample.....	76
3.4 Techniques and Instruments to Collect Data	77
3.4.1 Observation	77
3.4.2 Participatory Workshops	78
3.4.2 Interview	78
3.4.3 Methodology Used for Analysis of the Results.....	80
3.4.4 Selection of the Games.....	81
Chapter IV Analysis of the Results	83
4.1 Implementation of Educational Games	83

4.1.1 The Educational Games Based on the Principles of TPR Method.....	83
4.1.2 The Activities Chronogram.....	90
4.2 Evaluation of the Use of Educational Games Based on Principles TPR Method to Teach Vocabulary.	99
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS	108
5.1 CONCLUSIONS.....	108
5.2 RECOMMENDATIONS.....	112
Chapter VI Bibliography	115
Cited Bibliography	
Consulted Bibliography	
Electronic Bibliography	
ANNEXES	

Graphics Table

Graphic 1.....	92
Graphic 2.....	93
Graphic 3.....	95
Graphic 4.....	96
Graphic 5.....	98
Graphic 6.....	105

Acknowledgments

First of all this thesis is dedicated to God because He was this entity that illuminates every single step in my route.

Second I want to dedicate this to my family, my father Gerardo who always shows me the positive side of the things, my mother Sandra who most of the time brings me an important advice to move on. Also to my little and special sister Jimena who usually brings me a smile and all her help in complicated moments. Another special mention to my middle sister Yerling who is that person who supported me. She was always brings me the confidence that I needed to continue; she always motivated me to do my best, she had the right answer to my weakness.

In addition, I dedicate this thesis to a particular person who has been with me along the project, he demonstrated his unique support. He was always hearing me and giving me advice. That person is José Nahem, my boyfriend.

Then, I have to recognize that there are two persons who really deserve this mention, those are my classmates and now my close friends Fiorella and Gabriela, since the day one they showed me the beautiful that is to work as a team, they were always there with me helping me and encouraging me until the last day.

I would like to say thanks to my tutor: M.Ed. Marta Eugenia Rojas F. for her entirely disposition to help me, for her patience, and for all the time that she shared with me in this thesis.

In addition, I appreciate the cooperation of La Puebla School, the principal, the teachers, the administrative staff, and also the students who represented an important factor in this research.

Epigraphic

“Life isn't about waiting for the storm to pass it's about learning to dance in the rain”.

Vivian Greene.

Prologue

This study seeks to solve some current problems taking place at La Puebla School, those issues, are about the lack of vocabulary. To contribute with this problem the author researched and showed some strategies to teach and practice the vocabulary in English class. Besides, this Project has five chapters that are compounded in the following way.

The first chapter, is the problem of the exploration; here the inquirer explains the background of the problem that permits to know more about the reasons that have influenced the development of the situation.

The second chapter is about the historical context of the place, where the project takes place. Also, another part of the same chapter is the theoretical foundation that supports the project. Those concepts that work like arguments and make the study more reliable. In addition, the third section is about the methodological procedure and framework. It describes the techniques that the researcher uses in work and also in which levels and dimensions the research is done.

In addition, the fourth chapter attempts to analyze the results that the research shows. Additionally, in this chapter the investigator has to interpret all the outcomes, and also she should compare this with different opinions and the personal knowledge of persons involved. The chapter five is equally important than the rest, here the researcher creates a summary of the most relevant aspects of the project. Besides, this offers recommendations to those entities involved in this exploration.

CHAPTER I

THE PROBLEM OF

THE

INVESTIGATION

CHAPTER I THE PROBLEM OF THE INVESTIGATION

1.1 Contextual Framework

a. History of Teaching English in Costa Rica

Since the end of the 19th century, it has become evident that English is necessary for many Spanish-speaking countries, according to (Marín, 2012), affirms "The government recognizes definitively, that English teaching will represent a significant role in the economic development of the country." (p.4). as it is known the economy in a nation is an important promoter of progress, and due to the increases of transnational companies in the country was evident. The government decided to improve, that the teaching English should be taken into account, and also incorporated in the daily education of in most of the schools, at this way this plan benefits the country and increase its development in most of the fields.

According to a letter founded on the national file, it refers that the teaching of English is official in Costa Rica in 1901. Also, Marin mentions that in the beginning the English was taught at that moment by foreign teachers, or by Costa Ricans with a knowledge of English. Further they used to show the natural method, the principal objective was being focused on developing of grammatical structures and translation of texts. Another interesting point was that most of the classes were taught in a Spanish, and oral communication of the language is almost irrelevant. (National Files of Costa Rica, s.f. cited by Marín, E. Cronología de la Enseñanza del inglés en Costa Rica durante el siglo XX).

It is possible to summarize that education of English in the past was different from now. First, the method used to teach was just one; now the teachers can implement different kinds of approaches, most of the classes are given in English and educators pay attention to develop of all of the skills including the oral one.

Although, the English language was decided to be taught in most of the schools, and as tool to improve the economy of the nation, it has not been very useful in the primary and secondary education of the public system; For some reason, the hours of study of this language are not profitable and do not allow children and young people to achieve a good knowledge of vocabulary and English language in general.

According to the newspaper of Costa Rica "La Nación" (Grupo Nación, 2007) informs that "Just the 3% of public high schools teach high levels of English; students of primary take a 40-minute lesson daily, but second-year students only receive three lessons per week." (P.1). The difference between the time of I cycle and III cycle is evident, it should be noted that in primary the time of study is more; nevertheless, progress is not as expected, because students come to high school without knowing vocabulary in the English language.

In Costa Rica, the changes made in the teaching of this second language are many and those have changed several aspects in order to make the education of English something more profitable; Even English teachers are involved and trained in

order to provide a quality development. All this effort has brought significant changes, but it is not enough; because the level that students have in public schools is not what is expected according to the investment and in addition, it is not what the country projected.

According to the newspaper "El financiero" (Vindas, 25, 10, 2012.) "In Costa Rica the quality of English that populations handle is "low."" and in addition, according to a research made by the institute "Educación Primera" in 2011. Says: Costa Ricans who have a good level of English are few. This situation is evidenced in the same way in several countries of Latin America, because their results are low and the progress of the speakers of a second language is not the proper. In addition the newspaper "El Financiero" says:

"In the region, both, high school graduates, university students and professionals have the same low level of English, which indicates that not only schools are unable to teach English to children, but also adults do not improve during His professional career." (Vindas, 25, 10, 2012).

The way of teaching a second language must change, the strategies that are used to teach are not working effectively. Teachers need to adapt their methods to the cognitive development of their students and comprehend that in each stage of life the people learn in a different way and need distinct activities.

b. Problem

Costa Rica has invested a huge amount of money in the teaching of English language. An aspect that plays an important role in the teaching of English is the interest that the students have in the subject, many times students don't feel motivated or comfortable to attend to an English lesson, is for that reason that many times they represent difficulty at the moment to learn a vocabulary, and even without the confidence to participate or add interest comments to the class, because they do not feel sure about to say what they are thinking.

Children are different than adults and they need different strategies to learn, young learners want a class with many creative and innovated activities that allow them to be concerned in the class. It is for that that teacher should research for new strategies that help them at the moment to teach, and contribute with the students interests and confidence, an example are the educational games, those activities in a proper way represent an useful technique to catch the students' attention and at the same time is activity free of pressure point that lets students participate in an active and confidence manner.

The absence of vocabulary in the English language, in children and young people, represents a subject of great importance; the small number of words they know shows the poor function of the language that people have.

Most students do not know enough vocabulary to start a conversation; sadly, the acquisition of vocabulary is not very relevant, because many words that students learn are forgotten easily. Certainly, when something does not work well generates more problems; the lack of vocabulary in our teenagers causes little or no opportunities to be employed by transnational corporations.

According to the newspaper La Nación, (Grupo Nación, 2007) "Two out of every ten work requests are rejected for lack of English. Those who are not able to communicate in the English language are designated to be an Isolate or aspire to lower-quality jobs." The case is, in many companies to know this language is a requirement which leaves without an opportunity to those who are unaware of this.

The techniques and strategies used in the development of the lesson turn out to be very enriching and functional if those are applied properly. According to the intention with which they are used those achieve a different result in each child. Often the techniques implemented

c. Justification of the Topic

The present project aims to evaluate how the use of a set of dynamic and creative didactic resources benefit the acquisition of new vocabulary and allows this to be internalized in students for a longer period. This helps to cope with some of the relevant issues in the English language. The current situation of the language in our country is

not the most optimal, the third inform of "Estado de la Educación" talks of poor handle of the English language in the population, according to (EHPM, cited by Barahona 2010), In the year 2009, only a small percentage of the Costa Rican population manages and dominate the language and are fluent in the English language. (p.5)

Furthermore, Barahona, emphasizes that: Actually, almost the 10 percent of the population of ten years and more than that say handle a second language are certainly fluent in English. In contrast, approximately 90% do not speak another language. (Barahona, 2010). Those amounts show that are few Costa Ricans who are prepared to speak the English language; although millions have been invested in their teaching, the parameters that students achieve when they leave schools are not the best.

It is known that English is a necessary tool to face the world today, the significance to handle this language, and to express it fluently and in a practice way, now is essential. For this, it is important to practice the second language more often. Teachers can achieve the objective of internalizing vocabulary from an early age in children; a good way to achieve this is through the use of plays as a learning strategy, which makes the learning process more entertaining and functional for young children.

The topic of using games in classes could seem repetitive because it has been said much about the use of games in the class as an educational resource; nevertheless, in the case of this project, the activities are adapted on principle of T.P.R

method, which gives it an innovative touch. Moreover, beneficial for its application. The idea is to create educational games that work as a didactic source to benefit the acquisition and retention of vocabulary in English; at the same moment promote with those, a comfortable environment where children, learn without pressure and enjoy the process.

The topic reliable shows techniques that help to the teacher in a creative and innovate way to teach vocabulary. Those tools do not just contribute for practicing of the words, it also is useful to catch the attention of the student and is an adequate strategy to transform the class in an environment free of any pressure that many time create shy students without the confidence to participate. It is a distinct way to teach and is active with children because they like to move a lot and play is something that they always want to practice. Young learners have a different way to study than adults, so for that, the teachers need to plan activities according to their interest and likes.

In addition, another relevant aspect; is that this project is the first time applied in La Puebla school of the province of Heredia. It is a different proposal because it works with fourth-grade students, who show little knowledge of vocabulary. Also with this work is precise to assess how the activities influence the teaching process.

It is important that teachers know how to teach a language in a fresh and practical way, so that they keep their students interested in the subject and produce in

them the desire to know more, Therefore, this project aims to demonstrate how the use of the game in the learning process is a functional tool that benefits them and at the same time allows students to increase their vocabulary in a second language, which lets them communicate and express with the rest of classmates, better.

Finally; the objective of the researcher is to cover the area of vocabulary, the interest of the students in English class, its handling in the oral expression, giving as contribution to teachers and students strategies to achieve advance knowledge and expansion, it also generates benefits in children, because, offers a new and fresh way of learning,

Educational games offer students the satisfaction to learn in a way very spontaneously and without pressure. For that, it is important to emphasize that this research helps students to communicate in a positive way and improve their oral expression at the time of the deal in the face their peers.

1.2 Problem Statement

⌘ How the use of educational games used as the didactic resource, based on the principles of T.P.R. method to contribute to reducing students' shortcomings in the teaching and practice of vocabulary in the English language, applied to children in the fourth grade of La Puebla School in Heredia, from September 2016 to April 2017.

1.3 Research Objectives

1.3.1 General Objective:

- ❖ To evaluate the use of educational games as a didactic resource based on the principles of the T.P.R method for teaching and practicing of English language vocabulary to use in the oral skill.

1.3.2 Specific Objectives:

- ❖ To implement a set of educational games activities based on the principles of the TPR method where children learn and increase their vocabulary to express themselves orally.
- ❖ To use the principles of the TPR method to identify the characteristics of educational games that suits best the teaching vocabulary in English.
- ❖ To know the perspective of the teachers and students in the use of educational games in the English class.

1.4 Scopes and Limitations

1.4.1 Scopes

This research shows that it is possible to teach vocabulary through the use of educational games based on the TPR method, which allows students practice more the words in the English language. At the same way, it seeks to make English classes a space of enjoyment for students to learn dynamically and also improve their knowledge and oral production. In general to create the student interest in learning a second language. Finally, this work attempts to incorporate most of the students not matter if he/she present a particular cognitive condition, this tool was created to be used in a condition of equality between the participants.

1.4.2 Limitations.

Lack of time: This research started in the last quarter of 2016, a situation that makes the period more complicated because students have an established time for vacations. A time where the research cannot apply any activity. Besides, sometimes in the period, the researcher had to change the days to implement the activities because the students had another compromise, for example, travels, workshops, or other events. Furthermore, this period is difficult, because the group that the author chose for the first time in December, suffer many changes for next year, for example, new students, new schedule, and a new teacher. Conditions that made that the researcher considered again which group is proper for the purpose of the work.

CHAPTER II

HISTORICAL

BACKGROUND AND

THEORETICAL

FRAMEWORK

Chapter II Historical Background and Theoretical Framework.

2.1 Historical Context

2.1.1 Background of La Puebla School

La Puebla school belongs to circuit 01 of Heredia Regional Office of Education. It is located at north side of the soccer field of la Puebla downtown. The school is created in 1962 under the command of Francisco J. Orlich. The school has the name of the community because, many people of the community collaborated with this creation. Before La Puebla school was created, students took lessons in the lounge or even in some houses of the community, those groups were in charge of three teachers.

Beside, fortunately, the next year in 1962 the habitants bought a piece of land to build the school there, with the help of the committee of the school of the community led by Juan Camacho it was possible. At the beginning the school had just three rooms; however, now it possesses 14 rooms.

This institution has more than fifteen years working for the benefit of the community and helping students. There are many children who have the opportunity to study there; nowadays they have around 344 scholars, seven personnel of administration and also there are 26 teachers approximately, just two of them are English teachers. The groups of students are divided into different levels, for example, Preschool nursery, transition, first grade, second grade, third grade, fourth grade, fifth grade, sixth grade and integrated room.

To continue, the subjects of curriculum, the institution has the following subjects: Spanish, Social Studies, Math, Science, Farming, computing, Religious Education, Musical Education, Home Education and Teaching of Foreign Language (English).

2.1.1.1 Institutional values

- ❖ Responsibility.
- ❖ Tolerance.
- ❖ Quality

2.1.1.2 Institutional mission

The Puebla school is a public that serves students in preschool, I, II Cycles and Integrated Classroom; we care about providing tools and skills that allow quality education so that users can manage in a responsible, creative, productive way within the community and Costa Rican society.

2.1.1.3 Institutional vision

La Puebla school will achieve medium or long term that students acquire an integral education, through an efficient educational service and quality, in a way that students be able getting on in a responsible, creative, productive way within the community and contribute to the development and progress of the country.

The above information was taken from "Diagnostic participation, Escuela la Puebla 2010. And was edited by the researcher."

2.2. Theoretical Framework

2.2.1 Education in Costa Rica.

The education is a process that helps to create complete human beings, it is an issue that goes beyond books and several hours of classes, the education not only benefits persons at pedagogical field, but also it helps them training with strong bases since early ages and endure for the rest of their lives, in addition, the education form as a whole human being responsible and concern as a member of a society which should seek to live with their peers.

In Costa Rica, there is a law which establishes that every human being has the right to be educated in this country, education is one of the primary issues that the government seeks to solve, it is also an issue considered of public interest because it affects and benefits the general population. Since 1949 the fundamentals of Costa Rican education system are part of the constitution of this country, and according to the article 78 it says that:

"Preschool education and general basic are mandatory. Those and diversified education in the public system, are free and supported by the Nation. The state facilitates the pursuit of higher studies those without pecuniary resources. The scholarships awarded and the aids are in charge of the ministry appropriate."(Constitución Política, 1949).

Therefore, it means that in Costa Rica every child has the right to be educated freely, and also they have to attend to the school mandatorily because it is a duty that every citizen must respect. Moreover, also it mentioned that regarding higher education, the state would provide appropriate support to the students who do not have sufficient resources to study through a scholarship program that will be handled by the ministry in charge.

In general, education in Costa Rica is an issue that has been treated with the interest it deserves, the government has chosen to invest money in this to help population to be educated, According to (UNICEF, 2013) "Youth (15-24 years) literacy rate (%) 2008-2012*, male 97.9, female 98.7 Costa Rica is a country with a high literacy rate and providing primary care to the education sector."(p.1). since the abolition of the army was in 1948, it permits to invest that money in education. In Costa Rica, fortunately, there is no army, their young fighters are in classrooms, learning and growing in the education field.

2.2.2 Implications of Educational Policy in the Learning and Teaching of English. Costa Rica.

The Educational Policy "Towards the 21st Century" has stated the rights of the learners to express their emotions about the democratic environment, cultural diversity, nature, pacifism, and respect for the law that are fundamentals of our country.

One of the purposes of the Costa Rican policy is to transform the people of this country into critical-thinking and positive leaders. These purposes could be accomplished as independent and interdependent learners.

The following are some of the basic stated principles of the policy according to (Cabrera & Cortés 2003):

1. Individuals should be able to develop their personality and should seek opportunities to contribute to the development of their country while fulfilling something for themselves and finding their happiness. They should be able to interact with other people and cultures to solve problems and produce benefits for their country. They should respect their values and those of other people.

Education should promote the broadening of understanding by providing challenging classroom situations and opportunities for self-growth. Individuals should "learn how to learn."

2. Providing individuals with possibilities of social improvement should close social and economic gaps in order to integrate them into every-day problem-solving situations. Their goal should be to promote a self-sufficient society.

3. Achieving sustainability in production and the economy, in general, represents a challenge for the spirit of competitiveness. Furthermore, there is a need to integrate the country more effectively into the global economy.

4. The information of the content the learners handle should be up-to-date and should be relevant to global development in the 21st century.

5. Education should aim to solidly reinforce values and attitudes. This is a moral imperative.

Education ought to be a permanent formative process, which each person has not only a right but also a duty to exercise. Achieving quality in education is an integral process through which the results express the initial aims.

Through this process, learners are offered equality of opportunities to succeed and appropriate educational provision according to their needs, problems, and aspirations.

The design of the syllabus encourages participative interaction and its adaptation. The implementation of educational provision encourages democratic participation, cooperative, and self-reliant attitudes.

In summary, learning English as a foreign language in Costa Rica will allow students to develop communicative competence, to gain knowledge of a new culture, beliefs, and attitudes. They also have the opportunity to analyze the real message and intentions of speakers in order to distinguish the negative from the positive and to develop greater and more desirable autonomy. (Cabrera & Cortés 2003)

2.2.3 English as a Foreign Language in the Costa Rican Educational system.

English is conceived as a linguistic and cultural tool for communication, which allows the learner to complement his/her whole education. His/her knowledge of English contributes to the social, economic and technological development. It also allows the learner to apply techniques to understand and produce appropriate oral and written messages. In the end, the learner will apply his/her knowledge of English to accept and adapt him/herself to constant changes confidently. (Cabrera & Cortés 2003)

2.2.4 The Play.

A particular activity that has been present since beginnings of human beings is the play; it is not an easy word to define because it has diverse means and could be interpreted different according to the context. For the purpose of this study, the researcher defines the word play according to what Oxford dictionary says (Oxford, 2016) "Engage in

activity for enjoyment and recreation rather than a serious or practical purpose." It is an activity that creates a moment of fun and lets that the participants enjoy while practicing this activity.

(UNESCO, 1980) Confirm that "Play is vital; it conditions the harmonious physical, intellectual and affective development of a child. A child who does not play is a sick child" (p.5) It represents an essential factor in the progress of humans, it is a similar condition to eat or breathe, and people who are not able to do that may suffer from special condition, most of the children can play and do that in a natural way without any feeling of obligation the ones who are not able to practice it, may represent a special condition that it is important to be considered.

Moreover, this practice is a right, which is recognized in the Declaration of the Rights of the Child, adopted by the Assembly of the UN on November 30, 1959, in Principle 7: "The child shall have full opportunity for play and recreation; society and the public authorities shall endeavor to promote the enjoyment of this right." so it is understood to be an action that can be done freely, children can enjoy this at any time they wish, also individuals and entities seek that play being practiced in a healthy way, and never try to prevent it. (Federacion de enseñanza de CC.OO de Andalucía, 2010)

Gimeno and Perez, define the game as a group of activities through which the individual projects his emotions and desires, and through language (oral and symbolic) express their personality. With the play, children can express their emotions freely and not feel embarrassed to express what they want, because in real life they have limitations or prohibitions that do not allow the child to manifest in a proper way. (Gimeno and Perez, 1989).

Later, the researcher discovered another way to describe what the play means; this author gives a similar approach Pugmire-Stoy, say the game as the act where they can represent the adult world, and also children can relate the real world and the imaginary world. This author also mentions that the action evolves from three steps: amuse, stimulate activity and influence development. (Pugmire-Stoy, 1996). As mentioned above you can notice that she describes that by practicing the game the child has the intuition to propose to symbolize the adult world and also compare it to an imaginary world that they have created in the development of the play.

Moreover, according to (UNESCO, 1980) say "may even be said that play is an education in itself outside the school." (p.14). Even the play is an innate quality that children practice naturally it also is a tool that helps students learn through its practice.

The play is a word that has more than one meaning, and some of them were analyzed before, for that the researcher summarizes according to most of the authors, the play, is not just known as an entertainment, it is also considered as an activity that allows contributing in the learning process of children, because it permits educate and form kids in a functional way, also it is a tool which lets that children experiment diverse emotions so they can assume or imagine the world of the adults, furthermore evidence some features that make and compound their personality. It is important parents, schoolmaster, and all individual permit it in a healthy way, in order to allow children enjoy this practice.

2.2.5 The Play in Education

As it was explained before the play has a close link with education, and in this part, the researcher studies different theories that are relevant through the years, in relation to this topic, then the researcher compare those studies in order to clarify which are the most important points and understand the relevant information. The concept of play has always been part of early childhood education all programs since their early development the current theory of play has a vehicle for learning and development in the early years in the Progressive Era. (Saracho, 2003)

It is possible to see the play as a children's activity, it not only provides moments of joy and freedom for them. Also it is a practice that works in order to form and preparing children for their future lives.

Since ancient times, important thinkers such as Plato and Aristotle talked about how good it was that the children could play with some objects "toys" in this case, to give them the opportunity to help shape their minds, activity that prepares them for their future lives. According to some psychologists and authors who have launched several theories over time reflect the importance of the games, and the close relationship with the formation of children.

Through the years people have made many researches about the play, and one of this author is Jean Piaget Over the course of his later career in child psychology; he identified four stages of mental development. Piaget thinks the play is part of a child's intelligence because it represents the functional or reproductive assimilation of reality according to each stage of the individual, also defined play as assimilation, or the child's

efforts to make environmental stimuli match his or her concepts. The Piagetian theory holds that play, in and of itself, does not necessarily result in the formation of new cognitive structures.

Piaget is one of the researchers who takes children's play as something serious, and relevant. Through his studies of the children in the early 1900's, Piaget thinks that those children learn step-by-step through involvement and interaction with the world that surround them, furthermore, he discovered that the children mind is not able of formal logic and abstract thinking previously of 11 or 12 years old, so before that children learns inductively through experimentation and testing, in general terms kids acquire knowledge throw the play, because this is one of the activities that children practice more at first ages of growing, and where they can experiment and socialite the most.

This philosopher divided the child develop into four areas Sensorimotor Stage: Since birth to 2 years this stage involves the use of motor activity without the use of symbols. In this part the knowledge is limited, because it is just based on physical interactions and experiences. The babies at those ages are not able to predict the reaction, so their way of learn is through the repetition and error, also at this stage the language development start, and around 7 or 9 months children can notice demonstrating that memory is developing. For example, children can realize that an object exists although they cannot see this. (Wood, Smith, Grossniklaus, 2001)

The second is Preoperational Stage: 2 to 6 years, here the child acquires the ability to use symbols but he/she still requires their physical props and concrete situations to solve problems. Furthermore, in this stage the children begin to use language; their

memory and the imagination too. Also, they express relationships between the past and the future. Intelligence is egocentric in those years and not logical, they act for instinct. (Wood, Smith, Grossniklaus, 2001)

The stage number three is concrete Operations: 7-11 the children school-age child learns to conceptualize. Intellectual development in this stage is demonstrated through the use of logical and systematic manipulation of symbols, which are related to concrete objects. Now, $4+4$ can be solved with numbers, not just with objects. Thinking becomes less egocentric with increased awareness of external events and involves concrete references. Strategy games and brainteasers help children to begin thinking logically and lay the foundation for the acquisition of formal logic later on. (Wood, Smith, Grossniklaus, 2001)

And finally, the period from adolescence through adulthood is the formal operational stage. The person in this stage uses the symbols related to abstract concepts now. Adolescents can think about multiple variables in methodical ways, and also they can have and hypothetical thinking, about abstract relationships and concepts. (Wood, Smith, Grossniklaus, 2001)

Piaget talks about the implications of this theory at education field he refers to the important of the adaptation of instruction to the learner's developmental level. The content of instruction needs to be consistent with the developmental level of the learner. It is necessary to establish and identify different stages in children development and according to this, provide the proper and necessary education to each age, which as Piaget mentions there are four stages. The teacher role is to be clear in what stage is

located each child and facilitate learning by providing a variety of experiences. (Piaget s.f cited by Wood, Smith, Grossniklaus, 2001)

It is possible to comprise about this theory that children through the play can have an integral formation, because they learn according to what they see in the world that surrounds them, and the process of learning is possible with the interference of language because this is a symbolic system that permits the communication and also works as an agent that teaches culture. With the help of play, children can see the world of the adults and learn of this and apply this knowledge at the moment of interactions with other people.

In contrast, the researcher refers to Vygotsky, also he has studied the play and its relation to education, this activity, is a place where kids can interact with their partners and use the language to socialize, children use play as a means to grow socially. In a play, they encounter others and learn to interact using language and role-play. Children, when are playing, are making sense of the world through a process of "inner speech" - that is, they many times are talking out loud to themselves. (Lev Vygotsky cited by Rollins, s.f.)

It is possible to understand about this theory that children can have an integral formation through playing, because they learn according to what they see in the world that surrounds them, and the process of learning is possible with the interference of language because this is a symbolic system that permits the communication and also works as an agent that teaches culture. With the help of play, children can see the world of the adults and learn of this and apply this knowledge at the moment of interact with other.

For Vygotsky this activity is a place where kids can interact with their partners and use the language already observed in order to create an activity, where they can socialize, children will use play as a means to grow socially. In the play, they encounter others and learn to interact using language and role-play. Children, when are playing, are making sense of the world through a process of "inner speech" - that is, they many time are talking out loud to themselves. This capacity is not present at adult's stage because it is not socially sanctioned. (Lev Vygotsky cited by Rollins, s.f.).

Vygotsky is most noted for introducing the ZPD, or zone of proximal development. This suggests that while children need their peers or playmates to grow, they need adult interaction as they master each social skill and are ready to be introduced to new learning for growth.

The process of learning according to Vygotsky happen when children are playing, and they converse with themselves in order to express the external world that they see, kids usually incorporate in the activity of play different kinds of dialogues or words that learn from the adults world, and in this way they create their own perception of the world, for this we can demonstrate another interesting point that Lev was, it was about cognitive development and argued that development first takes place socially.

Through child-centered play, children take on different roles and try out different language uses, all of which help them on the journey from being externally regulated to internally regulate in cognition, also with the play kids become more competitive because they learn how to regulate their language.

Besides, another important author was Maria Montessori; she was the designer of curriculum to apply in the children learning the process. In addition, she creates a particular method for children, the classrooms should be adapted to the necessities of a group of children, and the environment has to be flexible in order to allow the fun and spontaneity because according to her, children learn in a natural way. (Maria Montessori 1912 cited by Schilling, 2011, Montessori Approach to Teaching/Learning and Use of Didactic Materials).

Montessori philosophy is based on the belief that young children have an absorbent mind, absorbing their environment that surround them, by just being in it. At this age, it is believed the child is not yet capable of abstract thinking and do not know what is real and what is not. The child needs to know and understands the real world before they can appreciate and participate in a made up world of fantasy.

In contrast to some authors, she does not support the fantasy games she believes in the relaxing environments with guideline where children can learn, concerning what Olivia Saracho said "Montessori an empiricist, utilizes her method to assist children to become aware of their qualities by manipulating them. Children formulated knowledge by collecting and systematizing their sensory impressions to express knowledge." (Saracho, 2003). She affirms that children should be aware of what they have, what are attributes that are more relevant to her/his personality.

Finally the researcher concludes that those authors are really important to early childhood education each in their area, Piaget thinks that the children put into the practice at moment of play the things that they already know and he cannot learn in the process, in contrast, Vygotsky thinks that kids can learn in this process, on another

hand the researcher observe fascinating the theory of Montessori because her method is no traditional and promotes an education in a free environment where children have the wish to learn; it is not a rigorous process. In contrast, it is an environment that children always want to participate, is not just play it is also teaching children how to be aware according to what they are learning.

2.2.6 Educational Games

The researcher already talks about the play, that is defined as the activity that is practice normally by children and also mentions that is the action, it is known as the verb because involve physical movements and the ability to express through the use of the body and language. Also, the play is studied with the ideas of some of the authors that are closely linked with the topic. Likewise, the researcher, mentions how it behaviors allows the benefits in the learning process, knowing it, is the moment to talk about the games, but in the process of education.

In this point, the author refers to the educational games those activities that are applied through the play but with a didactic purpose, better see as serious activities, those games that are used for purposes that go beyond of mere entertainment. For aims of this research, are the same games; nevertheless, used with educational intention, adapted to the children needs to learn.

First, the researcher defines the concepts individually, according to (OXFORD, 2016) "Relating to the provision of education." That activity that works in order to transmit relevant knowledge and focus into lets that learning happen, also, the other

word games describes that is according to (OXFORD, 2016). "An activity that one engages in for amusement or fun." It is a practice that involves fun in their development.

The researcher interprets these concepts as one like those activities that involve learning and fun or entertainment. Those are dynamic and fun activities, focused on teaching something meaningful and relevant to a person, furthermore, allow learner study in the procedure while they practice game. Also are activities that have an active element that permits the development of all the senses, sight, smell, touch, and hearing and most of the time the use of the body language.

Furthermore, in the educational games the child is subjected to an extraordinary increase of stimuli and pressures for the acquisition of information is strengthened regarding practical training, motor, and intellectual development. Nowadays, educational games are more present in the classroom of the traditional education, because it is a very good tool to teach, and more effective because it engages most of the students and teaches them at the same time.

To conclude, and analyzing the educational games it is possible to say that those tools should be implemented in the classroom because link to important characteristics are fun and enjoyable and also give the opportunity to students to learn through the practice, which, that results relevant for teachers who should incorporate this technique into their lesson.

2.2.7 The Reason why Teachers should Use Games in the Classroom.

According to many scientific, a creative idea is to use games in the learning process because break the ice and lets students feel interested. In relation with (Hanses 1994 cited by Agnieszka s.f), "Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings" (p. 2). Those activities help students, even to face this problem of confidence.

In addition according to (Martin and Chu, 2008 cited by Talak-Kiryk 2010) defending that:

"Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly" (p. 4)

Summarizing the last quote mentioned: that exists a significant and meaningful value in games that contribute to the education field, are those activities that let students acquire knowledge in a healthy and motivational environment, where they can be themselves, without any pressure to make a mistake. Besides, games give the students the opportunity to improve their confidence because in a recreational activities students participate the most.

Another reason about what is important to use games is because these activities allow students feel comfortable at moment to acquire a language. In relation Krashen exposes a hypothesis of acquiring a language that is called the affective filter hypothesis. According to Krashen one obstacle that manifests itself during language acquisition are the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain. This filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress.

In addition, Krashen claims cited by Freeman and Freeman (2004):

"If language is acquired when a person receives comprehensible input has to reach the part of the brain that process language, boredom, and anxiety are affective factors that can serve as kind of filter to block out incoming messages and prevent from reaching the language acquisition device" (p.39)

This filter can work in different ways depending how the variables of self-confidence, stress or motivation are influencing in the students, for example, if students feel motivated and active at moment to participate in classes the filter can help that acquisition happen and make that student comprehend even difficult messages, but, in contrast, if the student is not relaxed at all the filter can work preventing that messages being understood.

This is what (Krashen explain then cited by Freeman D. and Freeman Y 2004) affirms:

"Even though a teacher may present a very comprehensible lesson, some student may not acquire the language of the presentation because their affective filter operates to block the input. on the other hand, when the filter is open, when students are relaxed and engaged in a lesson, even messages that are not easy to comprehend will trigger the acquisition process" (p.39).

In most of the classes is always important to create a safe, welcoming environment in which students can learn. In language education result, even especially important since in order to take in and produce language, children need to feel that they are able to make mistakes and take risks, without any feeling of pressure. This relates to directly to Krashen's hypothesis of the affective filter. To learn more about creating a positive classroom environment that makes students feel motivated and engaged in every moment.

It is possible to say that the environment that is sought can be accomplished through the use of games, for the reason that games can generate this kind of comfort that allows learners to learn in a safe place surrounding of just positive things, that at the same way generates that students express themselves in a natural and confidence way.

In addition, besides, there are many reasons why educators should use the games in classroom, for this study the researcher chooses the most important causes that help teachers and learners while practicing, in order to study better the reason to apply them and at the same time show how this support in a positive way in the education field. According to Sigríður Dögg Sigurðardóttir in 2010, there is some reason to use games in the classroom:

- First, games are fun; this reason is located in the first position, because, is extremely important, they can help to keep students active interest in the class. Keeping students active is necessary because teachers never can teach students anything unless they can get them to participate in their own learning process.
- Second, games also play a big part in helping participants build relationships. Playing games in the classroom can also contribute to create a friendly and positive atmosphere, and thus cause help to keep an exciting learning environment.
- Third, most people want to learn a language for the capacity of being able of using it in real situations. Games can be a very good tool to practice this skill because they can easily be used to perform again various situations from their life and provide students with practice in their fluency. Also, by using games students can represent role plays of their personal situations.
- Fourth, language students need to be exposed to the language in a variety of situations, which is a need game can fulfill. Language learners also need to be ready to take on the experience, keeping their knowledge open and being willing participants Again, games transform this in possible.

- Fifth, students need to be emotionally involved; they need to feel something while they are exposed to the language. Such as happiness, amusement and suspense allow students to feel positive about their learning situation. Games can provoke it.
- Sixth, games are effective for those students who are afraid to give their opinion and students with the low confidence; it is sometimes easier to open up and forget the nervous when children are practicing a game because the atmosphere is not as severe and more emphasizes is putting on fluency rather than grammatical correctness. (Langran & Purcell, 1994.).
- Seventh, games are an excellent strategy when teaching various subjects because they are very likely to spark the interest of students when they are used with other teaching methods they create diversity which is ideal for school work.
- Eight, games increase the vocabulary acquisitions and playing the students can incorporate new vocabulary, new words to their knowledge because they can practice new concepts while they are playing a game. (Sigríður Dögg Sigurðardóttir, 2010).

In addition, the Dramatic Play offers many experiences to facilitate growth and enhance skills in all areas of development.

It may be illustrated in the next chart taken from Janet Barresi, in her document "Early Childhood/Family Education Programs" s.f (p.28)

Child Development
Physical Skills: develop fine motor skills, extend gross motor development, and develop visual discrimination and eye-hand coordination.
Social/Emotional Skills: provide a means to express feelings and emotions; develop awareness of self, family, and society; promote cooperation, working with others, sharing and taking turns.
Language Skills: increase oral communication skills, extend and enhance vocabulary, extend gross motor development, develop pretend reading and writing.
Intellectual Skills: develop creativity and imagination, promote problem-solving skills, and extend symbolic use of items and abstract thinking.

As it is possible to observe in the above chart, play not just enriched the vocabulary acquisition of the students it also contributes to the development of many skills through the live, social, intellectual, physical so this activity contributes a lot to the creation of complete and integral human beings.

In conclusion, the researcher discovers and shows a lot of positive reasons about to use game in class, if they are used in a proper way, teachers can take an

advantage of this tool and incorporate it in order to teach in a more effective way, where students can increase their knowledge and at the same time enjoy in a very good environment, learning in naturally and in an excellent form.

2.2.8The Importance of Games in Teaching English.

As the researcher mentioned before play is an indispensable part of the growth of children around the world, also is an important aspect of the culture of each place because since we are born we apply these activities naturally and according to as we grow are still in our practice, the play helps us in different ways, for example helps us to socialize since we are babies, it is fun and even when people express us.

When people acquire a new language do it so that they can express themselves and communicate. That's why language teaching and play are related well, according to Fred Genesee (1994), a famous psychologist and specialist in second language acquisition:

"Using games in the foreign language classroom is an essential element in the process of teaching and learning a language itself, especially in its early stages because it introduces us to certain skills necessary for today's society from a didactic prism." (p. 264).

For the author in teaching a second language; the game is a necessary tool, not only in the way that it can motivate of making a most dynamic class but also with the aim of transmitting knowledge that is incorporated into children in a manner that benefits their learning and development process.

On the other hand (Warschauer and Healey 1998 cited by Hold and Meyer s.f). Confirms, "In language teaching games have often been used to stimulate motivation and authentic communicative practices, as games have been conceptualized as the "the fun factor" of language learning" p.561 Games always bring an environment of fun and entertainment, characteristics that offer to students to be motivated because they feel comfortable in an environment without pressure.

In addition, the author refers that games promote authentic communicative practices, because playing children can speak freely and in a natural way and most of the communication that they produce is spontaneous.

According to the use of play activities in the classroom, many psychologists have been studied, and made special reference to cognitive, emotional, social and linguistic values that develop with the practice of this strategy; in addition is relevant the use of those during school years, especially during the early years of school and Primary Education, where students are new, do not socialize and interact with their peers in the best way, also the time where they learn the first knowledge, and acquire the idea of expressing themselves naturally.

Another reason that makes games a proper idea to teach English is that are fun activities that a let children be enthusiastic in class and with the intention to participate

actively, according to (Scott and Yetreberg s.f). "Young children are usually full of enthusiasm and energy, and the language lesson will be full of variety and changes of activity"(p.97) also they in suggested activities of their book "Teaching English To Children" mention examples of games activities that work really well in the process of English teaching, those examples are: Boards games, card games. (Scott and Yetreberg s.f).

With the development of the work the researcher realizes how important the use of this strategy in the classroom is; it is possible to infer that in general is of great importance to the implementation of this method in the classroom. As the researcher said before, play supports in many fields of integral development of children, which benefit their way of learning.

Besides, for teachers games result in a method that generates interest and motivates students. Besides, those activities promote that student speaks in an authentic way because in a proper atmosphere learner gets more knowledge. In addition, according to (Uberman. S.f.)

"Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming." (p.2)

Many times students face problems in education, one of this is because they don't feel interested in the process of learning a language, by the same token specialist should research for methods to get students attention and their full development in the

classroom, can be seen games result in a useful tool to combat this situation because let that students observe the amazing that is learn, also because work motivating students and finally because is an entertainment way to learn that give students confident to communicate in an atmosphere that promotes communication and increment of the language.

2.2.9 The MEP and its Relation with the Use of Games

The games are daily life activities, are present in children routine in most of the time, is for this that many teachers and researchers have to decide to incorporate these in the formal education, since that these add various positive factors that help to catch the student interest.

In most of the educational programs around the world these strategies are relevantly integrated, and in Costa Rican's plans is not the exception, the MEP recognize the importance of games and mentions it in some of the parts of the daily teaching lesson. For example in tasks, where the learners have the opportunity to demonstrate what they "can do" in English, as well as what they know about the English language, is recommended to use these tool. Besides, at the moment to assess students the "Programa de estudio de Ingles Segundo Ciclo de la Educacion general basica de Costa Rica" confirms:

"The assessing techniques should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning task they perform such as: information gap, opinion-gap, problem-solving, games and critical

cultural incidents which help the learners appreciate their culture and the culture of the target language." (p. 52)

The institution of MEP has agreed that use of games for educational intentions is proper in the classroom and even mentions that those can be incorporated in the lesson plan, with the aim to benefits the students learning process.

2.2.10 Aspects to Take into Account at the moment of Planning a Game and Choosing the Proper Ones

It is really important to considerer since the beginning, that when teachers use games in the classroom be for an academic purpose, for this reason games have a special and different meaning to produce learning process be achieved. According to (Uberman, S.f.) "Teachers should be very careful about choosing games if they want to make them profitable for the learning process." (p.2) using games is not just play for fun or entertainment when the teacher applies those is a strong objective that is significant and useful for children education.

When framing a game, the educator can not only decide the game and apply it. For this strategy to work in the best way and have the expected result should be taken into account several factors that play a key role both in the classroom and learning of children, to develop a game that incidentally provides learning with students must think and establish some of the instructions are below.

1) Establish the goal of the game and also plan the structure to follow: In every single academic activity to establish a goal is necessary, because it gives to the participants an intention to join the game, at the same, to create a structure to follow before the activity becomes it into more organize practice and also easier for participants at the moment to act.

2) Plan through an analysis of potential actions to choose the best ideas. Compare before many activities and chose those who are more relate to their objectives and goals.

3) Designing the idea or make a preliminary drawing in order to show what you want to achieve. This point helps at the moment to explain the activity and transmit the idea of the game.

4) Choose appropriate materials for the development of the activity: the success of the activity may be determined for the materials chosen if these are inadequate to the activity the objective may not be accomplished.

5) Set the rules that are necessary, precise and clear: Rules determine the limits in the activity of explaining it before to start, and make questions it is possible in order to know if participants comprehend the idea.

6) Think of the difficulties that may arise, such as space, time available, the number of players. Before the activity most factors should be taken into account, to avoid distractions at the time of application

7) Image the activity before of applying it: This advice help the organizer predict future inconvenient in the development of the activity, it reliable to do that in order to achieve success results.

8) To test to see if the objectives are achieved. At the teacher can evaluate students with the subjects seen just with the idea to observe and know if the knowledge were acquired.

9) Apply with children, observe and draw up a record of everything that happens to improve or simplify. It is recommendable to make a list with those things that do not go ok in order to do it better in future applications; it also is a way to see the mistakes in the past activity. (Uberman, S.f.)

2.2.11 Characteristics of the Activity of Playing

The action of play has different characteristics that identify it and in order to benefit our class using that is important to know those, next the researcher made a summary of most important characteristic of the activity of the play and also about the games, those are compiled by distinct opinions of teachers and researchers, according to (Kernan, 2007) there are mention some of his characteristics.

Play's voluntary nature: Children always choose to play; they cannot be made to play; they may also choose not to be involved; sometimes they may change the direction of the play. The control of the play rests with the players: it belongs to them.

Play's meaningfulness to the player's Play reflects what children already know, have observed and can do. It provides the context for building and extending knowledge, skills, and understandings in a way that makes sense to them.

The play is low risk; Children can experiment and be challenged in their play, and yet cannot fail. In this sense, play provides a minimum of risks and penalties for mistakes. Play can also be linked to the possibilities of exploring risk - doing something you have never done before, something difficult or trying to do something better than you did the last time.

Play's spontaneity and openness to the surrounding world Play offers an invitation to the possibilities inherent in things and events. This is often captured in the term 'playfulness,' and associated spontaneity, curiosity, flexibility, and creativity.

The play is symbolic: Children often pretend and imagine when they play. Play enables them: to transform reality into symbolic representations of the world; to experiment with the meanings and rules of serious life; to try out different ideas, feelings, and relationships with people.

The play incorporated deep involvement and sustained concentration Terms such as 'wallowing,' 'flow,' and feeling both capable and challenged are often associated with play, invoking the dominance of the means over the end; the process over the product; the sustained concentration that is often apparent when children play.

The play is active Play involves the activity of players. It may be physically active, involving active engagement with the physical environment or exuberant movement,

and physical energy. It may also involve mental activity such as in the imaginative play or play with words. Often both physical and mental activity will be involved.

Play's sociability Children are often most satisfied when playing alongside or in co-operation with peers or adults; however, sometimes children prefer and need to play alone.

Joy, sense of humor and excitement Children engage in play because it is enjoyable in and of itself. They derive pleasure when they draw on their own ideas, often shared with like-minded peers; nevertheless, play may not always be a positive experience. Sometimes, play can place a child at risk of being hurt, being called names or being excluded by others.

Furthermore is important to know the characteristics of the game as a game activity should have to be use in a class. This with the intention of it do it in a practical way, should include the following:

The didactic intention, and didactic purpose: When games are present in the classroom is important to be clear that these should be used with an academic purpose, not just for entertainment or fun, those activities should have an objective to be meaningful in the learning process of students.

Rules, limitations, and conditions: Since the beginning of game rules and limitation should be established by the teacher, and all student must respect them. Also, rules help the student to know what can do or not. Also, these show the participants the intentions and the dynamic of the game.

Some **players** are important that teacher considerer to work with hole group because at this way most of the students can be involved, before to start teacher should select how many students play the game, beside according to the intention of the game the number of students can change.

Specific age. A factor essential is to know the specific ages of their pupils because according to the age of students the activities can change, it's not the same game for six year children than a ten year game, teacher should be careful with that because it can determine the interest and the participation of the student

Fun. A fun activity always catches the attention of learners; it is necessary that a game is full of joy so that students feel enthusiastic and involved in the activity.

Teamwork: this point promotes socialization and is important because students learn more than just a subject, learn about values, confident, to be patient, to cooperate, to be sensitive at the moment to be surrounded by other people.

2.2.12 When is Proper the Use of Games in a Lesson

Some teachers consider that proper time to use games is when students feel bored because those are adequate for entertainment, or when lessons start as warm-up activity to break the ice and engage the students, games could be implemented in other moments that result really useful for teaching according to Rixon 1979 cited by A. Uberman, s.f evidence that "games be used at all stages of the lesson, provided that they are suitable and carefully chosen." (p.3). Games organized properly and with previous preparation offer to children the advantage to be appropriate to use in every

time in the class. In addition games, usage may vary and may be present at different times of the planning for example

1. Warm up: to break the ice and give the student confidence to start working with the classmate in safety environment.

2. Presentation. Provide an effective model making its meaning clear; generates vocabulary and fun at the moment to learn.

3. Controlled practice. Elicit good imitation of new language and appropriate responses;

4. Communicative practice. Give students a chance to use the language and produce an authentic conversation.

5- At the end of a lesson: to evaluate students is a really good idea because it lets teachers to know the student knowledge. (Uberman, s.f)

The implementation of new and innovate techniques is the responsibility of the teacher, the same is the preparation of those. As can be seen, games result in an original way of teaching and may be used when teacher considerer it proper in a lesson, it is important that those activities be ready and carefully organized before to be applied to children, this advice lets teacher have an idea how well the technique works with their students.

2.2.13 The teacher's Role in the Using of Educational Games.

In the development of a teaching lesson, an important character is the teacher, he/she is responsible for most activities happening, the focus of those have and the message that transmits to students, the teacher is the person who is in charge for the management and development of the previously planned lesson, also she/he is responsible for maintaining most of the factors that incumbent to their activities controlled, in order to benefit their class and the learning process of their students. That is why according to the above items, the teacher must play a key role when the ludic activities are developed in their lesson.

When teachers apply games in a lesson it is necessary to know that the play is different, should not only play a role of entertainment and fun at the same time it should be a dynamic that allows that learning happens, so it should be applied differently, and the teacher in the paper of the responsible person is who should control the entire scenario, and also explain it, establish the rules and ensure that learning works, if teachers are using this tool for learning a second language, she/he must emphasis that communication must be in the English language and pay close attention to the objectives are achieved.

Depending on the type of game, the educator has a leadership role only or participant at the same time, often the teacher should only give directions and allow

students to participate freely and only intervene in necessary cases, moreover if activity warrants, the teacher be participating in order to accomplish a very good activity and good results.

Many times, in activities as a play, rules have to be clear and put the proper order in the classroom is essential, because if the facilitator cannot establish those aspects at the beginning the activity could end in chaos and debauchery, is a task of the teacher arrange that play elapses more calmly and according as planned, because if it becomes disorder or an activity like recess out, learning process not be possible.

2.2.14The Acquisition of Vocabulary.

When children learn a second language, one of the first aspects they have to acquire is new words to express better their ideas. This group of different words is called vocabulary, those set of words make part of specific language and in the case of this work is focused on English language, the individual vocabulary of each person is the group of words that they already know, for example, my vocabulary are just the words and concepts that a person has learned throughout their life.

The art of teaching a new vocabulary in a class for children, not always is easy work. Moreover, if we talk of English, this a very complicated language to teach, that's why teachers have the task of making most striking classes for children, and one way to teach it, is by play games, as the researcher has done before there are many reasons

to use it. At moment of teaching new vocabulary the teacher should be aware about most of the group, it with the idea that all children are paying attention in the new word, is necessary that children be focus in the activities designed to teach them.

At stage of childhood, the children can acquire lexical items as rapidly as they build the grammatical structure. By age 6 year old, the vocabulary of a children can be huge and be confirmed by many words. They learn approximately 5-9 words per day, at this stage children can acquire words while they interact

This is a demonstration in the acquisition of their native language, children can learn an amazing amount of words because at that time children are compared with sponges because they absorb every word or knowledge that they heard from of their parents or people who habitually surround them. It is essential that teacher takes advantage of those ages and try to keep students interested in learning day by day. Teaching vocabulary through games result a useful technique given this point (Uberman, s.f.) Affirms that "Games motivate and entertain students but also help them learn in a way which aids the retention and retrieval of the material" (p.9).

Through the process of learning students are involved with a significant amount of words that are unknown to them, but are relevant to know, for the work in classroom, it is essential that the majority of vocabulary acquired since children, is conserved for the rest of the life, because it increase the fluency and the practice in the English language. Likewise, (ThiThanh and Thi Thu Nga, 2003) refers to

"Learners of English have to deal with unfamiliar vocabulary during their language acquisition. To learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making." (p.3)

According to the research to make the acquisition of vocabulary possible is important to consider some of the aspects, there are some example that researcher think that are important to know:

The attention of children: This aspect is really important because the teacher always try to make that the vocabulary or their English class be something that is incorporated in the brain of their students, to accomplish that she needs that her students are paying the attention that the activity deserves, it's in order to introduce the vocabulary for more time as possible according to (Ballestín, 2014) "One of the most used techniques is to teach the word from several points of view through questions"

The object of learning: Is necessary to determinate the context, it can provide a better learning process.

The motivation: Always the factor of motivation that allows that learning happens, is recommended, that both students and teachers have the motivation necessary to start the process. Also, this aspect is essential because persons pay more attention to the things that are really important for them, and with motivation, teachers can offer a more dynamic class.

The repetition: With the repetition, the strategy is not sure that new the words are memorized, but is sure that words are going to be assimilated for the new students.

Association: It is an important method because for example using image children can associate with new vocabulary.

In English class is necessary that students know a part of the vocabulary, this with the idea that students participate the most in the lesson, moreover let students the facility to express in English better and feeling confidence. For this, it is important that teachers investigate for fresh ideas, which achieve the vocabulary that they learn can be retained for much more time, and it remembers of a fast and easy way. In the present researcher, the author mentions the importance of games in the learning process and even for teaching vocabulary to result in a good strategy, that help the student learn and to be motivated and enthusiastic at the same time.

2.2.15 Methods to Teach (TPR Method)

In each classroom, at moment to teach, every teacher has his /her unique way or method to teach. She/he knows the ones that are more useful for the purpose of their classes and obviously which is the most appropriate according to the student's necessities. Methods help teachers to teach in their own way, there are most that one method and those can be implemented individual or combined according to educator prefers and be more appropriate for students learn.

In English language teaching, there are a lot and distinct methods to apply in teaching space, according to Richards and Rogers in a book titled *Approaches and Methods in Language Teaching* some examples of them are:

- ❖ The Grammar-Translation Method
- ❖ Community Language Learning
- ❖ Suggestopedia
- ❖ MultipleIntelligences
- ❖ The Audiolingual Method
- ❖ Cooperative Language Learning
- ❖ The Natural Approach
- ❖ Total Physical Response (TPR) for purpose of this research, this is the method that the researcher selected to create most of activities in the study, because it is the one that fits better with intention of the study, and is proper to the activities to apply. The researcher explains this method in a huge way than the rest because it result more relevant, according to the direction of the research.

Total Physical Response is a method to teaching second language that was developed in the 1970s by James Asher, professor of Psychology at the San Jose State University in California.

T.P.R method, is a language teaching method that goes through the coordination of words and actions; it attempts to show language through physical activity. It was designed by James Asher; according to (Asher 1986 cited by Richards and Rogers) He claims that “speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses.”(p.73).

In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action; is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.

This particular method teach by using commands and movements according (Asher 1986 cited by Richards and Rogers)“*most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor*” (p.73)

In relation to what Asher claims when teacher repeat a word increase the possibilities of students to learn and if those activities are combined with actions of movements the teaching process is more reliable. In relation with that (Asher 1986 cited by Richards and Rogers) said “Retracing can be done verbally and/or in association with physical activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the possibility of successful recall.” (p. 73).

The general objectives of Total Physical Response are to teach oral proficiency. At first levels, in addition the important goal for this method is to teach basic speaking skills. The oral skill is one of the most important to communicate because people use the most in a natural way. The activities made with this method help learners to increase their fluently. In addition, it is important to mention that Specific instructional objectives are not elaborated, for these those depend on the particular needs of the students.

An example of a Total Physical Response activity can have instructions like these: “touch your head” “open the door” “sit down” “close the door.” The learners listen to the instructions first and carry out the orders by physically performing the activities. Those activities work developing also the listening skill because students listen first and pay attention in the order that is given in oral way, even it is possible that with a limited amount of repetition of basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves.

In the teaching space there are two kinds of actors that play different papers and achieve the learning process happen, those are: the teacher and the students, they represent different; however, both roles are really significant, for this, the researcher consider essential to know the differences and the characteristics that each protagonist develop as individual.

2.2.15.1 Learners Role T.P.R Method

In relation with the method of Total physical responses, first, learners develop an active paper, and represent those who are waiting for the instructions to act, the students receive an order from their superior and then they imitate it following the order that mentor emit (depending the instruction). According to (Asher 1986 cited by Richards and Rogers):

“Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items.” (p.76)

Moreover, for learners is necessary that they produce new combination of their own, this is a way to evidence the learning. In addition, the students are the ones who monitor and evaluate their progress as individuals, they have the space to speak but just in the moment they feel sure and ready to do it, or when they consider that the language is enough to talk.

Equally important A. Mühren 2003 defends that:

“Learners are totally involved in TPR activities because they are allowed to concentrate on one thing only: they act out what they've heard. There is no pressure on them to speak the foreign language yet. This is with good reason. Before any learner can start to speak a foreign language spontaneously he or she must feel the inner readiness to do it.”(p.1).

To sum up the previous quote Total Physical Response given to scholars the possibility to learn through the movements, acting the words herded and practiced with the teacher, for that they represent a very active role in develop of the activities. In addition, the students have the opportunity to talk but just in the moment when they feel ready and comfortable to do it.

Finally, learners play a principal role in the implementation of T.P.R method, because they are exposure to the language the most, they get most of the benefits using it, because experiment the acquisition of vocabulary not just to be used in oral

way also in listening way because this tactic help students to produce oral communication but also to interpret commands given in oral manner.

2.2.15.2 The Teachers role on T.P.R activities

As it is known the teachers represent special paper in the develop of a lesson, the plan and the activities in it also is their work is the person in charge of the management of the class and who permit that learning happen. In accordance with Richard and Rogers think the teacher plays an active and direct role in the Total Physical Response method. It is the teacher who is in charge of a lesson and plans the subject to teach, who models and presents the new materials, and who selects supporting materials for classroom use.

Another point is that, Asher adds, the teacher has the duty of providing the best kind of exposure to language so that the student can internalize the basic rules of the target language in a meaningful and memorable way. (Asher 1986 cited by Richards and Rogers, *Approaches and Methods in Language Teaching*)

By the same token, instructors are the first who permit that children practice communication in classroom and it is their must to promote the development of this through the learning process. Thus the teacher controls the language input the learners receive, providing the raw material for the “cognitive map” that the learners construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners’ own natural pace.

When the teacher gives feedback to students, she or he has to do it following the example of parents when they correct their son and daughters, as parent's teachers have to learn how to show the mistakes to the students according to their ages, for example when children are little the improvements about the vocabulary are less, but in order children grow up, the corrections become more continuous.

At first ages the teacher should refrain from too many corrections in the early stages and should not interrupt students to correct errors, since this can indispose children in the process of acquire a language. Moreover, is important that at time goes on, teacher intervene more than before, it in order that students become better in develop of the language.

2.2.16 Games and its Relation with the T.P.R Method

The Total Physical Response is a method used to teach a second language, a special characteristic that distinguishes it from other is that teaching is through commands given by teacher and performed by actions and movements, the students listen vocabulary repeatedly and then perform it, at the beginning the order matter and then it may change.

Asher observed that traditional second language methods are not enough to keep students interested in the acquisition of a second language. He thought this could be due to flawed and ineffective methods used in the programs. The educator still had another observation: While adults were having problems to learn a second language, children were easily acquiring first languages like sponges without problem.

To illustrate it (Asher and Price, s.f.) mention that:

“There is an almost irrefutable belief that children are better able than adults to learn a foreign language. This belief may be the result of a common observation that when children live in a foreign country they acquire speaking fluency of a new language while their parents are retarded in understanding and vocalizing. (p. 1219)

Previously, is observed that many time in traditional methods classes, students are more concentrated working in structured programs that do not allow that learner feel comfortable because are too Rigid and rigorous, and create an environment of frustration that many times can affect the process of learning a language in relation with this (Rousseau 1979 cited by UNESCO Institute for Statistics, 2012)

“The role of the teacher is to guide children through the phases of natural development using games and reflections on their interactions with the natural environment rather than to drill them in skills for decoding books and memorizing facts.” (p.20).

The researcher claims that the teacher should promote an environment of confidence for students through many different activities that make the learning process something interesting and never boring, instead of rigorous classes with books where students have to memorize in order to learn. To generate progress teacher should make activities more reliable for the interest of the students.

In the same way, in relation with this topic the opinion of Janet in her research called “Early Childhood/Family Education Programs” is reliable because she defends that if environment of learning is proper to the children, their potential may be exploited in a satisfactory way, that increase their opportunities to learn. She mentions that: J. Barresi. S.f.

The learning environment is an important and powerful teaching tool. Much of the early childhood teacher’s work is done before the children ever arrive. If the environment is set up with the knowledge of how children learn and develop it can positively support teaching and learning.” (p.1)

Additionally, the author (Barresi, S.f.) emphasizes that: *“The environment of the classroom communicates to students what is expected of them. Independence and a joy of learning is what should be conveyed. (p.6)* According to this may be analyze that climate in the classroom should offer to student the facility to learn trough original activities and fresh ways to teach.

Moreover, J. Asher and B. Price think similar according to what comments mentioned before, they punctuate that

“It may be that children outperform adults in foreign language comprehension because the new language is learned through play activity in which the child makes action responses. For the child, the

second language tends to be synchronized with physical responses ("Come on, Sam. Let's ride our bikes"). The adult, by contrast, tries to manipulate the foreign." (p. 1219).

Asher and Price discovered that adults have a little difficult at the moment to learn a language, in contrast children don't because they learn in a more natural way without any feeling of stress is for that reason that children develop the language in a more successful way. In addition, Asher and price made this research and for that propose a method, were the ludic component of learning for children were taken as serious method to teach a language. In that case, Total Physical Response method was born.

As shown above, the TPR method teaching includes movements, actions, and performances and so on. All these are physical activities that make that children more interested and alert. In addition, another practice that includes movements and actions are games, more of this entertainment and fun tool needs movements to be applied, as is observe, games may works very well whether is apply with the method of T.P.R.

For this reason, this method is particular to be used with games since these activities are fun for students, children are less self-conscious about moving their bodies around the classroom, and that these activities are excellent ways to get young learners up and about. Finally, events with TPR are great for kinesthetic learners who need more action or hands on activities

Moreover, this method promotes that students learn in an active way that challenge students to enjoy in every moment of the process of learning. Further, instead of asking your students to be quiet and sit still, you'll be requiring them to stand up, move around the classroom and get physical with the rest of your classmates at same time that they learn.

With the Total Physical Response method, not only you have a method that engages the energies of your students, but you have a tool that creates memorable meaning through movement, that is important because memorable things and for memory is easier to remember things that represent an amazing impact in the person.

Finally, the teachers are free to choose their favorite or more functional method to teach, but is important thinking in the activities because these have to be related with the method, and also organized with the intention to exploit the most the skills of learners, by the same token the activities in planning have to be considered according to children likes, interests and necessities, for that games are recommended because is a practice that most of children love and enjoy.

2.2.17 The Principles of the TPR Method

According to all of information described before the researcher can conclude and define as a principles of the TPR method the next:

- The first language and the second language learning are similar and go of the hand, for that could show the same naturalistic processes.
- In the TPR method the production or speaking skill should develop as the second skill, the first is the listening skill.
- Children respond physically to spoken language, and adult learners learn better if they do that too.
- When learners develop the listening skill in a good way, and when they feel confidence to do it the production develops naturally and effortlessly out of it.
- Learn through body movements.

2.2.18 Listening Comes First, then Production

The intention of this research is to elaborate techniques that help the students to collect as much vocabulary as possible through the using of games, another aim in this study is also that the students are able to use this vocabulary to express them orally in a satisfactory way, for this reason is important to know more about the develop of the oral skill, nevertheless, before to the develop the oral ability the humans learn to handle the listening skill, because this plays a fundamental role in the acquisition of vocabulary,

is for this that the researcher decide that is proper to study first the listening skill and to know how this skill can benefits and help to improve the speaking skill.

In English second language there are four skills to develop, speaking skill, listening skill, reading skill and writing skill. For the purpose of this researcher its convenient to analyze first the listening skill because the objective of this work is to present and help to increase the speaking skill, and oral comes before a good process of listening.

According to Larry Vandergrift Christine C. M in the book teaching and learning second language *“Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Compared with writing and reading, or even speaking.”*(p.4)

The listening ability helps other skills to improve, for this reason it is important that before to develop the oral skill, students should progress in the ability of listening, because receiving a good input the student can acquire new vocabulary, in relation with this, there is a theory of Krashen that defends this point, this is called the input hypothesis.

In the acquisition field, According to (Krashen's, s.f) *“the key is comprehensible input messages either oral or written, that students understand. A teacher's job is to find a way to make input comprehensible because not all input leads to acquisition”* p.38 The teacher plays an important role, because is the person who transmit knowledge, in this case at the moment to speak, the facilitator has the mission to seek proper messages to transmit, those that are meaningful for the students and help them learn and acquire new language.

The Input hypothesis is an attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'.

The input hypothesis claim that humans acquire language in only one way, by understanding message, or by receiving comprehensible input. We progress along the natural order hypothesis by understanding input that contains structures at our next “stage.” Structures that are bit beyond our current level of competence. We move from i our current level, to $i + 1$, the next level, to illustrate that. According to (Krashen, s.f):

“Students acquire language when they receive input that is slightly beyond their current level, he refers as $i + 1$ (input plus one). If students receive input that is below or at their current level ($i+0$), there is nothing new to acquire. However, if the input is too much beyond their current level ($i+10$. For example,) it no longer is comprehensible.” (p. 38)

When students hear something new, something that goes a little beyond of their proficiency level they have the possibility to acquire something new, because it is out of his level of knowledge; nevertheless, only goes a little beyond of their current level, that result easy for them to comprehend the message, what allows the knowledge happen in a natural way, and it is easy to acquire the language.

Student acquire language when they receive input that is slightly beyond their current level, it is important that the message be clear and that goes just a little beyond of the student current level, never have to be a message impossible to comprehend for student, because this is not allow that students acquire something different because they're not able to recognize the majority of the intention of the message.

According to Stephen Krashen's in the book second language acquisition Theory, application and some conjectures" (Krashen's, 2013)

"We acquire language by input not by output. Thus, more output, more speaking (or writing) will not result in more language acquisition. If you speak French out loud to yourself every morning while driving to work, your French will not improve. Rather, the ability to speak is the result of language acquisition, not the cause. (p.4)

To summarize, the ability to speak is acquired through listening while the person receives and understands comprehensible messages, not through the practice of the speaking, not matter how hard she/he practice to speak, it is not going to help to

improve the oral production. Finally the listening skill is the one that lets that oral skill increase.

One aspect that is essential to develop a speaking skill is the input that they receive, according to Bahrani T. & Soltani R 2012 “language first needs to be noticed to be acquired. In other words, when language learners have noticed something, they are more likely to acquire it if they meet it again.” First people need to hear something in order to acquire that, if they recognize thing more than once acquisition is better and more meaningful.

Learners need to pay attention to input and pay particular attention to whatever aspect of the input (phonology, morphology, pragmatics, discourse, etc.) that you are concerned to teach (Schmidt 1995 cited by Bahrani T. & Soltani R 2012).

Finally, through the analysis of the theory of input hypothesis the researcher and other quotes the researcher discovers that, as more correct and proper input students can receive as most acquisition they can have and the same more improve in the oral production they can achieve, in conclusion the main point is to bring students really good messages in order to them improve in their production ability.

CHAPTER III

METHODOLOGICAL

PROCEDURE AND

FRAMEWORK

Chapter III Methodological Procedure and Framework

3.1 Type of Research

3.1.1 According to the Purpose

Regarding this point there are two types of research

The first **basic research (pure)** according to (Barrantes, 2014) "It is the activity that seek for new knowledge and research fields without a specific and immediate practical purpose." (p 86). It aims to train new ways of thinking according to the applied project, in addition seek to generate new concepts in new environments of study.

On the other hand, it is **applied research**, according to (Barrantes, 2014) "Its purpose is the solution of practical problems to transform the conditions of a fact that worries us." (p 86). The principal objective is, to seek the resolution of practical problems in a fast way, equally puts into practice theories and models of pure research. The present study focuses on the second type, applied research, since in this the researcher seeks to implement, design and apply a series of games to help improve the oral skills in fourth grader students at la Puebla school in Heredia.

3.1.2 Temporal Scope.

The temporal scope is classified in two types: transverse and longitudinal

The first, transverse studies: Are these studies that are developed in a specific time, the factors are analyzed in that specific moment of time, and that research is not characterized by their time, but whether by their depth. On the contrary the longitudinal are those studies in different times, or age levels.

Longitudinal studies, cover long periods of time and can provide more information, in addition these analyze the phenomenon through a long period of time. Even though in longitudinal studies, the period is longer, and the subjects can be studied with more patience.

For this research is more inclined to be transverse study, because for the development of this research there is a specific period of time to finish it, even researcher has an established period of months to do their work.

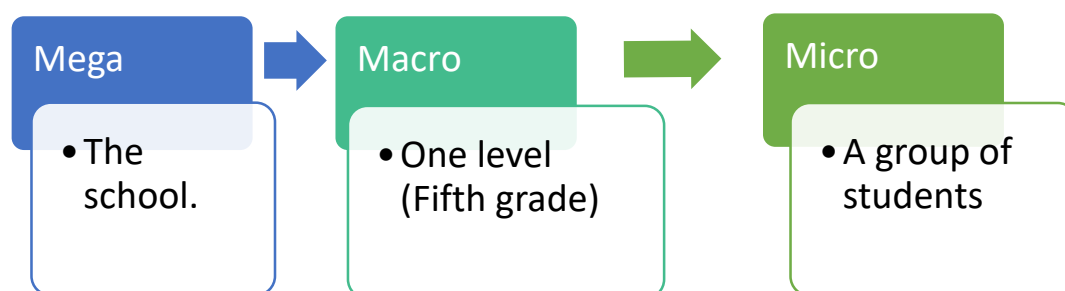
3.1.3 Level of the Research

According to framework the research projects are divided into three, one is mega research it is made in a very large level and covers a huge sector of the population, for example a research designed to study topics in worldview. Then the macro research, where the study is done only in a certain population chosen, this just includes a determinate sector.

Finally, there are micro research that is where the researcher chooses only a sample of the population, just a specific group of people to work, For purposes of this project, the researcher chooses just a sample, by the same token the develop of this project is made on a micro level.

The author, concludes, that for the objective of the project, this level turns out to be the proper, because is just a sector of population to evaluate, in essence this level helps to delimit the research and so allow to analyze better the data because with an specific group the elements may be implemented and studied better.

It could be interpreted:



3.1.4 Condition that the Research is Done

To start, there are three conditions where research may be done, number one, laboratory research in relation to (Barrantes, 2014) "Their actions are performed in a laboratory, it involves the intentional action of the conditions of research, the variables are systematically controlled and manipulated" (p. 87) in this sense, the researcher controls all situations and is who decides how they interfere with their project. In

contrast, the number two, is field researchers are those that according to (Barrantes, 2014) "are performed in natural situations and allow generalize the results with greater freedom" (p: 88). Those are implemented by the researcher and is she who is the responsible of the study in every moment of the project. And as number three there is mixed research, this kind of research combines essentials aspects of the two types of research studied above, for this reason is called mixed.

In the case of this studied project, the researcher cannot manipulate the variables, the researcher should only do the activities that are adapted to the environment. Therefore, this research has the features to be recognized as field work that take place in an environment the researcher cannot control and naturally is not able to manipulate the variables.

3.1.5 Characteristics of the Research

The present Project has three principal characteristics that define it, those are:

First, Casual: It refers that there is a problem and the researcher wants to explain why problems persist. The author seeks for information related with the research in order to answer questions and solve doubts.

To continue, another characteristic is **participatory:** because; most of people who are part of the subject participate and collaborate in most of the study. In addition, the subjects are involved in an active way in the present project analyzing and solving the problem.

Finally, this research is characterized for being retrospective: because it studies the phenomenon in the present; however, taking into a count in a huge way the history before analyzed, and also its influence.

3.1.6 Dimension of the Research

3.1.6.1 Qualitative dimension:

The approach under the research is done, is the qualitative one, because it seeks to measure the qualities of the object of study and then investigate and understand how those are developed during the research, at the same way This project takes place in the qualitative methodology because it is very difficult to quantify the learning that students are getting along in the process, the most appropriate way to do this is by studying and interacting every day with students (subject of study).

According to this (Campos, 2009) agrees: "It will not focus on numerical aspects, but in cultural reflections: deductions, reasoning, relations, subjectivities. As its name suggests, has to do with the qualities of the research object "(p. 16)

The qualitative dimension has been widely used especially for social disciplines, the data are influenced by the experiences, sensations and priorities of the participants, and for this these request a deep interpretation of human behaviors and the reasons that manipulated it.

Additionally, Bravo y Buendía1994 cited by Rodrigo Barrantes think that

This approach emphasizes depth and its analyzes are not necessarily translated into mathematical terms; In fact the choice of the problem

usually arises from a question that is asked, which cannot be explained with the knowledge at that moment.

The subjects that are analyzed in this project are not part of numbers or mathematical terms, these are more related to be intangibles aspects, as knowledge behaviors, learning process, etc., and those need to be interpreted in a deep way for the author. The behaviors, imaginary and sensations of the actors, subjects or people are observed, studied and described without numerical measurement, to carry out an analysis based on the cultural pattern

3.2 Subjects and Information Sources

3.2.1 Subjects:

The researcher chooses as a subject of study, a group of children of first cycle of basic general education of Costa Rica, the students belong to a group of fourth grade of La Puebla school in Heredia. It is important to mention that the group has approximately 20 students, conformed by girls and boys that are 9 or 10 years, factor that results good to develop of the research, because they are not too little and neither too old. In addition, the researcher, decided to work with these groups because it was analyzed previously, and the researcher founded that this group presents some difficulties at the moment to learn vocabulary, and also it is a challenge because they have lack of some vocabulary that they need to know already, according to their level.

Also the activities that they commonly use are different, of ones that researcher pretend to implement with them, and finally, this group have a significant aspect that are necessary for the study, including the level.

3.2.2 Information Sources

For this present work there are three sources that are consulted by the researcher, and are used in order to prove the theory, and argument different points mentioned in this research. This study has sources were used in order to support the ideas. Those are three:

3.2.2.1 Primary Sources

Those specific kind of sources are foundations that were not analyzed before, According to the University of La Salle confirms (Anonymous, 2002) that “are those sources that contain new or original information and whose disposition not follow any predetermined scheme” (p. 3) an example in this work could be an interview made to an expert in education field in order to clarify information related with the research.

3.2.2.2 Secondary Sources

For this thesis many secondary sources were utilized, because it refers to an information that the researcher collects but it was recollected before, for another purpose. In addition University of La Salle emphasizes (Anonymous, 2002, p. 3) that “Those sources contain known material, but organize with a determinate scheme” (p. 7) to illustrate it the author used a research “The child and play.” Made by UNESCO (1980). This information used was sought for another purpose and with another point of view; nevertheless, it was useful to this study.

3.2.2.3 Tertiary Sources

Those are documents which comprised the names and titles of periodicals newsletters. Furthermore, University of La Salle (Anonymous, 2002) mentions that “are those which containing information of the secondary, are sources that are not treated in its conceptualization and nature” and also affirms later that Contain original structured information, so, that the user can use it as a new document, for example: dictionaries. (p. 13) for that an example of those sources are: the Oxford Dictionary, that researcher used to cite essential information for the project.

3.3 Sample

The sample is considered vital in this kind of research, there are two forms to select a sample. The probabilistic: In this type, all individuals in the population can be part of the sample, it is characterized by rigorous and scientific. The other is considered Non-probabilistic: In this type of sampling, there may be clear influence of the person or persons who select the sample is not a type of rigorous and scientific sampling, because not all elements of the population can be part of the sample. According to Rodrigo Barrantes comments that (Barrantes, 2014) “Probabilistic is typical of the quantitative approach, and the Non- probabilistic is typical of qualitative line” (p. 248) for that the researcher concludes that her study is made in qualitative dimension so the proper sample that recommended for this.

The sample size is 7 (4 girls and 3 boys) fourth grade students who are selected according to their age. Also those are chosen by a previous study in the group, together with their teacher, in order to select the proper ones to the aims of the project. It is important to mention that these particular students present a lack of vocabulary according to their current level, there was some of them that could not identify some words that it was suppose that they already studied years before.

3.4 Techniques and Instruments to Collect Data

There are many techniques to get information and the qualitative dimension has particular ones, the studies with this approach not just to be interviewing people involved, also could be by observation, even observation can be the most adequate instrument for this research model, in the same way also exists more techniques as group activities with many participants, personal stories and point of view of people involved and so on.

3.4.1 Observation

For qualitative dimension observation is a good technique; a participative observation is a method that helps the researcher to participate in the process by seeing while the person is performed, with this technique, it is possible to analyze better the subject of study, because the researcher have the opportunity to observe the participant in their own environment. This technique would be tired to apply; however, is proper to interact and understand better the actions, behaviors and learning process of children.

3.4.2 Participatory Workshops

The author decided to apply this technique to get deeper information about the educational games and the activities chosen to evaluate. Also this technique is used to know more about what students are learning through the instruments such as workshops. This method of collect data, is applied to fourth-grade students of La Puebla school in Heredia, to determine profoundly the perception that learners have about the game and about to learn vocabulary through the implementation of educational games.

3.4.2 Interview

There are a lot of different kinds of interviews. nevertheless, this technique is a value instrument to get information along the project because it allows to know opinions of people that are not written in books, in the same way interview result a very good technique to use with research make over qualitative dimension, because evidence the way of thinking of people that many times are based on previous knowledge or previous experiences. For this, the instrument of the interview, is more related to the qualitative research because demonstrate more the qualities, personalities and way of thinking of people that show what is happening insight them.

In addition, (Barrantes, 2014) in his book called "Investigación un camino al conocimiento un enfoque cualitativo, cuantitativo y mixto" shows, that "*The interview is*

a reliable instrument to get information about a specific situation in the research of a qualitative dimension.” (p. 293).

There are different kinds of interviews:

A. Structured: this first kind of interview, is when the researcher performs it with a guide of concrete questions that are previously prepared focused on the purpose of the study.

B. Semi Structured: This second kind of interview is when the researcher also introduces other questions not designed, in this kind of interview is where there is hardly any specific set of questions that is predetermined and that the interviewer is be able to change all questions at whatever time they considered proper, to follow up questions depending on the responses of the interview.

C. Un-structured: when the researcher is limited to ask questions through the development of dialogue.

In this present project the researcher decides to use a structured interview, because the questions are already chosen according to the purpose and interest of the research, and are designed previously with aim to know very specific aspects that are necessary for intention of the study. In addition, is where all the questions have been prepared from beforehand and thinking in way that the participant just should answer the questions selected. This kind of interview is different from unstructured interview because in this tool is not possible to introduce new and not designed questions, in

structured interviews is proper that interviewer be adapted justly to the set of question that are considers before.

3.4.2.1 Thematic Guide

The research creates a series of questions to develop in an interview with the idea of collecting information necessary for the research, the interview is structured, which the teachers or people involved answer just the questions that are create for the interview.

3.4.3 Methodology Used for Analysis of the Results

3.4.3.1 Process and analysis of the Results

For the analysis of the information collected, it is implemented for the researcher a comparative methodology between three different methods, the interview that is used with the teachers, a questionnaire that is applied to the students and the observation that is done for the researcher. Then, the author proceeded to establish their similarities and differences in an analytic way, through that analysis is possible to make the conclusions .In addition the researcher, considerers proper to analyze first the activities also individually, this because at this way is possible to see what happen in a specific way.

3.4.4 Selection of the Games

The researcher had to choose some games to be implemented in this study, the selection was limited because it was necessary that the ludic activities incorporate some principles of the TPR like: the philosophy of the body movement, (that most of the games presented this), and also, the one that is related with the practice of the listening skill, (not most present this). Most of the activities used, were designed and even, adapted from some know games with the idea to pick the best, based on the characteristics and with the topic to study.

An example of that was the games of twister, this is traditionally know to be used with colors; however, the researcher modify the original game to adapt this according to the topic of study.

Chapter IV

Analysis of the

Results

Chapter IV Analysis of the Results

4.1 Implementation of Educational Games

4.1.1 The Educational Games Based on the Principles of TPR Method

4.1.1.1. The race of organs

The objective: In this activity, the aim is to practice the vocabulary of the topic to study and also help them to retain it for more time, in addition, to accomplish that students move their body while are learning, Finally, is important that students develop the listening skill through listen the instructions.

Vocabulary to learn: Stomach, lungs, liver, small intestine, large intestine, kidney, heart, brain and bladder.

Student's dynamic: This game consists of making a race where students have to run until a container that contains many water balls that simulate the internal side of our body, inside of this recipient there are a lot of different internal body organs in images, the idea is that the students should choose one of this organs, run back to the blackboard and paste it in a big image placed there, the student have to put the piece in the right place according to the image and in addition, the learner should mention the correct name of each organ. Once that students answer properly gain a point, and at the end the student who accumulate most right points will be the winner of the game

Teacher's role: The teacher paper is to be the referee at the moment to judge if the answer is correct or not and if it is not, explain and mention the proper pronunciation of each word.

4.1.1.1.1 Analysis of the activity

For this activity the students show enthusiasm to participate, it is because this is the first game to implement in the week, and they are anxious to know what happens next. The game like the students because they have to run, and to compete with their partners, also they express their joy when introduce their hands to look for their body organ.

When students participate first they don't remember the vocabulary, for that it was complicated for them to accomplish the game in a faster way, but then the teacher explains them the vocabulary and the dynamic of the game, and it continuous in a more satisfactory way. At first time for the students was complicated to complete the game nevertheless, once that they studied the vocabulary they could practice with the game successfully.

4.1.1.2 Twister of body organs

The objective: In this activity, the aim is to practice the vocabulary of the topic to study and also help them to retain it for more time, also is to accomplish that students move their body while are learning, Finally, is important that students develops the listening skill through listen the instructions.

Vocabulary to learn: In this case the activity is use with the internal body organs. Stomach, lungs, liver, small intestine, large intestine, kidney, heart, brain and bladder.

About the game: Twister is a traditional game of different circle colors in a mat, for the case of this activity this traditional game is adapted according to the vocabulary of internal body organs, that are located in each circle on the mat. The game consists in to move their hands and feet according to what the referee indicates (the referee choose the hands, foot and the body organ randomly) for example if the referee choose the purple circle which have an image of a stomach, he/she have to indicate to their classmate which movement have to do saying "Right foot on the stomach" or "left hand on the lungs" according to the case.

Student's role: This game is adequate for four students each time, the fourth students are divided into two teams each team should choose a referee and the other is going to be the participant, the referee is who make the directions and the player must obey this direction.

Teacher's role: Give the instructions for the students and help the students to pronounce properly the words.

4.1.1.2.1 Analysis of the activity

The twister is a particular game that worked as a team. For the practice and retention of vocabulary the game was really useful because while they are playing the words are mentioned, they have to follow the instructions of their partners and perform difficult body positions. Furthermore, is important to say that this game result more successful for the practice of vocabulary that was presented, since the student showed that they understood the words through the use of the vocabulary.

4.1.1.3 The teacher sings

The objective: In this activity the aim is to practice the vocabulary of the topic to study, and also help them to retain it for more time, also is to accomplish that students move their body while are learning. Finally, is important that students develops the listening skill through listen the instructions.

Vocabulary to learn: In this case the activity is implemented with the internal body organs. Stomach, lungs, liver, small intestine, large intestine, kidney, heart, brain and bladder.

About the game: This educational game is an adaptation of the traditional Simon says game, and additionally the vocabulary is described through a song.

Student's role: In this game most of the student of the class can participate at the same time, the teacher sings a song of the topic and the students should do the action touching the correct place.

Teacher's role: Give the instructions for the students and help the students to pronounce properly the words, the teacher sings in front of the students mentioned the vocabulary.

4.1.1.3.1 Analysis of the activity

This activity resulted easy to apply the students understood the game since the beginning, with this they practice the vocabulary developing the listening skill because they first have to heard what teacher said and then move their hand in order to touch their body in the right position, the words that they practice in this game were various and the students show that they knew what they were doing, because most of them performed the activity effectively.

4.1.1.4 Big Memory game.

The objective: In this activity, the aim is to practice the vocabulary of the topic to study and also help them to retain it for more time, further is to accomplish that students move their body while are learning. Finally, is important that students develops the listening skill through listen the instructions.

Vocabulary to learn: In this case the activity is used with the internal body organs. Stomach, lungs, liver, small intestine, large intestine, kidney, heart, brain and bladder.

About the game: Each participant should look for and compound couples with the card that their classmates have, when student make a pair he/she keep their couple, the one that has more duos wins the game.

Student's role: Around ten or more students are selected to be the owners of each card, they should be on their backs, and the participant have to choose two classmates and try to make a pair with the cards.

Teacher's role: Give the instructions for the students and help the students to pronounce properly the words.

4.1.1.4.1 Analysis of the activity

The game of pair results really useful for development of the vocabulary and also for the practice of the listening skill, the students participate saying the commands and the rest follow the instructions, they were really excited about creating the couples and they did not notice that they were learning. They had the opportunity to practice many times the vocabulary in a meaningful way.

4.1.1.5 Act and guess. Charades.

The objective: In this activity the aim is to practice the vocabulary of the topic to study and also help them to retain it for more time, also is to accomplish that students move their body while are learning. Finally, is important that students develops the listening skill through listen the instructions.

Topic: in this case the activity is implemented with the topic of common disease in Costa Rica.

About the game: The students should guess what their classmate in front is performing.

Student's role: One student is who performs and the rest should guess the word that he/she is trying to present, the student who present can use body movements and can give clues.

Teacher's role: Give the instructions for the students and help the students to pronounce properly the words.

4.1.1.4.1 Analysis of the activity

In the case of this activity the students react really effective, they want to participate and always develop the activity in a natural way not by obligation of the teacher, they practice while they are performing the words, for the students was not easy to guess the words at the beginning but, the was more familiar for them. In this particular activity the student practice with body movements and also, their listening skill because their partners mentioned the diseases some times in a wrong way, so the student need to know if the word was right or no, even study the pronunciation of the words. In addition they practiced the spelling of the word and could associated with some symptoms that were performed.

4.1.2 The Activities Chronogram

Date of the implementation of the activity	Description
March 13th 2017	The teacher and the students develop the game called “The race of organs”
March 15th 2017	The teacher and the students practice in the game called “Move and chose and organ”
March 17th 2017	The teacher and the students perform the game that is known as “The Teacher sing”
March 20th 2017	The teacher and the students practice the educational game the name “Big memory game”
March 22nd 2017	The teacher and the students develop the educational game called “Act and guess”

In addition, many different teachers agree that a proper idea to teach is through the use of games. Most of them mention that games are essential in the learning process and engage the students in the progress of their classes. According to the opinion of a teacher, she said, through games students can feel free to interact with others since they know that is a game not an evaluation. She confirms, that students feel happy and without negative energy, in addition other Teacher says that the use of games in classes is relevant because it is going to be a dynamic and interesting class, and the teacher is going to weak up the senses for learning more in the students.

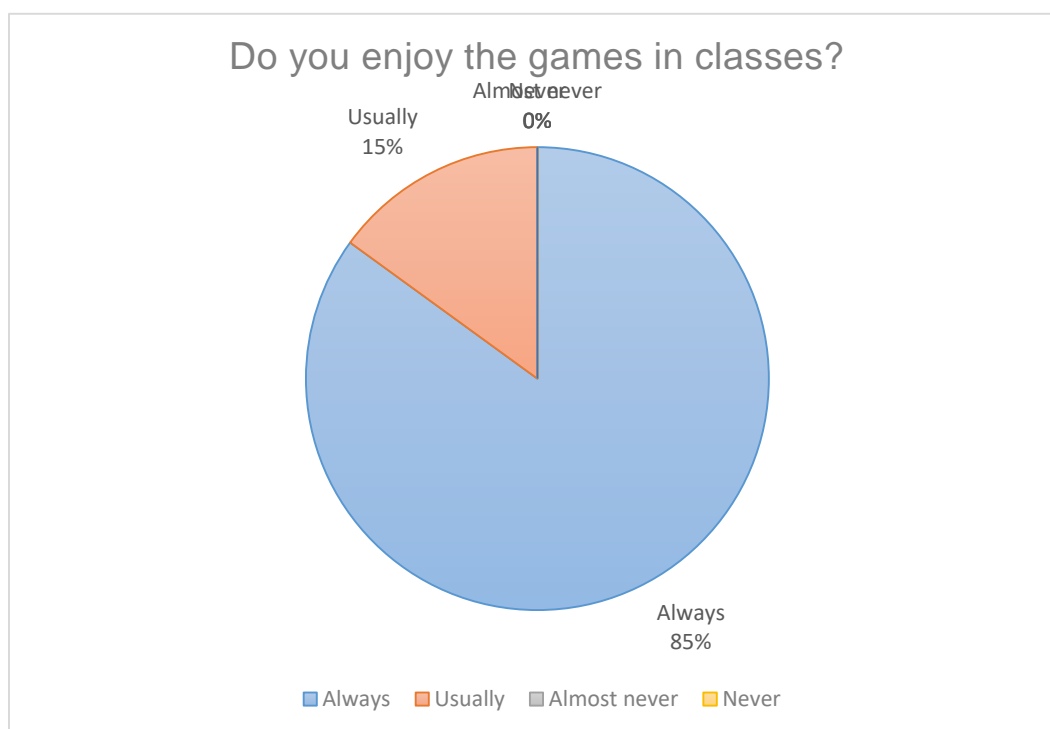
In addition the third teacher defends, games are part of one of the stages the teacher develops into the classroom process, into the practice, games can be adapted, and so students learn in a fun and interactive way. And finally, the last teacher comment, I use realia, pictures and TPR.

Summarizing what most of teachers mentioned before, the use of games is an interactive process that keeps students interest and fun along the lesson of English, also it allows students feel good at the moment to learn and express their ideas.

Besides, according to a questionnaire applied to some children in “La Puebla school” in relation to the use of games in classes, it show that the majority of facilitators have the reason and it is true that most of children enjoy the learning process with the help of games, it is possible to observe in the next graphic that the 85% of students

think that games are funny and result an enjoyable tool to learn and no one said that those are never enjoy.

Graphic 1

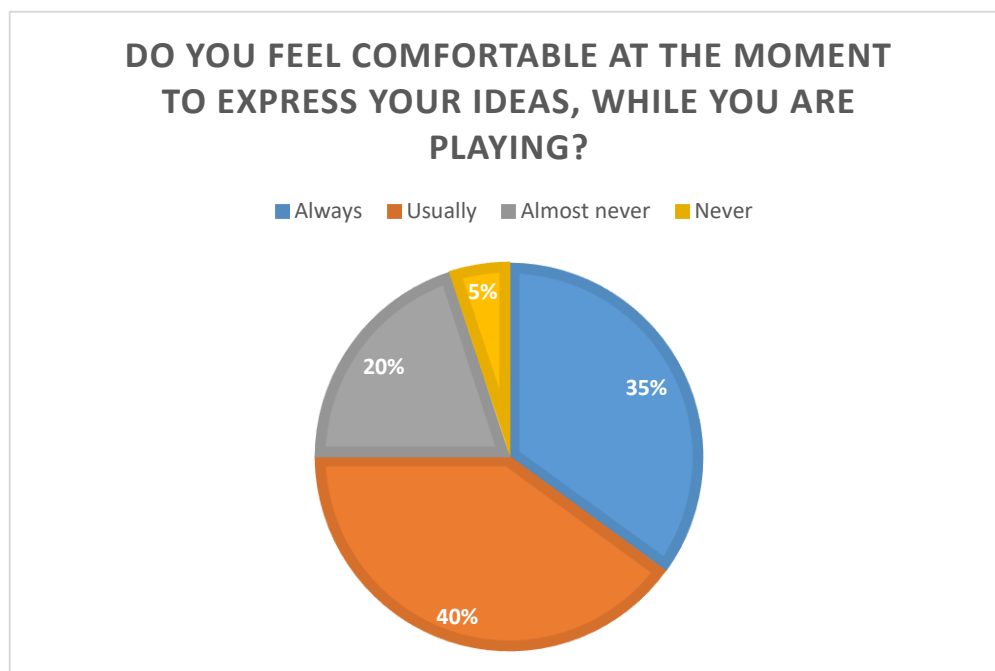


Source: Own elaboration according to the information given by the students of La Puebla School in 2017.

Another part that is important to assess is that most of teachers said that the students feel comfortable at the moment they participate and give their ideas in classes; nevertheless, most of students answer that this not always happens, so it refers that maybe they appreciate and even enjoy the use of games, but “not always” they feel completely comfortable to express their way of thinking, as it is possible to appreciate in the second graphic, the opinion is divided into 40% of students who mention that

usually they feel good to express their ideas, the 35% show that they always feel comfortable, 20% that almost never want to express what they are thinking and finally the 5% who never feel sure about to express in front of their peers.

Graphic 2



Source: Own elaboration according to the information given by the students of La Puebla School in 2017.

Many times students don't feel comfortable because they don't know how to do that and for the researcher is important the paper that teacher develop, because is she/he the responsible of creating an atmosphere in their class when students feel comfortable to give the opinion, this space have to be free of taunt, and full of motivation once that student decide to say something.

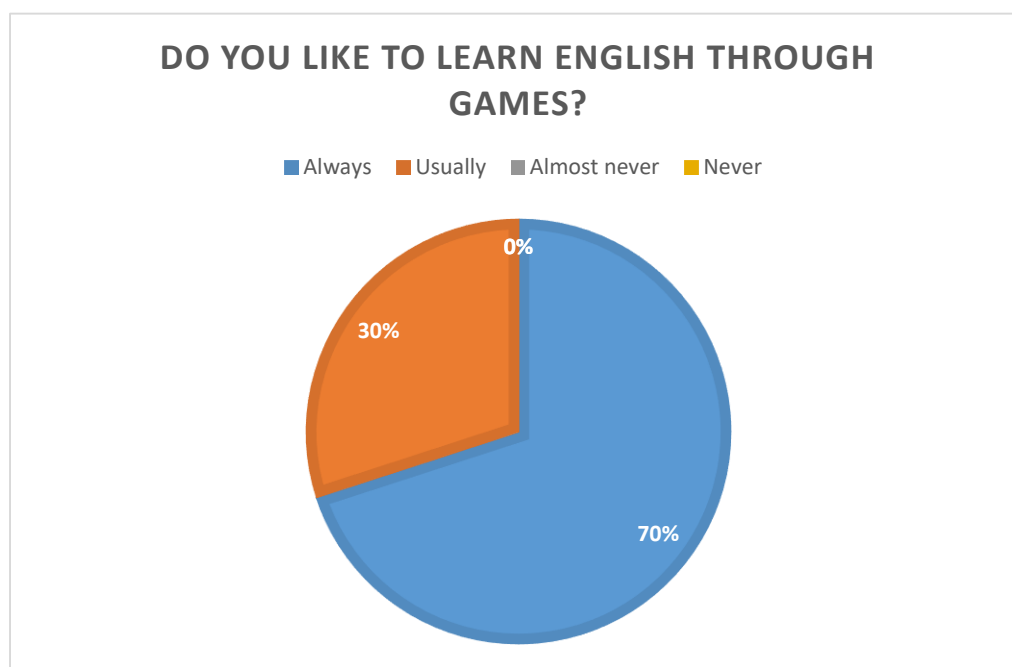
In addition, according to what the observer perceives in the implementation of the activities, the children really enjoy games and they show interest and are motivated at the moment to participate in those educational games. They show it when for example the teacher said, I need three or more volunteers, and most of them raised their hands with motivation and enthusiasm to contribute in the game. In addition, when students participate they try to do their best while they play, in some cases some of them did not know the correct form to pronounce something; nevertheless, they tried.

Analyzing if students feel comfortable when they express their ideas, the researcher add that in the first activities some of the students feel a little shy; however, with the continuous practice of games they acquire more confidence and express themselves better. Also when they receive a positive stimulation from their teacher they become a more confident person, that allows them to be comfortable, also the author observes that games have the ability to keep students interest, most of the time the rest of students are putting attention while their classmates are participating, even if someone did not know the answer, the others are attentive to help, this behavior shows that most of the students are present and learning even if the learner is not participating in the activity.

In addition, the researcher had the opportunity to notice that in the practice of the games students speak in a natural way and they give their opinions without feeling of pressure or afraid to be judge, because no one is evaluating them, also the games have the facility to transmit an environment of peace and fun.

Even, a question that was evaluated was if students like to learn through the implementation of games and the result is positive and is evident the next graphic, It is possible to analyze that an important group of the students surveyed prefer acquire and retain their knowledge through the use of this activities, as is evident in the graphic, the 70% answer that always and the rest 40% mention that usually, it also give a positive answer; nevertheless, they want to say that although enjoy to learn through the use of games, the teacher should use also other interesting activities to teach the language.

Graphic 3

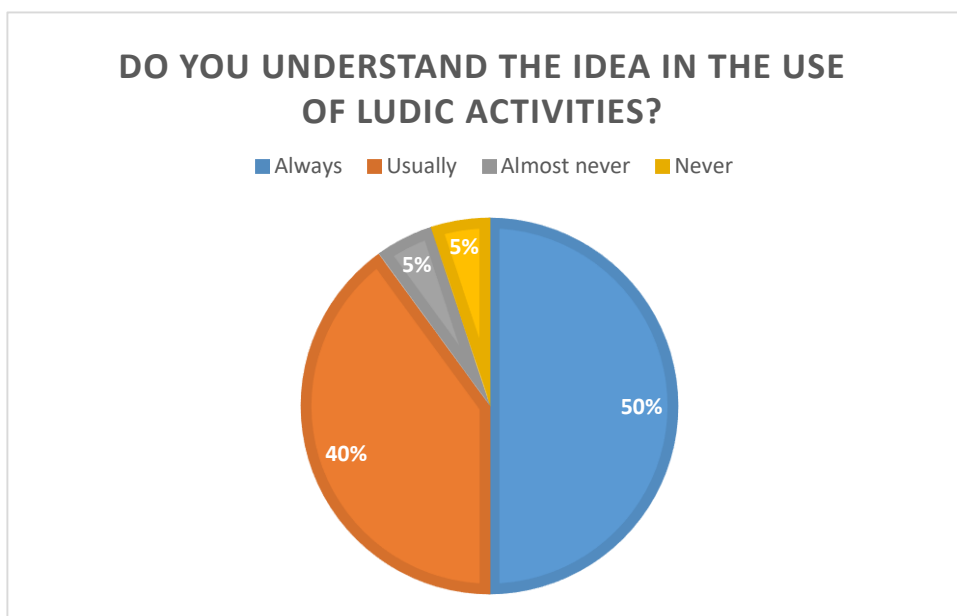


Source: Own elaboration according to the information given by the students of La Puebla School in 2017.

Additionally, with the observation it is possible to support the veracity of the results obtained in the instruments of the collected information, because it is possible to see the students enjoying while they perform the ludic activities that involves movement fun and the same time learning.

It is also reliable to know if the aspect that say that students like the games is connected with the comprehension of the topics to study in the English language, for this the researcher designs the question, and the students answer on the next way: the 50% so the half of the students responded that always understand the idea, the other 40% response that usually understand, with the implementation of ludic activities the amount that also is positive; nevertheless, there is a percentage that of 5% that answer that almost never comprehend the idea, and finally the other 5% indicate that never understand those techniques.

Graphic 4



Source: Own elaboration according to the information given by the students of La Puebla School in 2017.

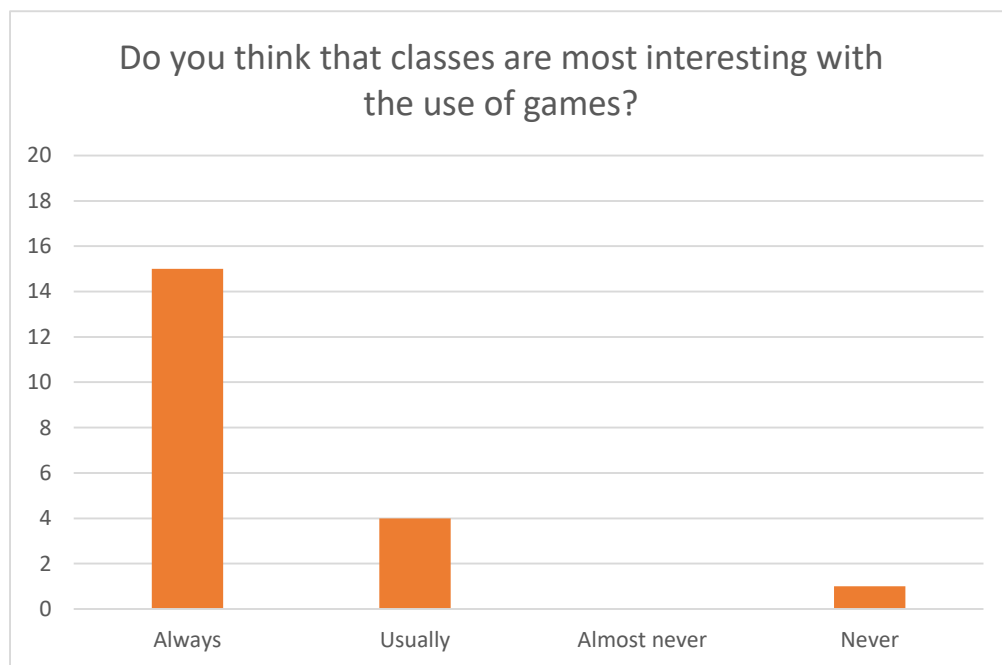
Furthermore, the researcher summarizes that the information that students provide coincide in a considerable percentage to what students show at the developing of the activities, the majority of them understand vocabulary while applying the activity, and learn through the development; nevertheless, there are some students who do not understand as fast as the others. There are many factors that can influence this situation, for example some students sit away, and also maybe they are shy to participate in those games. Sometimes students can be motivated; nevertheless, if they do not have the confidence to do it, they do not participate at all.

As it is mentioned in the above paragraph, the students really show a positive impact with the use of games based in the principles of the TPR method, however; for the case of this activities the sample chose express better result in the use of this activity as a practicum for retention of vocabulary, it is implement also for the vocabulary acquisition but the results are not the expected, because the students show a little difficult at moment to learn the vocabulary for the first time; nevertheless, when they know the vocabulary in practice with this activities the outcomes are much better.

Also another aspect that is analyzed is if the students found more interesting the English class when their teacher applies games, and according to the date that is possible to observe in the next graphic, graphic 5, fifteen students think that they always, also four students of twenty answer that usually and just 1 student express that he/she never found interesting the lesson development through the use of games.

It is evident that the majority of the students are motivated with the use of games, this because the facilitator is teaching the topic in distinct way that is not monotonous for them, reason that catch the learners attention and lets them be interesting in classes, exacting to participate in the activities.

Graphic 5



Source: Own elaboration according to the information given by the students of La Puebla School in 2017.

4.2 Evaluation of the Use of Educational Games Based on Principles TPR Method to Teach Vocabulary.

To start, the first item important to know is which teaching methods are more used for teacher to communicate vocabulary and what is the proper according to their experiences. The first teacher affirms “I like in class the Communicative Approach or Cooperative approach since students can talk and learn through listening to music or hearing the partners, and they have chance to help in the correction process.” To continue the second teacher add “Communicative Approach: learners express their knowledge and the listening skill: learners acquire knowledge.” The third teacher mentions that “Direct method use the language without translations, using pictures, images, flashcards and videos. And finally the fourth teacher comments that she prefers the Total Physical Response and CLT methods to teach vocabulary

As it is evident each teacher uses different methods to teach vocabulary, what is normal, because they are different with different personalities, and in addition each one has a different way to evaluate what their students need; nevertheless, the teacher think diverse according to how teaching, some of them agrees with the use of some methods, for example the communicative approach result one of the favorites, this method as it is possible to notice, also, two of them comment about to reinforce the listening skill that is really important and was mentioned in the chapter 3. There are more methods or strategies that are considered before, for example the Cooperative

approach, the strategy of using videos and flash cards and pictures, and even the TPR method is said before.

It is possible to summarize that even though some teachers differ of their methods to teach vocabulary, most of them always look for more interesting and creative ways to teach, and most reliable the methods that are better adapted to the necessities and challenges that her individual group represent.

In the opinion of the author and according to what she observed, the teacher is who decides what method is better to implement with her group, and also according to the topic. Furthermore, it is normal that teacher has different methods to teach because there some approaches that are adapted to a specific topics. It does not matter if the teachers do not have the same opinion according to which methods to choose, as long as they choose them thinking about the well-being and the better learning of the students.

Then, other interrogation that is done for the teachers is more specifically related with the use of TPR method in their classes they answered the next according to this method: Teacher A says: I always use the TPR in my class. I play with them, I sing and do movements or use mimics, I give a word and they have to perform in front of the rest of the classmates.

Moreover, with the opinions, the other teacher, teacher B says: “Yes, I provide instructions to my students in order for them to follow them. They may not produce at the moment, but at least they comprehend the instructions given”. The third one, Teacher C mentions: “Yes, for example when I teach leisure activities or sports I say one of them and the students do mimics about that”. And finally the last teacher, Teacher D adds “yes, according to the topic: my body and actions are the best”.

Even though, It is normal that most of teachers implement different methods to teach in their English classes, the majority of them are familiar with TPR method and recognize that usually they use it to catch the students' attention and to facilitate the process of learning in a dynamic environment where most of the students learn and do not get bored.

Another aspect important to evaluate is, if teacher likes to teach language through of method of TPR and their principles for that case some teachers gave their answers: Teacher A says, “Of course, I like TPR because it is a good opportunity to interact with the students and they have the opportunity to memorize easily the vocabulary”.

The other comment, of facilitator B, “Sure, it’s a great way for students to interact and to be expose to the language”. Teacher C affirms, “Yes I like so much, because the students like to participate in those activities, they like to move, to run, and to walk and many times they are very shy and is better for them to answer questions through

the body movements". Furthermore, Teacher D, comments, "YES, because there are learners who are kinesthetic, and because I don't need to translate".

According to the comments of teachers, in general, it is possible to say that TPR is for them a useful method to teach, because they consider that it offers a lot of benefits for their students, and help that learners study better the English language. For example, some of them mention, that this method lets that students interact with the teacher and also with the peers, also that permit that vocabulary be more meaningful what generate that students memorize it for more time.

Also, the teachers mention that the movements are present in this method, what increase the dynamic environment in the classes, additionally, comment that sometimes students have to perform some actions in the classes. According to the researcher, is a very useful strategy to use a movements while teaching because let that students be interest in the class, and help that them to be focused on the topic because is a different and active way to show a topic.

In the activities applied in this research the author observes that students are motivated to know what is going to happen after because they enjoy the distinct way to teach a topic, they feel concentrated at most of the time and appreciate this method to teach. The researcher could notice that, because the students want to continue playing even when the time of the activity ends, they express that they wanted to play again,

this happens because they experiment a period of relaxation and fun in class and learning at the same time.

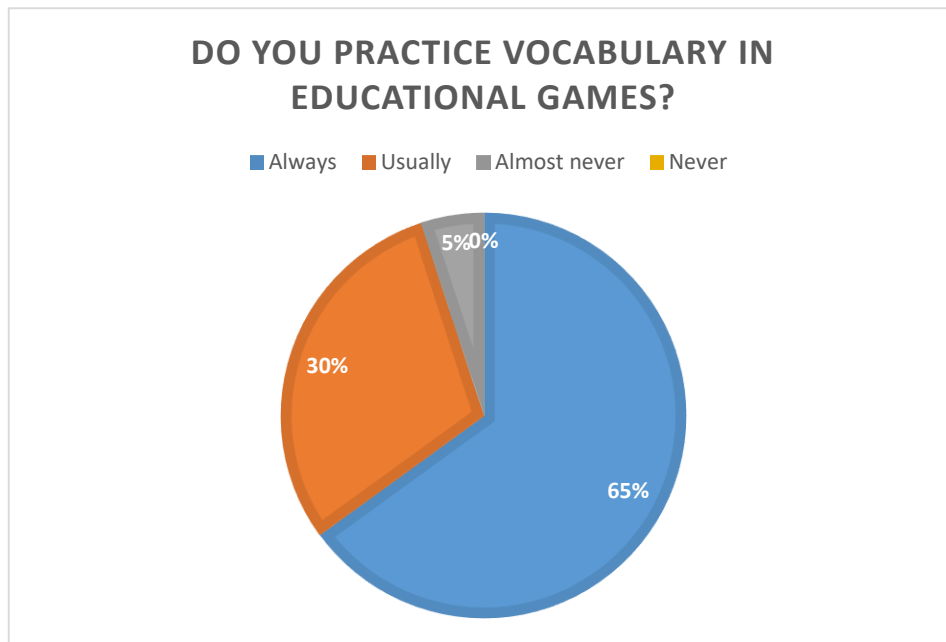
Further, one teacher mentions that it results beneficial to those students who are kinesthetic, what is true because kinesthetic students are those who absorb quickly and permanently what they do as they are learning. Also, they need to be in movement. They learn through their bodies and the sense of touch. They have excellent "physical" memory, is for that this method helps a lot to those students who have in our classes. As the activities implemented in this study are based on the principles of TPR method, it is possible to say that those also are useful because of count the most important characteristics of the method so if the TPR is effective for the teachers also the activities are valuable.

Next point in the evaluation of the activities, it is necessary to know if teachers think that the use of games help to increase the oral production because this is mentioned in the objectives to acquire vocabulary to then use it in oral production (speaking skill). For this, one question is related to this point; Teacher A responds Oral presentation because they have to perform using the vocabulary and their knowledge based on the class. Additionally, Teacher B confirms, sure, while students are playing, they are enjoying and learning at the same time. Besides, Teacher C says, "yes, because they are concentrated in the game, and they produce without matter." The rest of the class think about them. Also, Teacher D gave their opinion, "sure, students are less inhibited and produce language freely."

Analyzing that question, it is fascinating to know that almost most of teachers have the same opinion. They are focused in the interest of the student and also in the way that they feel comfortable to express they comment that while student develops a ludic activity he or she, does not worry about what is learning; nevertheless, the acquisition happens in a meaningful and memorable way. Also, a teacher says that through this activity students speak in a way with of spontaneity in a natural manner, because learners are not paying attention to the rest of their classmates. They just enjoy and express without paying attention to that.

The ludic activities create an environment of comfort even for most shy students, because the play is a practice that most of them are familiar with, since they are children people practice games, this reason makes they feel satisfied at the moment to say something, similarly it is important because children can produce without pressure.

The next graphic shows that a percentage specifically the 65% of the learners agree that they practice vocabulary while this kind of activities are performed in English classes, other population the 30% answers that usually they practice vocabulary and the rest 5% say that they almost never practice it. What the image before analyzed demonstrates is, although a little percentage expresses that they almost never practice vocabulary, a significant part of students recognize that useful words are performed in the activities.

Graphic 6

Source: Own elaboration according to the information given for the students of La Puebla School in 2017.

As is mentioned before the researcher designed a set of different activities where students have the possibility to learn what they are studying according to the topics of the curriculum. In the case of the implementation of those activities it is possible to add that the vocabulary is well practiced, because these educational games are designed with this finality, and the researcher can measure it in the progress that evidenced the sample that were practicing the games , that the rest of the students. Furthermore, the retention from the learners was evidence when their teachers evaluate them in a one of the ludic activities.

While students are playing they have the opportunity to practice many words of the topic because those activities are created in order that students practice the listening skill hearing what the teacher and what their classmates express, also are made with the idea that students practice the words because they have to mention the vocabulary most of the time.

CHAPTER V

CONCLUSIONS

AND

RECOMMENDATIONS

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

At the end of the research, there are many conclusions that are relevant to mention; this is an important part of the research because at this place the readers can interpret this and make their judgments according to the theme or some related topics.

An important conclusion is that games are adequate tools to be used with the TPR method and promote a better acquisition of a language when teachers apply it in the classroom. This method is proper to work with children because increment their skills in listening and oral production and let them be interested in the topics.

Moreover, the researcher mentions that for teaching a second language games result an interesting and reliable idea because offer contents that go beyond a simple class of English, by the same way it offer a free environment that produces that a foreign language be teaching in a proper way, also games have the intention to teach in a way that students be involved in the language and learn to love it.

The primary objective talks about to evaluate the use of educational games based on the principles of T.P.R method for acquisition and retention of English language vocabulary to use in the oral skill.

The above objective was previously analyzed in chapter two with the theory, and ideas of different authors, that arguments that games used for educational purpose are effectively useful to work with children to teach them a second language vocabulary. Also, the researcher shows that educational games applying simultaneously with the principles of TPR method those are effective tool to work with the student, because it was proved in the activities applied, and was demonstrated that helped students retained vocabulary.

Another point that is analyzed is the one that said that, if the functionality of educational games in the process of teaching vocabulary in English language works, according to the theories that are present at the long of the research, add that the functionality of those tools uses as didactic resource is effective and most of the authors cited opines the same.

Besides, if the teacher wants to develop the aspect related to the teaching of vocabulary they can use those activities because they work enriching the process of learning. Because games based on this method have the characteristic to keep, the student attention interested to learn more and more.

Furthermore it is important to add as a conclusion that teachers can use those activities with many different topics, not just in the teaching of the commands objective with the TPR is created, facilitator can implement the educational games with any

particular topic that she/he chooses, it is just necessary that she/he implements his/her creativity to adapt according to the topic objectives.

In addition, another aspect to accomplish in this project is to design a set of educational games activities based on the principles TPR method, the games are created and are present in chapter IV, those games are prepared to incorporate the principles of the TPR to help to enrich the lack of the vocabulary that students present, those games were implemented and gave many positive results.

According to the activities implemented: first the teacher and the researcher decided to apply the games at the beginning of the lesson, as activity of the presentation of the topic and also as diagnostic that allows the facilitator know which words the learners know, but the activity at that stage was unsatisfactory for the learning of the students because they were lost, the students did not know the vocabulary so the game could not function very well. Then the activity was used to practice the vocabulary already presented and the result was better, and the children understand more the words and used it many times in the developing of the game, also the ludic activities were implemented as assessment in order to know if students were getting the vocabulary studied and the researcher could notice that the subjects were understood satisfactorily, since the students evidence the knowledge. In general is better to use those games with the vocabulary already studied, as a tool to practice and evaluate the student development.

Furthermore, the researcher mentions the objective to identify the characteristics of educational games, it is worth mentioning that those characteristics are mentioned in the second chapter and also the same are discovered by the researcher in the implementation of the activities, this aim is important because it shows the facilitator that these games have an important purpose that is different from simple games.

Although in this research is shown that these activities do not work very well on the presentation of the vocabulary, those are really useful to practice the vocabulary because, these allow that student retain it, also because in this the students interact with the vocabulary and allow that they practice in a meaningful and memorable way that allows them to internalize it, for a longer time.

Another conclusion that the researcher observed through the implementation of the activities and wanted to add, is that games also work improving the oral skills of the students the games encourage students to talk while they are practicing not just those who are participating even the rest talk about the answer among them. Moreover, it is important to say that although the English language is not practiced yet them in a conversation, the vocabulary is mentioned in the classroom.

Additionally, with this games, the listening skill was practiced a lot through the dynamic of the activity, and it was important because help students to improve their

oral skill because while they are listening a comprehensible message their ability to speak is benefiting and the learners are learning more.

5.2 RECOMMENDATIONS

According to the development and results of this research and according to the reality that the researcher could observe, it is precise to bring some recommendations and advice to some entities and people who was part of this work, it to accomplish more beneficial results, and with the idea to overcome some difficulties that can improve the education in a second language in this country.

As it is mentioned before the reality that is observed by the researcher, is a little different to what the author thought at the beginning, there are some aspects that can be improve.

The first recommendation is to the Ministry of Public Education of Costa Rica, **MEP,**

This entity should offer to the teachers both new and experienced, some seminars to encourage them to use games in their lesson in order to teach vocabulary. Those activities are effective tool to be used for teaching a language and have a special valor which go beyond that just to bring fun for the students ludic

activities used in a proper time in a lesson can help the students to practice and reinforce the topics, and even are useful if teachers want to know how much the students understand.

For the teachers it is relevant to give a significant valor to the use of games because it has a component that is interesting for the students, facilitators should stop thinking that the ludic activities just are a simple practice with children. In contrast, they need to see those as an effective reinforce resource to use to their classes. The advice is that use games in a lesson, giving a special emphasis on those that have body movements and includes the practice of the listening skill because according to this research results effectively to the teaching of vocabulary.

The ludic activities are functional; nevertheless, there are some spaces in a daily plan where is more useful the use of those techniques. It is not proper to use those at the beginning of the presentation of the topic, in contrast, is better to implement in the practice of the vocabulary because students can reinforce the classes. Additionally, other is in the part of the assessment about the topic; this offers the possibility to see the advance of the students in the topic study.

There are some of the activities that are more proper that others in this research the singular attention is over those that have the principle of the TPR method, about movement and listening skill practice. Here there is some example of these activities

adapted by the researcher according to the topic to learn: the twister of body organs, the race of organs and big memory game. Those were modified according to the purpose of the theme; however, the teacher can adjust about their topic and use those where they considered necessary in the stages before mentioned.

In the development of those ludic tools is adequate that teachers work around the cognitive development of their students, so if their learners are children they have to work with methods proper to their growth, also it is important to recognize that the finally of the teaching a vocabulary increases the oral production (communication) to communicate basic needs and for young people those are around three factors likes, needs, interests.

The students for the develop of the activities the advice is that they should be concentrated in the game it permits them to understand better, even if they are not participating they can learn with the feedback that the teacher brings to their classmates. Also is important that students answer to the teacher each time they have doubt or when they don't know the pronunciation of a word, this can produce an increase in their knowledge.

Is very useful that students review the topic at home or in free time because as much he/she is involved in the issue the much learn he/she can have, the practice of a topic can help a lot in the internalization of the vocabulary. As was mentioned above, the use of games is a practical strategy to work with the vocabulary.

Chapter VI

Bibliography

Bibliography

Cited Bibliography

Anonymous. (2002). evirtual.lasalle.edu.co. from

http://evirtual.lasalle.edu.co/info_basica/nuevos/guia/fuentesDeInformacion.pdf

Ahmad, S. R. (2016). Importance of English Communication Skills. *International Journal of Applied Research*, 2(3), 478-480.

Anonymous. (17 de 09 de 2007). nacion.com.

http://www.nacion.com/opinion/Ensenanza-idioma-ingles_0_928307302.html

Arroyo, E. M. (2012). *Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX. Revista comunicación*, 21(1), 4-15.

Bailey, K. (2005). *Practical English Language Teaching*. Monterey: Mc Graw- Hill.

Barahona, M. (2010). *Extensión y dominio efectivo del inglés como segunda lengua en el sistema educativo costarricense: Situación actual, problemas y desafíos*. San José: CONARE.

Barrantes, R. (2014). *Investigación un camino al conocimiento un enfoque cualitativo, cuantitativo y mixto*. San José: UNED.

Barresi, J. (s.f.). *Early Childhood/Family Education Programs*. Oklahoma: Oklahoma State Department of Education.

Biography. (2016). biography.com. From <http://www.biography.com/people/jean-piaget-9439915>

Brenes, M. (2015). *Estado de la educación* . San José: CONARE.

Bodrova, E. (2015). *Vygotskian and Post-Vygotskian Views on Children's Play*. American Journal of Play, 7(3).

Campos, M. (2009). *MÉTODOS Y TÉCNICAS DE INVESTIGACIÓN ACADÉMICA FUNDAMENTOS DE INVESTIGACIÓN BIBLIOGRÁFICA*. San Ramón, Alajuela: UNIVERSIDAD DE COSTA RICA.

Chacón, P. (2008). El Juego Didáctico como estrategia de enseñanza y aprendizaje. *Nueva Aula Abierta*(16).

Child development media. (2015). childdevelopmentmedia.com. from <http://www.childdevelopmentmedia.com/articles/play-the-work-of-lev-vygotsky/>

costaricaweb.com. (1949, 11 07). From [http://www.costaricaweb.com/general/constitucion.htm#la educación y la cultura](http://www.costaricaweb.com/general/constitucion.htm#la%20educaci3n%20y%20la%20cultura)

Dalton, T. (1951). Classroom Atmosphere reflects quality of learning. *Educational leadership*, 8(7), 429-433.

Equipo de investigación PROIFED, U. (2012). *La memoria y el lenguaje en los procesos de aprendizaje: Aportes desde las ciencias cognitivas*. San José: CONARE.

Englebright, J. (2008). Earlychildhoodnews.com. Retrieved 03 12, 2016, from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=240

Federacion de enseñanza de CC.OO de Andalucía. (2010). ¿QUÉ ES EL JUEGO?

Revista digital para profesionales de la enseñanza(7).

FREIRE, M. (1989). La evolución psicológica del niño. Barcelona, España.: Grijalbo.

Freeman, D. f. (2004). *Essential Linguistics*. Portsmouth, NH: HEINEMANN.

Genesee, F. (1994). *Educating Second Language Children*. .

GIMENO, J., & PÉREZ, A. (1989). La Enseñanza, su Teoría y su Práctica. Jeffrey P.

Bakken. (2011, 12 2). hraljournal.com. Retrieved 03 08, 2016, from

<http://www.hraljournal.com/Page/9%20Cynthia%20G.%20Simpson.pdf>

ThiThanh & Thi Thu Nga. (2003). LEARNING VOCABULARY THROUGH GAMES.

The EFL Journal, 5(4), 90-115.

Kernan, M. (2007). *Play as a context for Early Learning and Development* . Dublin:

NCCA.

Krashen, S. (2013). *Second Language Acquisition Theory, Applcation and some*

Conjectures. New York: Cambridge University press.

Martín, J. (2014). *Propuesta didáctica del uso de la actividad lúdica en la enseñanza del inglés*. Soria.

MEP. Programas de I ciclo del estudio de inglés primer ciclo de la educación general básica. San José: Imprenta Nacional, 2016.

McFarlane, A. (2002). *Report on the Educational Use of Games*. Cambridge: Teem.

Monge, L. E. (2003). mep.go.cr.

<http://www.mep.go.cr/sites/default/files/programadeestudio/programas/inglesturismo.pdf>

Mühren, A. (2003). *TOTAL PHYSICAL RESPONSE (TPR) An effective language learning method at beginner/intermediate levels*. Alkmaar, Netherlands: Learning Designer & Adviser.

Oxford. (2016). oxforddictionaries.com.

<https://en.oxforddictionaries.com/definition/play>

OXFORD. (2016). oxfordreference.com. Obtenido de

<http://www.oxfordreference.com/view/10.1093/acref/9780198568506.001.0001/acref-9780198568506-e-4077>

OCAMPO, M. C. (2009). *MÉTODOS Y TÉCNICAS DE INVESTIGACIÓN ACADÉMICA*. San Ramón.

Paniagua, M. E. (02 de 2005). englishincostarica.org. Recuperado el 18 de 09 de 2016, de <http://www.englishincostarica.org/maeugenia1.html>

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.

Prince, J. A. (1967). The Learning Strategy of Total Physical Response: some age differences. *Child development*, 38, 1219-1227.

Puebla, P. d. (2010). *Diagnostico participativo*. Heredia: Escuela La Puebla.

PUGMIRE-STOY, M. (1996). *El Juego Espontáneo, Vehículo de Aprendizaje y comunicación*. Madrid, España.: Nancea.

Qureshi, I. A. (S.F). *THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS*. Lahore, Pakistán: Alama Iqbal Open University.

Rollins, S. (s.f.). From

<https://edupsychology.wikispaces.com/file/view/Theories+about+play.pdf>

Rodgers, J. C. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press .

Richards, J. (1986). *Approaches and Methods in Language Teaching*. Cambridge.

Saracho, O. (2003). *Contemporary perspectives on play in early childhood education*. USA.

Schilling, K. (2011). *Montessori Approach to Teaching/Learning*. Manitoba.

Sigurðardóttir, S. D. (2010). *The Use of Games in the Language Classroom*. Reikiavik: Háskóli Íslands.

Stanek, N. (2016). astratoy.org. <http://www.astratoy.org/piaget-and-play.asp>

Talak-kiryk, A. (2010). *Using Games in a Foreign Language classroom*. *MA TESOL collection, 484*.

Tuan, L. T. (2012). *Vocabulary Recollection through Games*. *Theory and Practice in Language Studies, 2(2), 257-264*.

Uberman, A. (s.f.). *The Use of Games: For Vocabulary Presentation and Revision*.

Rzeszów, Poland.

UNESCO Institute for Statistics. (2012). *A place to Learn lesson from Research on*

Learning enviroments . Montreal: UNESCO Institute for Statistics.

UNESCO-IBE. (2006, abril). oei.es.

http://www.oei.es/pdfs/Costa_Rica_datos2006.pdf

UNICEF. (2013, 12 24). UNICEF.org.

http://www.unicef.org/infobycountry/costarica_statistics.html

VINDAS, L. (25 de 10 de 2012). Nivel de inglés de los ticos se cataloga como "bajo".

El financiero

Wood, K. C., Smith, H., Grossniklaus, D. (2001). Piaget's Stages of Cognitive Development. In M. Orey (Ed.), *Emerging Perspectives on Learning, Teaching, and Technology*.

Consulted Bibliography

Harmer, J. (S.f.). *The practice of English Language teaching* . Guadalajara Mexico:

Pearson logman.

MEP. (2005). *Programas de Estudio de Educación General Básica, I y II Ciclos,*

Inglés. En Ministerio de Educación Pública. San José, Costa Rica: Departamento de Publicaciones.

Rasouli, G. (2013). The Effect of Games on Improvement of Iranian EFL Vocabulary Knowledge in Kindergartens. *International Review of Social Sciences and Humanities*, 6(1), 186-195.

Electronic Bibliography

Anonymous. (17 de 09 de 2007). nacion.com.

http://www.nacion.com/opinion/Ensenanza-idioma-ingles_0_928307302.html

Bakken. (2011, 12 2). Hraljournal.com. Retrieved 03 08, 2016, from

<http://www.hraljournal.com/Page/9%20Cynthia%20G.%20Simpson.pdf>

Biography. (2016). biography.com. From <http://www.biography.com/people/jean-piaget-9439915>

Child development media. (2015). childdevelopmentmedia.com. From

<http://www.childdevelopmentmedia.com/articles/play-the-work-of-lev-vygotsky/>

costaricaweb.com. (1949, 11 07). From

[http://www.costaricaweb.com/general/constitucion.htm#la educación y la cultura](http://www.costaricaweb.com/general/constitucion.htm#la%20educaci3n%20y%20la%20cultura)

Englebright, J. (2008). Earlychildhoodnews.com. Retrieved 03 12, 2016, from

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=240

Monge, L. E. (2003). mep.go.cr.

<http://www.mep.go.cr/sites/default/files/programadeestudio/programas/inglesturismo.pdf>

Oxford. (2016). oxforddictionaries.com.

<https://en.oxforddictionaries.com/definition/play>

OXFORD. (2016). oxfordreference.com. Obtenido de

<http://www.oxfordreference.com/view/10.1093/acref/9780198568506.001.0001/acref-9780198568506-e-4077>

Paniagua, M. E. (02 de 2005). englishincostarica.org. Recuperado el 18 de 09 de 2016, de <http://www.englishincostarica.org/maeugenia1.html>

Rollins, S. (s.f.). Obtenido de

<https://edupsychology.wikispaces.com/file/view/Theories+about+play.pdf>

UNESCO-IBE. (2006, abril). oei.es.

http://www.oei.es/pdfs/Costa_Rica_datos2006.pdf

UNICEF. (2013, 12 24). UNICEF.org.

http://www.unicef.org/infobycountry/costarica_statistics.html

ANNEXES





Heredia, 09 de junio de 2017.

Dictamen CCM-02-09062017

Señores
Oficina de Registro
Universidad Hispanoamericana
SEDE DE HEREDIA

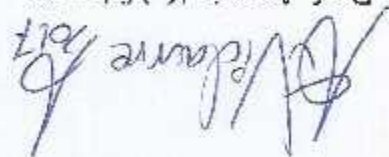
Estimados señores:

Se me ha asignado para la lectura correspondiente, el trabajo de investigación bajo modalidad Tesis denominado: *"The Use of Educational Games as Didactic Resource, Based on the Principles of the T.P.R Method to Teach and to Practice Vocabulary in English Language, in Fourth Graders of La Puebla School in Heredia from September 2016 to April 2017"* (título final, solicitado), de la estudiante Carolina Carrillo Mayorga, cédula número 503940988 para optar por el grado de Licenciatura en Enseñanza del Inglés para I y II Ciclo.

Según las facultades del Artículo 73, segunda parte, incisos b, c y e del Reglamento Académico de la Universidad Hispanoamericana, procedo a emitir la resolución siguiente:

Luego de revisar las correcciones solicitadas de fondo, este Lector da su Visto Bueno para que la Tesis pase a revisión filológica y eventual Defensa pública.

Cordialmente,


Prof. Aramis K. Vidaurre
Céd. 6-254-174

CARTA DEL TUTOR

Tibas, 20 de abril, 2017

Destinatario: MA. Diego Torres M

Carrera: Licenciatura en Enseñanza del Inglés con Énfasis en I y II Ciclo

Universidad Hispanoamericana

Estimado señor


El estudiante, Carolina Carrillo Mayorga cédula de identidad número 503940988, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **THE USE OF EDUCATIONAL GAMES AS DIDACTIC DEVICE, BASED ON THE PRINCIPLES OF THE T.P.R METHOD DEVELOP THE ACQUISITION AND RETENTION OF VOCABULARY IN ENGLISH LANGUAGE, IN FOURTH GRADERS OF LA PUEBLA SCHOOL IN HEREDIA FROM SEPTEMBER 2016 TO APRIL 2017** el cual ha elaborado para optar por el grado académico de licenciatura.

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	28
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
TOTAL			98

En virtud de la calificación obtenida, se avata el traslado al proceso de lectura. Atentamente



Nombre Marta Eugenia Rojas Fernández
Cédula Identidad 1 330 145
Carné Colegio Profesional 75186

San José, 15 de junio de 2017

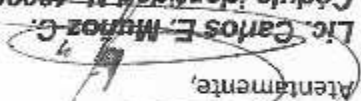
Señores
Departamento de Registro
Universidad Hispanoamericana
Presente

Estimados señores:

La estudiante Carolina Carrillo Mayorga, cédula de identidad número 503940988, me ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado **THE USE OF EDUCATIONAL GAMES AS DIDACTIC RESOURCE, BASED ON THE PRINCIPLES OF THE T.P.R. METHOD TO TEACH AND TO PRACTICE VOCABULARY IN ENGLISH LANGUAGE, IN FOURTH GRADERS OF LA PUEBLA SCHOOL IN HEREDIA, FROM SEPTEMBER 2016 TO APRIL 2017**, el cual ha elaborado para optar por el grado de licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito, y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,

Lic. Carlos E. Muñoz C.
Cédula identidad N. 400930725
Carne Colegio de Licenciados y Profesores Número 00689

DECLARACIÓN JURADA

Yo Carolina Carrillo Mayorga, mayor de edad, portador de la cédula de identidad número 503940988 egresado de la carrera de

Licenciatura en Enseñanza del Inglés con Énfasis en I y II ciclo de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se construyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: The use of Educational Games as Didactic Resource, Based on the Principles of the TPR Method to Teach and to Practice Vocabulary in English in Fourth Graders of La Puebla School in Heredia from September 2016 to April 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de Heredia, a los 21 días del mes de Junio del año dos mil 17.

Firma del estudiante
Cédula


503940988